

HIST 202: THE UNITED STATES SINCE 1865

for Indiana State University credit

instructor name & contact information

COURSE CATALOG DESCRIPTION

HIST 202—The United States since 1865. 3 Credits. (This course is part of the “Transfer Indiana” [TransferIN] initiative. For additional information, link to www.transferin.net/ctl.) **Description:** The political, economic, diplomatic, intellectual, and cultural development of modern America. **Note:** May be taken independently of 201 for Foundational Studies credit. **Foundational Studies Credit** [FS 2010: Historical Studies]

INDIANA STATE UNIVERSITY DEPARTMENT OF HISTORY STATEMENT ON TEACHING (2011)

History offers a unique way to understand the world. It is a path to knowledge that engages in a creative and critical exploration of the past in order to illuminate the patterns, complexities, and contingencies that shape the human experience. As a result, History encompasses not only the individuals and groups whose interactions spark change over time but also the economic, political, social, cultural, scientific, religious, gender, and geographic forces, among others, that influence their behavior. Historians seek to understand the past by emphasizing the importance of context, establishing cause and effect, determining connections between individuals and events, applying cross-cultural analyses, and weighing different perspectives, all while carefully relying on documented source material to arrive at well-supported conclusions. Because of this distinct approach, the study of History provides students with the opportunity to build valuable critical thinking skills based on the analysis of evidence and construction of argument. At the same time, it encourages students to think beyond the constraints of contemporary viewpoints. The application of an historical perspective to any problem means taking account of its long-term causes and considering the long-term implications of any solution. A student whose knowledge of the world and its development is informed by an understanding of historical time, context, and perspective is someone who can connect the present with the past, who has acquired a sense of the richness and diversity of the human experience, and who, therefore, is prepared to be an informed and engaged citizen.

INDIANA STATE UNIVERSITY FOUNDATIONAL STUDIES LEARNING OBJECTIVES

Because this course is part of the larger Foundational Studies Program, it is important to place its goals within the context of the program’s goals. By the conclusion of your Foundational Studies Program at ISU, you will be able to...

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness; and
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

X. HISTORICAL PERSPECTIVES

1. Policies
 - Completion of ENG 105, ENG 107, or ENG 108.
 - Class size will be no larger than 30.
2. Requirements
 - One course (see list of Approved Courses for Foundational Studies).
3. Learning Objectives
 - Analyze the origins and consequences of historical events and developments.
 - Understand ideas in their historical context and explore diverse interpretations of the past by critically assessing both primary and secondary historical sources.
 - Evaluate historical arguments by analyzing major assertions, background assumptions, and explanatory evidence.
 - Use an historical perspective to understand the world today and address contemporary issues.
4. Skill Applied Learning Requirements

- Explicitly demonstrate how the curriculum will develop critical thinking and systems thinking skills.
- Explicitly demonstrate how the curriculum will develop information literacy skills; Must include an informational literacy exercise.
- Must incorporate opportunities for students to read critically and to analyze contextually a wide variety of sources and to write extensively.
- Must include graded writing components.

ACADEMIC INTEGRITY

The penalty for academic dishonesty, including plagiarism, can include a failing grade on the assignment, a failing grade in the class, and/or referral to Student Judicial Programs. Academic dishonesty includes, but is not limited to:

1. plagiarism (copying information directly from a book, a website, or other source created by another person, including the work of another student, and claiming it as your own);
2. cheating;
3. fraud;
4. using another person's material as your own;
5. knowingly allowing another person to use your work as their own; and
6. signing another person's name to an attendance roster—or—asking another person to sign your name to an attendance roster.

For more information, see the Indiana State University Code of Student Conduct at <https://www.indstate.edu/code-of-student-conduct/academic-policies/defining-misconduct>

[ADD HIGH SCHOOL ACADEMIC INTEGRITY STATEMENT]

ARTIFICIAL INTELLIGENCE (AI) SYNTHESIZED TEXT

The developments around Artificial Intelligence (AI) synthesized text are in flux and the rules that are expressed in this syllabus may need to change on short notice; this may affect the contents of assignments, as well as their evaluation. Artificial Intelligence resources are widely available to generate text, images, code, and other media. The student assumes full responsibility for AI-generated materials; ideas must be attributed, and facts must be true. AI tools may only be used when expressly permitted by the instructor, and use must be open and documented.

(Adapted from The Sentient Syllabus Project (2022), <http://sentientsyllabus.org>)

[ADD HIGH SCHOOL ARTIFICIAL INTELLIGENCE (AI) STATEMENT]

STUDENT SUPPORT SERVICES

The Indiana State University Accessibility Resource Office collaborates with students and the university community to create accessible educational and social/living environments through support services and programs. Contact information: Hulman Memorial Student Union 816; telephone: 812.237.3829; website: <https://www.indstate.edu/aaro>

[ADD HIGH SCHOOL STUDENT SUPPORT SERVICE STATEMENT]

STUDENT DISCLOSURE OF SEXUAL MISCONDUCT

Indiana State University fosters a campus free of sexual misconduct including sexual harassment, sexual violence, intimate partner violence, and stalking and/or any form of sex or gender discrimination. If you disclose a potential violation of the sexual misconduct policy the professor will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged file a complaint. See the Office of Equal Opportunity and Title IX website: <https://www.indstate.edu/equalopportunity-titleix>

[ADD HIGH SCHOOL TITLE IX STATEMENT]

GRADES

[ADD STATEMENT ON HOW INDIANA STATE UNIVERSITY GRADE WILL BE DETERMINED: GRADING SCALE, GRADED COMPONENTS, ETC.]

[ADD STATEMENT ON HOW HIGH SCHOOL GRADE WILL BE DETERMINED: GRADING SCALE, GRADED COMPONENTS, ETC.]

COURSE CALENDAR

Brinkley = Alan Brinkley, John M. Giggie, and Andrew J. Huebner, *The Unfinished Nation: A Concise History of the American People*, 10th ed. (New York: McGraw-Hill, 2022).

HIST 202—THE UNITED STATES SINCE 1865

Module 15 *(this module is taught in both HIST 201 & HIST 202)*

READ:

- Brinkley, chapter 15 (Reconstruction and the New South) (1863–1896)
- documents:
 - Mississippi Black Codes (1865)
 - Southern Blacks demand federal aid (1865)
 - Booker T. Washington, Atlanta Exposition Address (1895)

Module 16

READ:

- Brinkley, chapter 16 (The Conquest of the Far West) (1862–1893)
- documents:
 - Custer's Last Stand, *Helena Daily Herald* (1876)
 - On Chinese Immigration (1876, 1882)
 - The Dawes Severalty Act (1887)
 - Walter Baron Von Richthofen, *Cattle Raising on the Plains in North America* (1885) (excerpts)
 - Frederick Jackson Turner, The Significance of the Frontier in American History (1893)

Module 17

READ:

- Brinkley, chapter 17 (Industrial Supremacy) (1859–1914)
- document: Andrew Carnegie explains “The Gospel of Wealth” (1889)
- Brinkley, chapter 18 (The Age of the City) (1869–1903)
- document: John Wanamaker, The Four Cardinal Points of the Department Store (1874)

Module 18

READ:

- Brinkley, chapter 19 (From Crisis to Empire) (1867–1901)
- document: Rudyard Kipling, “The White Man’s Burden: The United States and the Philippine Islands” (1899)

Module 19

READ:

- Brinkley, chapter 20 (The Progressives) (1873–1920)
- documents:
 - On Child Labor (1877)
 - John Muir on the Value of Wild Places (1901)
 - Jane Addams, *Twenty Years at Hull-House* (1910)
 - Margaret Sanger, *The Case for Birth Control* (1917)

Module 20

READ:

- Brinkley, chapter 21 (America and the Great War) (1914–1927)
- documents:
 - Race, gender, and World War I posters
 - Florence Kelley, Women in Industry and the Eight-Hour Day (1916)
 - Arthur Zimmerman, The Zimmerman Telegram (1917)
 - Eugene V. Debs, Speech to the Jury before Sentencing under the Espionage Act (1918)
 - Woodrow Wilson, Fourteen Points (1918)
 - W.E.B. Du Bois, Returning Soldiers (1919)

Module 21

READ:

- Brinkley, chapter 22 (The New Era) (1914–1928)
- documents:
 - American print advertisements
 - The Ku Klux Klan (1924)
 - Robert S. Lynd and Helen Merrell Lynd, Remaking Leisure in Middletown (1929)

Module 22

READ:

- Brinkley, chapter 23 (The Great Depression) (1929–1940)
- document: Mr. W. W. Tarver remembers the Great Depression (1940)

Module 23

READ:

- Brinkley, chapter 24 (The New Deal Era) (1931–1939)
- documents:
 - Franklin D. Roosevelt, First Inaugural Address (1933)
 - Huey Long, The Long Plan (1933)
 - Eleanor Roosevelt on Civil Rights (1942)

Module 24

READ:

- Brinkley, chapter 25 (America in a World at War) (1940–1945)
- documents:
 - World War II anti-Japan propaganda posters
 - Franklin D. Roosevelt, Executive Order 9066 to Prescribe Military Areas (1942)
 - Henry L. Stimson, Draft of Press Release Announcing the Use of the Atomic Bomb (1945)

Module 25

READ:

- Brinkley, chapter 26 (The Cold War) (1945–1952)
- documents:
 - “Bert the Turtle (Duck and Cover)” (1952)
 - Joseph McCarthy, Communists in the U.S. Government (1950)

Module 26

READ:

- Brinkley, chapter 27 (The Affluent Society) (1947–1969)
- documents:
 - *Brown v. Board of Education of Topeka* (1954)
 - Rosa Parks, Describing My Arrest (1955)
 - George M. Humphrey, The Interstate Highway System (1955)
 - Martin Luther King Jr., Speech at Montgomery, Alabama (1955)
 - Dwight D. Eisenhower, Farewell Address (military-industrial complex) (1961)

Module 27

READ:

- Brinkley, chapter 28 (The Turbulent Sixties) (1960–1968)
- documents:
 - Fannie Lou Hamer on the struggle for voting rights (1964)
 - A Birth Control Advertisement from the Late 1960s

Module 28

READ:

- Brinkley, chapter 29 (The Crisis of Authority) (1963–1975)
- documents:
 - Gulf of Tonkin Resolution (1964)
 - Robert F. Kennedy, *Thirteen Days* (1969)
 - Demands of the New York High School Student Union (1970)
 - Richard Nixon, The Invasion of Cambodia (1970)
 - Gloria Steinem, Statement in Support of the Equal Rights Amendment (1970)

Module 29

READ:

- Brinkley, chapter 30 (From “the Age of Limits” to Reaganism) (1974–1992)
- documents:
 - Jimmy Carter, The National Crisis of Confidence (1979)
 - Ronald Reagan on the role of government (1981)
- Brinkley, chapter 31 (The Age of Globalization) (1992–present)
- document: same-sex marriage (2015)