

HISTORY 152

AMERICAN CIVILIZATION SINCE 1877

Autumn 2010

Instructor: Carlos R. Rivera

Course Description: An introduction to American history from the post-Civil War era to the recent past, examining America's position in the world, and, controversies and agreements among Americans concerning the desired attributes for their culture, ideals, and government. I will focus on the development of society and organizations by raising questions about values, economic growth, institutional change, traditional & non-traditional cultural developments, and, politics. Themes include: Western settlement; Business, Industrialization, and their effects on society; Politics; The Strategic Elite; Immigration & Urbanization; Populism & Progressivism; The 1890s, the Spanish-American War & Empire; The struggle for justice; World War I; The Twenties, the Depression, & the New Deal; Life in the 1920s & 1930s; American Interwar foreign policy; World War II; The Cold War; Life in the 1950s & 1960s; Minorities & Civil Rights; Vietnam; America after 1968. The class is intensively multi-media in nature, so attendance is mandatory.

Academic Objectives: This class meets your requirements for GEC classes in Historical Studies. The goal: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves. Expected learning outcomes: (1). Students acquire a perspective on history and an understanding of the factors that shape human activity. (2). Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding. (3). Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Texts: (1) "THE AMERICAN PEOPLE: Creating a Nation and a Society" (Concise 6th Edition: 1877-present), Nash, et al., ISBN: 978-0-205-57247-2; (2) "RAGTIME" by E.L. Doctorow, ISBN: 0452279070

Topics & Reading Assignments: Check the **Schedule of Assignments**. Read each assigned text to help correlate lectures. The first weeks are nominally drawn from the textbook, but the lectures become the major tool, so again attendance is crucial. **I reserve the right to amend the schedule as necessary.**

Enrollment/Meetings: Mon & Wed, 8:00-10:00 pm, Delaware Center, XXXXX. Students must be enrolled by the end of the second week. No adds are approved by me or department chair after that time. Enrollment is your responsibility. If you attend classes faithfully, complete the assigned readings, and ask questions when in doubt, you will have the tools required to complete the course.

Disability Accommodation: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. They should inform me as soon as possible of their needs. Students who feel that they need an accommodation based on the impact of a disability should contact Marge Hazelett (740-725-6247) to discuss their specific needs. The Office for Disability Services is located in room 128 Maynard Hall. General information is also available at <http://www.ods.ohio-state.edu>

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to handle all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. All instances of alleged academic misconduct are reported (by University By-Law) to the committee. For additional information, see the Code of Student Conduct. Copying any part of someone else's work (on homework, quizzes, tests, or exams, papers, etc.) and handing it in as your own work is academic misconduct and has serious consequences at this university. Collaboration (getting together with other students to discuss HOW to solve problems) is encouraged. But you must do the work and on your own.

Class Decorum: Most meetings center on a lecture, but we will have time for questions/discussion. I do expect you to adhere to a standard of decorum. I lecture for about 95 minutes in each session, with time for queries during and after each class. If you are going to be more than ten (10) minutes late, do not disrupt the class. You will not be permitted to read newspapers, magazines, etc. etc., or, to carry on irrelevant or disruptive conversations. If you want to eat or drink, you cannot consume odorous or noisy items, or, any alcohol/illegal substances. **Please turn off all electronic devices, laptops, pagers, cell phones, texting, CD, DVD, and MP3 players, or similar items.** If your device interrupts the class after the first week of class, you may be subject to a point penalty every time it occurs or invited to leave. You also may be invited to leave the class if you choose to text, twitter, surf the web, etc., etc. You may not use any electronic devices during any exam. **However, if you require a laptop, Disability Services will provide you with written documentation.** You also may not record the class without my explicit permission. If you appear to be under the influence of any substance, you will not be permitted to disrupt the class. Finally, you may not bring unregistered/non-matriculating family members, spouses, ex-spouses, children, friends, animals, birds, cars, car-parts, volcanoes, goats, lions, parachutes, surfboards, skateboards, etc., etc., to class. The classroom is not a storage place, not a daycare facility, not a kennel, and not a garage. Ask before you bring something else not required for the class.

Office Hours: Mon and Wed, about 7:25p-7:55p, Room #214, after class, and other times as feasible. Other ways that you will be able to reach me are: rivera.3@osu.edu or carlosofcoronado@yahoo.com. My webpage at www.homestead.com/carlosofcoronado will have any updates/changes. I will update it as quickly as possible for any schedule changes, and if applicable, weather disruptions.

Examinations/Make-up Exam/Emergency Policy: There will 2 scheduled exams, 2 unannounced pop quizzes, and a required paper. If for any **actual** (you or your family) emergency you find it necessary to miss any scheduled exam or paper, you must make every effort to contact me before class or examination OR, as soon as humanly possible. An emergency involves a documented police, fire, or medical situation. You must have **my consent** for a make-up exam. The date and time for any make-up exams will be announced in class.

Determining Final Grade: Course work will have the following value in determining your final grade:

Midterm exam:	30% or 30 pts
Paper:	15% or 15 pts
Pop Quizzes:	10% or 10 pts
Final exam:	45% or 45 pts
TOTAL:	100% or 100 pts

93%=A 90%=A- 87%=B+ 83%=B 80%=B- 77%=C+ 73%=C 70%=C- 65%=D+ 60%=D 59%-0%=E

Pop Quizzes are unannounced and not subject to makeup. If you do not understand a requirement, or, course material, feel free to ask about it. I am here to help you and welcome any opportunity to assist you where I can. If you do not understand the grading of your examinations, please seek clarification at the earliest opportunity. I will discuss more of these matters as the quarter progresses. I want you to succeed-but that will also depend on the effort you expend. If you have substantive questions, please feel free to ask, **but just not before or during any exam.**

Schedule of Assignments Topics

Week

1 Wed 22 Sep 10 <i>TAP chapter 16</i> Ragtime	<i>intro, syllabus, texts, misc.</i> <i>PAPER TOPIC TBA that week</i>
2 Mon 27 Sep 10-Wed 29 Sep 10 <i>TAP chapters 17-18</i> Ragtime	The Western Frontier
3 Mon 04 Oct-Wed 06 Oct 10 <i>TAP chapters 19-20</i> Ragtime	Industrialization/Society
4 Mon 11 Oct 10-Wed 13 Oct 10 <i>TAP chapters 21-22</i> Ragtime	The 1890s-Growth & Empire
5 Mon 18 Oct 10-Wed 20 Oct 10 <i>TAP chapters 23-24</i> <u>MIDTERM 8-850pm Wed 20 Oct 10</u>	Progressivism & World War
6 Mon 25 Oct 10-Wed 27 Feb 10 <i>TAP chapter 25</i>	America & The Depression
7 Mon 01 Nov 10-Wed 03 Nov 10 <i>TAP chapters 26-27</i> <u>PAPER due 8pm 01 Nov 10-topic to be assigned</u>	World War II
8 Mon 08 Nov 10-Wed 10 Nov 10 <i>TAP chapters 28-29</i>	Hot War to Cold War
9 Mon 15 Nov 10-Wed 17 Nov 10 <i>TAP chapter 29</i>	The Fifties & Sixties
10 Mon 22 Nov 10-Wed 24 Nov 10 <i>TAP chapter 30-31</i>	Vietnam & America
11 Mon 29 Nov 10-Wed 01 Dec 10	Disillusionment & Disorder
FINAL Wed 08 Dec 10 8-10pm	

I reserve the right to amend the schedule as necessary (Ask me about the take a breath concept).

The Paper: Subject or Topic will be announced later-RTFI

Prepare a thoughtful, well-written original 2-page paper (maximum/minimum) on a directed question. Original means you wrote it yourself, with your own ideas and properly cited. **Plagiarism is a violation of university rules, so be sure to understand that such activities like cheating, cutting and pasting, among other examples, will lead to a 0/E grade and further action by the university.** Use examples to support arguments, including, if suitable, material from the texts/lectures. Begin with an introduction that states a thesis and provides direction for your arguments. The body will address the questions. Your conclusion must reflect your arguments and evidence. Be accurate in examples or evidence to deliver a cogent discussion. **Your final paper (in a Word .doc format: DO NOT USE XML or .DOCX) will be two double-spaced pages. Use 8.5"x11" paper; margins 1" top/bottom, left/right; Courier New 10 font-that means no creative spacing or fonts (which means you must understand your software); staple your paper, no plastic covers. Use a cover page with your name, date, and the question selected.** Always keep a backup of the paper. Failure to cite sources is very serious. I deduct points for "rules" violations.

ADHERE TO ALL INSTRUCTIONS/RTFI/POINTS ARE DEDUCTED FOR FAILING TO ADHERE TO THE 'RULES' ABOVE AND BELOW.

1. Good writing is rewritten writing. Use a rough draft and proofread your paper. Grammar, misspellings, and typographical errors will cost points. If you choose to ignore these conventions, you deny yourself the chance to earn the full 15 points.
2. A good paper has three parts; Introduction: In 1 paragraph or less let the reader know what you are going to write. You need to make these statements that make clear what your arguments will be. Body: Make arguments and back them with examples. Conclusion: Sum up points in one paragraph or less. Put in no new arguments/evidence.
3. Pay attention to paragraphs. A paragraph starts with a topic sentence that makes an argument or statements, then goes on to contain several sentences supporting that argument/statement. Paragraphs should be no longer than two-thirds of a page.
4. Avoid block quotes or string-of-quotation writing. Use evidence and examples to support arguments; do not litter your paper with one quotation after another. Let your ideas shine through.
5. Avoid lengthy run-on sentences. Be precise and succinct.
6. Direct quotes must be put in quotation marks and with all source citations on page 3.

The paper is worth 15%/15 points of your overall grade. You will have six weeks, so spend quality time and effort on your writing, and don't wait for the last moment. The paper is due 01 November 2010 at 8pm- and not 8:01pm or 8:00:30pm-If the paper is not in by that date and time, **you will incur a penalty of 10% of 15 points (1.5 points) the paper is overdue from 8pm, and each class thereafter.** Medical/police emergencies will receive due consideration but only with proper/verifiable documentation.

Again, write the paper yourself, using original ideas of your own. Do not plagiarize. Do not hire someone to write it. You may not turn in a paper from another class. Read and answer every part of the question offered. It may require some of your perceptions, supported by material from the sources/texts/lectures. As some questions may deal with topics discussed late in the quarter, you can draw ideas from the relevant chapters in the text-do not plagiarize and do not wait until week 6 to start.

Fundamentals of Grammar and Usage for History

I expect that, for your papers, you will gather information from lectures, questions or answers, and readings; process that information and apply it to answering a specific question; and then communicate your findings in an organized, effective way. The last-effective communication-requires good writing skills. Your writing is a medium that carries your ideas, and if you do not express yourself well, your ideas do not come across clearly. If a reader has to puzzle out misspellings, ambiguous constructions, and incorrect usage, your message can become lost in the "static." Clear and correct writing, on the other hand, is one valuable skill a person can have, no matter what your major. If you write well, you will do better in all of your classes-and on the job or career. The following is a lesson on writing well...or at least better. I have limited the topics below to a few things that students frequently get wrong, but which are easy to learn to do correctly. The material is very basic. Because that is the case, and because good writing is important, points will be taken off for errors covered herein.

Grammar

Subject-Verb Agreement. Subjects must agree with verbs. If the subject is plural (e.g. "The dogs"), the verb must be plural ("run," not "runs"). If the subject is singular, the verb must be singular ("The dog runs," not "The dog run"). This applies also to composite plurals such as "John and I," which is a plural subject, even though both components of the subject are individually singular, (e.g. "France and Spain are neighbors" not "France and Spain is neighbors").

Noun-pronoun Agreement. Pronouns ("he, she, it, they," etc.) must agree in number with the nouns they replace. For example, "Germany [singular] expected that it [singular] would win the Second World War, while the French [plural] thought that they [plural] would be the victors. The Belgians [plural] knew that they [plural] would be the losers." A pronoun should be used only to replace the noun of the same number immediately preceding it; in the last sentence, for example, "they" refers to the Belgians, not to the French, nor to Germany. If the pronoun serves as the subject of the sentence, or the object of an intransitive verb (mainly "to be") use the nominative case (I, he, she, they, and we). "She and I [subject] share a belief in good writing; but it is I [object of "is"], not she, [object of "is"] who will grade you on it." If the pronoun is the object of a transitive verb, or of a preposition, use the objective case [me, him, her, them, and us]. "The howitzer shell threw him into the air." "That belongs to me." These rules apply equally in the case of compound objects: "To her and me [objects of preposition "to"], this stuff seems pretty simple."

Verb Tense. Historical action takes place in the past; so some form of the past tense should be used to describe it. "The United States defeated Spain and took control of the Philippines," not "The United States defeats Spain and takes control of the Philippines." "Have," not "of," is used with the past tense of "could" and "would." (e.g. "The Czar could have freed the serfs earlier in the century.")

Possessives. Form the possessive of a singular noun or of a plural noun that does not end in "s," by adding "'s." "John's house, Mary's car, France's economy, Englishmen's attitudes." Form the possessive of a plural noun which ends in "s" by adding an apostrophe: "cities' populations affect capitalists' incomes."

Usage

Anybody, Anyone, Nobody, No one—all are singular. "Anyone is capable of learning these rules."

Comprise. "Comprise" means "include." It is not synonymous with "compose" or "constitute." "Early armies comprised infantry and cavalry; the army and the navy together compose the armed forces."

Effect and Affect As a verb, "to effect" means "to bring about," while "to affect" means "to influence." "Martin Luther effected the permanent religious division of Western Europe, but other reformers, including John Calvin, affected the further development of Protestantism." As a noun, an "effect" is the result of a cause, while an "affect" is a term used in psychology to mean an emotion.

Its and It's. "Its" is possessive; "it's" is a contraction of "it is." The apostrophe (') replaces the missing "i." "It's a very impressive computer if it can correct its owner's grammatical mistakes."

Their, There and They're. "There" indicates position; "their" indicates possession. "There, in France, the nobles were sure of their superiority." "They're" is a contraction of "they are."

To, Too, and Two. "Two" is the number 2. "Too" means "also", or is used to indicate excess. "They, too, thought that the homework was too difficult." "To" is used as a preposition or part of an infinitive verb. "To get to Italy, go south over the Alps."

Capitalization

The first word of every paragraph is properly always capitalized. The exception involves quotations which may not have a capitalized first word. Do not capitalize every word or every other word or needlessly.

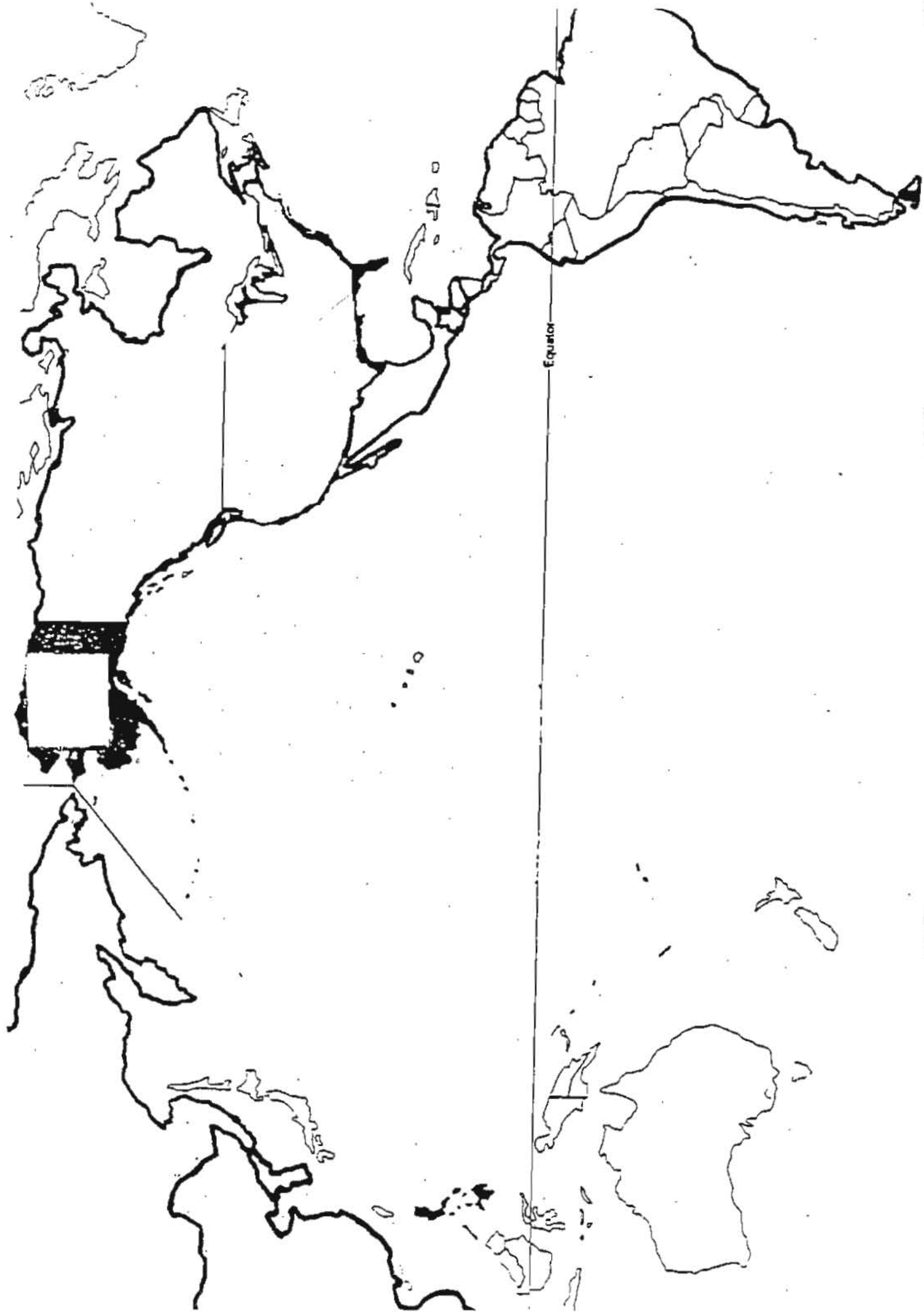
Punctuation

A sentence normally and properly ends with a period, a question mark, or an exclamation mark. Be sure to enclose any quotes in opening and closing quotation marks.

Style in formal writing

Avoid contractions: "can't," "they're," "it's." Instead, use the full forms: "can not", "they are", "it is." Try not to use the passive voice; the active voice is stronger—it is usually better to say "Columbus discovered America" than "American was discovered by Columbus." "Salk discovered a polio vaccine" is better than "a vaccine for polio was discovered."

REMEMBER TO PROPERLY CITE ON PAGE 3 ALL SOURCES YOU USE BEYOND CLASS LECTURES



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Return this sheet to me at the end of the second class meeting.

Name (print clearly and please provide its correct pronunciation if helpful)

Are you a graduating senior? _____ Are you a history major? _____

What would you like to hear discussed this quarter, if possible?

By my written signature (and date) below I attest that I have both a copy of the syllabus and the paper rules. I attest also that I will thoroughly read it. I understand that cheating and plagiarism are violations of both class and university policies. I will adhere to all requirements for the exams and paper as well as class decorum.

Signed Name _____ Date _____