HIST131 United States History since 1877

Spring 2017

Instructor: Michael Henderson
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Classroom: Markstein 210
Class Sessions: Monday, Wednesday, and Friday, 1.30 - 2.20 p.m.
Office: Markstein 239
Office Hours: Monday, 2.30-3.30 p.m.
Wednesday, 11.30-11.30 a.m.
Thursday, 3.45-4.45 p.m.
and by appointment.

Course Overview

This course focuses on major themes and transformations in the history of the United States since the end of the Civil War. By the end of the semester, you will develop a deeper knowledge and understanding of these themes and transformations, and you will also develop the skills of reading, writing, discussing, and thinking like a historian. These skills are no not confined in their usefulness to the study of history, and I hope that you will be able to take the ideas and the methods of historical study and apply them to your other university classes, and to your civic engagement in the life of your community and your country.

The United States is a large and complex society, and it would be impossible to study every aspect of American history over the past 150 years. The study of history, especially in a survey course such as this one, is constrained by the need to make choices and decisions about what to study. Our class will adopt a broadly chronological approach, but sometime periods and some issues will receive more attention than others. This class is not simply about remembering dates.

A textbook will help provide some of the narrative backbone for this course, giving students, even those who have not studied American history before, a clear sense of chronology and change over time. A series of primary source documents, selected by the instructor, will supplement the textbook, and form the basis for most of our class discussions. In-class lectures will attempt to synthesize key issues and help students contextualize the primary sources and the textbook.

The course will attempt to tie different issues and time periods together by focusing on a few important themes.

1. The role of government.

   How have Americans conceived the proper role of government? How have Americans’ attitudes to government changed over time? How have changing attitudes to government shaped, and
been shaped by, other historical trends?

2. **The idea of freedom.**

What has freedom meant to Americans during the time period covered by our course? Have different groups of people in the United States defined freedom in different ways? How have changing historical circumstances shaped ideas about freedom, and about who gets to enjoy the benefits of freedom? How have ideas about freedom been connected with attitudes to government in the United States?

3. **The question of diversity.**

What have been Americans' historical attitudes to diversity, in terms of issues such as race, ethnicity, gender, culture, religion, and class? How have these attitudes changed over time, and how have ideas about diversity shaped concerns about the idea of freedom and the role of government?

**Course Student Learning Outcomes**

After taking this course, students should be able to:

- identify and discuss key issues and transformations in the history of the United States since the Civil War.
- identify and discuss the significance of the three main course themes - government, freedom, and diversity - and the connections between them.
- read and analyze primary source documents, as well as secondary source materials such as the textbook and documentary videos.
- build arguments and generalizations about historical change using evidence from different types of sources.
- present and defend historical arguments and generalizations using clear written and oral communication, drawing on evidence found in the sources.
- demonstrate awareness of how historical knowledge can improve understandings of current events, and of how current events can both improve and distort historical understanding.

**Program Student Learning Outcomes**

I understand that many students who take this class are not History majors. For those students who are History majors, this course conforms to the Department’s Program Student Learning Outcomes.

Students who graduate with a Bachelor of Arts in History:

1. Develop historical research questions, formulate appropriate research strategies, and critically evaluate evidence about the past;
2. Develop and defend historical arguments, demonstrating an understanding of different theoretical approaches to historical interpretation;
3. Effectively communicate, in clear and convincing prose, an understanding of the causes of historical change;
4. Evaluate the influence of new digital and multimedia formats on the practice and presentation of history; and
5. Describe several varieties of experience found in the historical record and explain why diversity is a critical component of history.

Students with Disabilities

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Required Readings

Required Textbook

You are not required to purchase a textbook for this course. This class will make use of a free online American history textbook. The name of the text is The American Yawp.

The American Yawp
http://www.americanyawp.com/

It is, I recognize, a rather odd name for a history text. This online textbook, however, has been put together in a collaborative effort by a large number of professional historians, in an effort to reduce the costs associated with attending college, while also producing a book that provides an appropriate level of scholarly material for a college-level history class.

This is the first semester that I am using this book in my class, and I consider this something of an experiment. I will be interested to hear, over the course of the semester, what students think of this book, and whether you believe that it has helped you understand important developments in American history.

Other Books and Articles

We will not be reading the whole textbook. In some cases, we will only read small sections from particular chapters. In addition to selections from the textbook, we will read from a number of other sources, all of which will be freely available to you on the internet. These will include websites of professional and educational organizations, and articles or excerpts from journals, magazines, and history books.

Primary Sources:

We will, during the semester, also be reading primary source documents in American history. These readings will complement and expand upon the issues addressed in the textbook and other readings, and they will be posted on the Cougar Courses website for you to download and print.
All students must bring printed copies of primary source readings to class. No exceptions.

Course Requirements and Grades

Students will demonstrate their understanding of United States history, and meet the university’s writing requirements, in a variety of ways over the course of the semester. There will be a series of written assignments, culminating in a final exam. You will also be required to engage with the professor and with your fellow students in a series of classroom discussions and other exercises.

The different components of the course will contribute to students’ final grades in the following proportions:

Class Participation: 15%
Quizzes and In-Class Exercises 15%
Short Essay 10%
First Long Essay: 15%
Second Long Essay: 15%
Mid-Term Exam 10%
Final Exam: 20%

Details of the requirements for each of these components will be provided on Cougar Courses.

Your work will be graded using a percentage system, with letter grade equivalents. The system is as follows:

93-100 A
90-92 A-
87-89 B+
83-86 B
80-82 B-
77-79 C+
73-76 C
70-72 C-
67-69 D+
63-66 D
60-62 D-
0-59 F

You may receive a failing grade for the course if you fail to submit either of the long essays, or the final exam.

Technology and Electronic Devices

Technology in the Classroom
To promote classroom interaction and discussion, and to prevent distractions, all electronic devices such as laptops, tablets, and cellphones must be turned off and stored out of sight during class meetings.

If you have a documented need for an electronic device in class, you may request an exemption from this requirement.

Technology Outside the Classroom

Your participation in this class will be facilitated if you have access to a computer with a fast and reliable Internet connection. This will allow you to consult Cougar Courses on a regular basis, and to keep up with class.

In order to produce the written work required for this class, you will need access to a computer capable of running some sort of word processing software (e.g., Microsoft Word, Libre Office, Open Office, etc.) or using online word processing services (Google Docs, Office 365). We will also view some video clips in this course, and some of those will be posted or linked on Cougar Courses.

The majority of primary source readings for the course are provided for you as Portable Document Format (PDF) files. To read these documents, you will require some sort of PDF reader such as Adobe Acrobat or Foxit Reader.

The university had many computers available for student use on campus, mainly in the computer labs in the Kellogg Library, and these computers have all the necessary software for using Cougar Courses, for viewing online video, for reading PDF documents, and for producing essays and other written work.

Most of your written work will be submitted electronically, through Cougar Courses.

Note for Apple users:

People who own Apple computers (Mac Pro; iMac; Macbook, etc.) may compose their written work in Apple Pages software, but must export to a common file format such as .doc or .pdf.

Do NOT submit Apple .pages documents in this class.

Technological Help

If you have questions about using Cougar Courses, you may come to my office hours, or contact the Student Technology Help desk:

Email: sth@csusm.edu
Phone: 760-750-6505
Location: Kellogg Library, Second Floor
Hours: Mon-Thu 8.00 a.m. - 9.00 p.m.; Fri 8.00 a.m. - 5.00 p.m.

Changes to the Syllabus

I reserve the right to make changes to the syllabus and the class schedule during the course of the semester. This will only be done if the changes are reasonable, and if I consider them necessary to the
success of the class. Students will receive ample notice of any changes, and every effort will be made to avoid changes that make students' lives difficult, or increase student workload.

**Class Schedule**

Schedule may be subject to change. Students will be advised in advance of any changes.

**Week 1 (1/23 to 1/29)**

Monday
Introduction to the Course

Wednesday
Reconstruction and the Meaning of Freedom

- Testimony of former slave Henry Adams, from Senate Report 693, 46th Congress, 2nd Session (1880).
- The Black Code of St. Landry’s Parish [Louisiana], 1865

Friday
The Politics of Reconstruction

- An Act to protect all Persons in the United States in their Civil Rights, and furnish the Means of their Vindication. (Civil Rights Act), April 9, 1866.
- President Andrew Johnson, Veto of the Civil Rights Act), March 27, 1866.
- An Act to provide for the more efficient Government of the Rebel States (First Reconstruction Act), March 2, 1867.
- 14th Amendment, United States Constitution (1868)

**Week 2 (1/30 to 2/5)**

Monday
Capitalism and Inequality in the Gilded Age

- *The American Yawp*, Chapter 16, Sections I-III
- Trade Union members, Criticism of Andrew Carnegie’s Philanthropy, New Castle Dispatch. Reprinted in New York World (1901)
- Ira Steward, “A Second Declaration of Independence,” (1879)
- William Graham Sumner, *What Social Classes Owe to Each Other* (1883)

Wednesday
Capitalism and Inequality in the Gilded Age (cont.)
Friday
Gilded Age Labor Movements

- *The American Yawp*, Chapter 16, Section IV
- Dennis Kearney, President, and H. L. Knight, Secretary, Workingman’s Party of California, "Appeal from California. The Chinese Invasion. Workingmen's Address," *Indianapolis Times*, (1878)
- Henry George, *An Analysis of the Crime of Poverty* (1885)
- Emma Goldman discusses the Homestead strike of 1892 in her autobiography, *Living My Life* (1931)
- Peter Clark, Message of support for railroad strikers, *The Cincinnati Commercial* (1877)

**Week 3 (2/6 to 2/12)**

Monday
The Rise of Populism

- *The American Yawp*, Chapter 16, Section V
- Mary Elizabeth Lease, Women in the Farmers’ Alliance (1891)
- People’s Party (Populist) Platform (1892)

Wednesday
Westward Expansion after the Civil War

- *The American Yawp*, Chapter 17, Sections I, II, and V
- Mattie V. Oblinger, letter from a woman homesteader (1873)
- Thomas O’Donnell, Testimony before a U.S. Senate Committee (1885)
- Newspaper articles on Western violence (1870s - 1890s)

Friday
Native Americans in the West

- *The American Yawp*, Chapter 17, Sections III and IV
- Richard Pratt, "The Advantages of Mixing Indians with Whites" (1892)

**Week 4 (2/13 to 2/19)**

Monday
The Segregated South

- *The American Yawp*, Chapter 18, Section IV
- S. Heath and Moses Heath, Black Exodusters explain reasons for leaving North Carolina (1879)
- John Solomon Lewis, letter explaining why he left the South for Kansas (1879)
- Articles from the *Atlanta Constitution* about the Atlanta Laundry Strike (1881)
- Ida B. Wells, *Crusade for Justice* (1892)
• Gunner Jesse Blake, Narrative of Wilmington, NC, “rebellion” of 1898 (1936)

Wednesday
The Segregated South, cont.
Race and Empire

Friday
Race and Empire

• *The American Yawp*, Chapter 19, Sections III, V, and VI
• Josiah Strong, *Our Country: Its Possible Future and Its Present Crisis* (1885)
• Emilio Aguinaldo, "Aguinaldo's Case against the United States" *North American Review* (1899)
• American Anti-Imperialist League Platform (1899)
• Senator Albert Beveridge (IN), “The March of the Flag,” campaign speech, (1898)
• Samuel Gompers, President of the American Federation of Labor, “Imperialism—Its Dangers and Wrongs” (1898)

Week 5 (2/20 to 2/26)

Monday
Progressivism and the Growing City

• *The American Yawp*, Chapter 18, Section III and Chapter 20, Sections I, II, and III
• Rev. George R. Stuart, *The Stump Digger: A Sermon on Temperance, Atlanta, Georgia* (1896)
• Royal Melendy, “The Saloon in Chicago,” *American Journal of Sociology* (1900)
• Sadie Frowne, "The Story of a Sweatshop Girl," *The Independent* (1902)
• Rose Gollup Cohen, *Out of the Shadow* (1918)
• “Consumers' League Plans,” *Brooklyn Daily Eagle* (1901)

Wednesday
Progressivism and the Growing City, cont.
Progressive Politics

Friday
Progressive Politics

• *The American Yawp*, Chapter 20, Section IV
• Marie Jenney Howe, *An Anti-Suffrage Monologue* (1913)
• Progressive Party Platform (1912)

Week 6 (2/27 to 3/5)

Monday
World War I - The End of Progressivism?
• *The American Yawp*, Chapter 21, Sections I, IV, V, and IX
• Eugene Debs, Speech in Canton, Ohio (1918)

Wednesday
World War I: The End of Progressivism?, cont.
The New Era of the 1920s: Business and Consumer Culture

Friday
The New Era of the 1920s: Business and Consumer Culture

• *The American Yawp*, Chapter 22, Sections I, II, III, IV, and V
• Elsie Hill and Florence Kelley, “Shall Women be Equal Before the Law?” *The Nation* (1922)
• 1920s Immigration Laws, with associated census data

**Week 7 (3/6 to 3/12)**

Monday
The New Era of the 1920s: Culture Wars

• *The American Yawp*, Chapter 22, Sections VI, VII, VII, IX, and X
• Ernestine Alvarado, “Mexican Immigration to the United States,” *Proceedings of the National Conference of Social Work* (1920)
• Stanley B. Norvell, letter to Victor F. Lawson (1919)
• Alain Locke, *The New Negro: Voices from the Harlem Renaissance* (1925)

Wednesday
The New Era of the 1920s: Culture Wars, cont.

Friday
Mid-Term Exam

**Week 8 (3/13 to 3/19)**

Monday
The Onset of the Depression and the New Deal

• *The American Yawp*, Chapter 23, Sections I - VI

Wednesday
The New Deal

• *The American Yawp*, Chapter 23, Sections VII, X, XI, and XIII
• Herbert Hoover, address to Republican National Convention, Cleveland (1936)
• Letter from a Citizen to Senator Robert Wagner (1934)
• Huey Long, Speech to Members of the Share Our Wealth Society (1935)

Friday
The New Deal: Successes and Failures

• *The American Yawp*, Chapter 23, Sections VIII, IX, XII, and XIV
• Working People’s Letters to New Dealers (1930s)
• Ellen Woodward, speech “The Lasting Values of WPA,” (1930s)
• Jose Flores, Mexican farm worker, describes life in Farm Security Administration Migrant Labor Camp, El Rio, California (1941)

Spring Break (3/20 to 3/26) – NO CLASS MEETING

Week 9 (3/27 to 4/2)

Monday
War Transforms America

• *The American Yawp*, Chapter 24, Sections I, VI, VII, VIII
• Lois Lettow, memories of World War II (2004)
• Helen Ann Derusha, memories of World War II (2004)
• Beatrice Clifton Morales, memories of World War II (1987)
• Soldiers send messages home (1942-1945)

Wednesday
War Transforms America, cont.
World War Two: American Values Under Pressure

Friday
Cesar Chavez Day – NO CLASS MEETING

Week 10 (4/3 to 4/9)

Monday
World War Two: American Values under Pressure

• *The American Yawp*, Chapter 24, Sections I, VI, VII, VIII
• Pvt. Bert Babero, letter to Truman K. Gibson (1944)
• A. Philip Randolph, “Call to Negro America to March on Washington for Jobs and Equal Participation in National Defense” (1941)
• Justice Frank Murphy, Dissent in Korematsu v. United States 323 U.S. 214 (1944)

Wednesday
The Onset of the Cold War
Friday
The Cold War and Anti-Communism at Home

- President’s Commission on Human Rights, *To Secure These Rights* (1947)

**Week 11 (4/10 to 4/16)**

Monday,
The Cold War and Anti-Communism at Home, cont.

- *The American Yawp*, Chapter 25, Sections IV, VI
- Senator Joseph McCarthy, Speech Delivered in Wheeling, West Virginia (1950)
- Herblock, "You Read Books, Eh?" (1949)
- The Red Iceberg (1960)

Wednesday,
The Affluent Society

- *The American Yawp*, Chapter 26, Sections I, II, V, and VI
- Clark Kerr, *Industrialism and Industrial Man* (1960)
- C. Wright Mills, *The Sociological Imagination* (1959)

Friday
Cities and Suburbs – Affluence and Racial (In)Equality

- *The American Yawp*, Chapter 26, Sections III and IV
- Film Clip - Opportunities Unlimited (1950s)
- Film Clip - Crisis in Levittown (1950s)

**Week 12 (4/17 to 4/23)**

Monday
Civil Rights in an Era of Affluence and Conformity

- *The American Yawp*, Chapter 27, Sections III and VII
- “The Southern Manifesto” *Congressional Record* (1956)

Wednesday
Civil Rights: Growth of a Movement
Friday
Civil Rights: Growth of a Movement, cont.

- The American Yawp, Chapter 27, Sections III and VII
- Martin Luther King, Jr., Letter from Birmingham City Jail (1963)
- George Wallace, The Civil Rights Movement: Fraud, Sham, and Hoax (1964)
- Lyndon Johnson, Commencement Address at Howard University (1965)
- Black Panther Party, “What We Want, What We Believe” (1966)

Week 13 (4/24 to 4/30)

Monday
Lyndon Johnson: Domestic Successes and Foreign Failures?

- The American Yawp, Chapter 27, Sections IV, V, and VI
- Film Clip - Sir! No Sir! The Suppressed Story of the GI Movement to End the War in Vietnam (2006)

Wednesday
The End of the Cold War Consensus: Radical Challenges

- The American Yawp, Chapter 28, Sections II, III, IV, and VII

Friday
The End of the Cold War Consensus: Radical Challenges, cont.

- National Organization for Women, Statement of Purpose (1966)
- Maxine Williams, “Why Women’s Liberation is Important to Black Women” (1970)
- Cesar Chavez, Letter from Delano (1969)

Week 14 (5/1 to 5/7)

Monday
The End of Postwar Prosperity

Wednesday
The End of the Cold War Consensus: The Rise of Conservatism

- The American Yawp, Chapter 28, Sections V, VI, and VIII
- Barry Goldwater, The Conscience of a Conservative (1960)
- Ronald Reagan, A Time for Choosing: Speech in support of Barry Goldwater’s Presidential Campaign (1964)
• Richard Nixon, Labor Day Message (1972)

Friday
The Rise of Conservatism, cont.

**Week 15 (5/8 to 5/12)**

Monday
The Triumph of Conservatism

• *The American Yawp*, Chapter 29, Sections I-IX
• Phyllis Schlafly, Interview with the *Washington Star* about the Equal Rights Amendment (1976)
• Ronald Reagan, “Remarks at the Annual Convention of the National Association of Evangelicals” (1983)

Wednesday
History in the Service of Activism: The Debate over Reparations

• Ta-Nehisi Coates, “The Case for Reparations,” *The Atlantic* (June 2014)

Friday
Wrap-Up: Course Conclusion and Evaluations

**Exam Week**

Wednesday, May 17
FINAL EXAM

**Instructor and Student Obligations**

**Instructor Obligations**

I hope that this class will be an enjoyable and informative experience for all students, and intend to do everything possible to ensure this outcome. I will:

• be on time and prepared for all classes
• endeavor to foster an atmosphere of mutual respect and courtesy
• try to ensure that all students feel comfortable making contributions to class discussions
• provide students with relevant information about the direction of the course, the required readings, and other important issues
• give ample warning of any changes or amendments to the syllabus
• provide timely and informative feedback on all written work
• be available for consultation outside of class hours
• answer emails as promptly as possible
• maintain a level of professionalism consistent with the role of an instructor at CSUSM

Student Obligations

In order to ensure that the class runs smoothly, and conforms to college requirements regarding academic and scholarly standards, students are asked to observe the following requirements.

Credit Hour Policy

In accordance with the CSUSM Credit Hour Policy, all students are expected to spend about two hours of out-of-class work each week for each hour of in-class instruction. As such, students are expected to spend about five hours each week working on this course beyond attending the class meetings. This out-of-class work will involve reading the online textbook, other readings, and the documents, preparing for class discussions, and working on essays and other written assignments.

Attendance Policy

Education in the humanities and liberal arts is, to a considerable extent, based on the exchange of ideas among students and faculty. In a course such as this one, an important aspect of that exchange takes place in the classroom, and students will benefit greatly from attending class meetings.

Attendance and Class Grades

Academic studies have shown a positive correlation between attendance and grades in university classes. One scholarly article, written in 2010, conducted a review of over 100 studies that examined the effects of class attendance of college performance. The authors of this meta-analytical review concluded that "class attendance is strongly correlated with class grades and GPA in college."¹

That is, the more you attend classes, the better your grades and your GPA are likely to be. In fact, the authors went one step further, saying that their review found that, when looking at class attendance, "the observed correlations with grades are larger even than those observed in meta-analytic reviews of the validities of both SAT scores and HSGPA...and study habits and study skills."²

That is, class attendance is a better predictor of good grades and GPA than your SAT score, your high school GPA, and your study habits and study skills. The authors conclude that the relationship between attendance and grades is so strong that "dramatic improvements in average grades (and failure rates) could be achieved by efforts to increase class attendance rates among college students."³

My own experience as an instructor supports this conclusion. In my experience, students who miss classes often find themselves performing poorly, or even failing the course. In fact, the majority of students who have earned grades of "D" or "F" in my history classes over the past five years have been students who missed a lot of class meetings, who stopped coming to class, or who failed to submit required written work.

2. Ibid., p. 285.
3. Ibid., p. 289.

Attendance in this Course

Students are strongly encouraged to attend all class meetings. All assignments and examinations will assume that students have attended all class meetings, and completed all assigned reading.

Students who do not attend class will miss in-class quizzes and writing exercises, worth up to 15% of your overall course grade. Students who are absent from class will also find it very difficult to fulfill the Participation requirement of the course (another 15% of your overall grade), and will miss discussions and explanations of important concepts and historical events.

If You Miss Class

If you miss class, you do NOT need to email the instructor. I do not need a doctor's note, or an accident report, or any other explanation of why you were absent.

It is, however, your responsibility to find out what you missed. You first task should be to check the course syllabus, and ensure that you complete any reading assigned for the lesson that you missed. You would also benefit talking to a classmate about what we did in class, and from borrowing any class notes that your friend might have taken for that lesson.

Do NOT email the instructor to ask "Did we do anything important in class?" We always do something important in class. Do not email the instructor asking for a summary of the class lecture. I am happy to discuss specific issues with you during my office hours, but am not willing to give private lectures for students who do not attend class.

Punctuality

Our class periods in the course are relatively short (50 minutes each), and we need to maximize the time that we spend discussing important historical events and ideas. Late arrivals make it difficult to get started, and sometimes disrupt the class. Students who arrive late also often miss important class work and instructor announcements.

As a matter of courtesy to the instructor and your classmates, please try to arrive in class on time. If you do arrive late, please take your seat as quickly and unobtrusively as possible.

General Classroom Etiquette

Please be considerate of the instructor and your fellow students while in class.

Refrain from holding private conversations while someone else is talking. While everyone is encouraged to contribute, you should do so as part of the class conversation. During times when the instructor is lecturing, don't whisper with your companions. Students often don't realize this, but I can usually hear such private conversations even when they come from the back of the room, and this means that other students can probably hear them and find them distracting.
Do not use hostile or abusive language, and try not to interrupt when someone else has the floor. This does not mean that differences of opinion are discouraged; it is simply a caution to ensure that such differences are expressed appropriately. We want the atmosphere to be friendly and conducive to the free and open exchange of ideas.

*To promote classroom interaction and discussion, and to prevent distractions, all electronic devices such as laptops, tablets, and cellphones must be turned off and stored out of sight during class meetings. If you have a documented need for an electronic device in class, you may request an exemption from this requirement.*

**Reading**

You are required to complete all assigned reading for this class.

While I recognize that you have obligations outside of this course, the study of history at the university level involves more than simply turning up to class each week. Part of the challenge and the appeal of studying history is engaging with a variety of historical sources, produced by a variety of authors, and thinking about what they can tell us about the events of the past and their significance. Put quite simply, reading is an essential component of every university history course, and you need to be prepared to spend time outside of class reading. Not only will doing the assigned reading each week prepare you to participate in class discussions, it will also prepare you for the written assignments and examinations.

The amount of reading assigned for each class has been selected with view to being appropriate for a good understanding of the issues, without being too much for students to handle.

**Class Participation**

Participation in class discussion is required of all students, and the Participation component of your course grade is NOT simply an attendance grade.

Students demonstrate an understanding of and engagement with the course material not only through written work, but through discussion with the instructor and with each other. The ability to formulate, present, and defend an argument in an open discussion is an important intellectual and occupational skill, and is a key component of any university degree. For this reason, all students are encouraged to think closely about each lesson’s readings and come to class ready to participate in a discussion of the issues involved.

Also, most historians, and many of our students, believe that some of the most interesting aspects of historical study involve talking about and debating historical issues with other scholars. Student evaluations of history classes consistently show that students find class discussions to be among the most interesting and helpful parts of a history class. If you attend class, and participate actively in our discussions, not only are you likely to improve your understanding of the material (and therefore your course grade), but you might actually have some fun.
**Written Work**

All written work for this class must be submitted on time. Work submitted late might not be accepted for grading, and if it is accepted, will be subject to grade reductions. Each written assignment will come with detailed instructions, and all written work should conform to the requirements set forth in the instructions.

Any students who fails to complete a written component of the course will not only lose the grade for that component, but will be subject to a further reduction in his or her grade for failure to meet course requirements. Students who fail to submit either of the major essays, or fail to complete either exam, are at risk of a failing grade in the course.

**Plagiarism and Cheating**

This topic is dealt with separately, in the Academic Misconduct section of this syllabus.

**Communication with the Instructor: Email and Office Hours**

**Email from the Instructor**

Please ensure that you check your email on a regular basis. It is sometimes necessary for me to contact students outside of class hours, and email is a good way to do this. Also, please ensure that you have my email address (mhenders@csusm.edu), and that this address is not blocked by any spam or junk mail filters in your email program.

*I will send emails only to your official CSUSM email addresses, or through Cougar Courses. I will not send course-related messages to email addresses such as GMail, Yahoo, etc. This is for your privacy and protection.*

**Email to the Instructor**

I am happy to receive email from students on course-related matters. I do ask, however, that you observe some basic guidelines in the use of email:

*In all communications, please send emails only from your official CSUSM email address, or through Cougar Courses. I will not reply to messages sent from email addresses such as GMail, Yahoo, etc. This is for your privacy and protection.*

Please include an appropriate and relevant subject line when composing your email. Do not simply make the subject "Urgent" or "Class." It is much better to write something like "Making an appointment" or "Trouble with reading" or "Question about the exam."

Email between student and instructor in a university setting is a form of professional communication. Please compose your emails accordingly, with a clear subject line, an appropriate greeting, proper sentences and paragraphs, and your name at the end. I will extend the same courtesy in emails that I send to you. Emails that fail to meet these standards, or that contain text-speak (e.g., When r u going to give our papers back?) or other colloquialisms and illiteracies, will not receive a response.
Please allow sufficient time for a response. I usually respond to emails within 24 hours during the week, although this might not always be possible on weekends. Like you, I have a life outside of the classroom. Do not send an email a couple of hours before an exam, or the day before a paper is due, expecting immediate assistance.

Please do not close your emails with an exhortation, such as "Please get back to me as soon as possible." While email is a useful tool for course-related communication, it does not place faculty at your beck and call 24 hours a day.

Please do not use email as a substitute for reading the course syllabus. An email asking me when my office hours are, or when the paper is due, will not receive a response.

I do not require an email telling me why you are missing class. I do not need to know your reasons for missing any particular class meeting.

Email should be used primarily for procedural issues and other questions that can be answered in a short message. If you have questions about the substantive issues that we cover in class, please raise those questions in the classroom, or come to my office hours.

**Office Hours**

Office hours are posted on the door to my office (MH 239), and are also listed in the General Information section of this course guide. They are held for your benefit. Faculty hold office hours because we take seriously our responsibility to be available to you outside of class hours for one-on-one consultation. I am happy to answer any questions that you might have, or talk about any topic that would be helpful to you.

Obviously, you are welcome to ask questions about any course material that might be giving you trouble, including lectures, class discussions, and readings. If you think you've missed something, or you find that there is a subject or an issue that you don't fully understand, please ask me about it. Of course, it's often a good idea to ask questions about course material in class, so that other students can benefit from the answers as well, but if you would prefer to discuss it personally, or in more depth, please feel free to bring your questions to my office hours.

If you have concerns about your written work, or about your performance in the course, that is also something that I am happy to discuss with you. One of the reasons that teachers give feedback on your work is so that you can improve, and part of our job is to help you develop the skills of reading, analysis, argument, and writing that are central to the study of history.

We can also talk about any topic that interests you, even if it is not related to the course. If you have more general questions about university study, I would be happy to answer them to the best of my ability. I have been a college undergraduate, a graduate student, and an instructor, and if you have any questions about your studies, even outside the field of history, please don't hesitate to ask. And even if you don't have a problem or a question, and just want to talk about something that interests you, that's fine too.
Finally, if you find yourself falling behind or having trouble with the course during the semester, PLEASE talk to someone about it. I realize that students are very busy, and that the burden of college can sometimes be difficult and stressful. I am happy to work with students who are having trouble, and to help them get back on track, but I can’t help if I don’t know about it. If you are uncomfortable speaking to me about your troubles, talk to your academic adviser or to a counselor. Don’t just keep missing class or falling behind in your work and hoping that somehow everything will fix itself.

**Academic Misconduct**

This course is an official part of the CSUSM curriculum, and as such is subject to all the usual academic and ethical requirements that apply to CSUSM classes. Academic misconduct of any sort, including but not limited to plagiarism, cheating, and other duplicitous or dishonest behavior, will not be tolerated, and may result in failure of the course and further disciplinary action by the University. Students should familiarize themselves with CSUSM’s policies on Academic Honesty, which can be found on pages 92 and 93 of the University Catalog <http://www.csusm.edu/catalog/>.

This section of the syllabus is not intended to intimidate or frighten students, or to cause undue concern among honest students. Most classes at CSUSM are completed without any instances of academic misconduct. When such misconduct does occur, however, it is very serious, and this section is intended to reinforce just how important the issue is to the University, and to provide students with resources for learning about academic ethics.

**Plagiarism**

Plagiarism is using someone else’s words or ideas without acknowledgment. If your work uses the words or ideas of another person, you need to ensure that you make appropriate references to the source of your information, and that you indicate in your writing which ideas are your own, and which ideas come from another source. Submitting work containing plagiarism is grounds for failure of an assignment or failure of the course, and all instances of plagiarism will be referred to the Dean of Students.

Plagiarism includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else’s writing and presenting it as your own writing (that is, without quotation marks or footnotes).

The CSUSM library provides a guide on its website called Plagiarism Prevention for Students <http://library.csusm.edu/plagiarism/index.html>. All students in this class must be familiar with the contents of this guide, which describes what plagiarism is, and gives advice about how to avoid it. If you are in any way confused or unsure about any aspect of this matter, then please talk to your instructor. If you are discovered in an act of plagiarism, ignorance will not be accepted as an excuse.

**Resources**

Below are links to a variety of internet resources. These resources will help you understand more about academic ethics, plagiarism, and the requirements for citing sources. As always, if you have any questions, or would like clarification of any issue, please talk to the instructor.

Avoiding Plagiarism (Purdue University):
Citing Sources and Avoiding Plagiarism (Duke University):

<http://library.duke.edu/research/plagiarism/>

How to Avoid Plagiarism (Northwestern University):

<http://www.northwestern.edu/provost/policies/academic-integrity/how-to-avoid-plagiarism.html>

Plagiarism: What It Is and How to Recognize and Avoid It (Indiana University):

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>