

HI 202-01 Modern America

Fanuchánan (fall) 2024

HSS 302 Tuesday and Thursday 9:30-10:50 AM

Course Syllabus

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Office Hours: Tuesday-Thursday 12:00-2:00 and by appointment

Course Description: This course surveys the United States from the end of Reconstruction (1877) to the present. It examines the transformation of an agrarian republic into an industrial state, the reconfiguration of social class and class conflict, racial oppression and civil rights activism, the emergence of mass culture, shifting migration patterns, accelerating technological change, and America's place and power in the world.

Objectives

To identify significant themes, concepts, and events in American history through an analysis of primary, secondary, and tertiary sources. In class discussion and in written assignments, to use these sources to make relevant, insightful, and persuasive arguments about the meaning of the American past and its connection to our present.

Required Readings

- The American Yawp, Volume II: After 1877 (www.americanyawp.com)
- Anita Loos, *Gentlemen Prefer Blondes*. 1925, 1998 ISBN: 0141180692
- Selected documents, films, and recordings (Moodle)

Plagiarism

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course this penalty for plagiarism will result in an F on the assignment and, potentially, the course.

Student Safety, EEO/ADA & Title IX

The University of Guam (UOG) is committed to achieving equal opportunity and full participation of persons with disabilities by providing non-discriminatory access to its services and facilities through the ADA Office.

The Mission of the ADA Office is to ensure non-discriminatory access to all benefits, privileges, opportunities and obligations to faculty, staff and community members with disabilities and to ensure a process for full compliance by UOG with the ADA of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, taking into account the economic climate and multi-cultural diversity of the institution.

The ADA Office can be contacted at telephone number (671) 735-2244 or Telephone Device for the Deaf (TDD) number (671) 735-2505/2460.

The Enrollment Management & Student Success office provides reasonable accommodations for students in accordance with the UOG Policy and Procedure for student applicants with a disability. The ADA policy can be found on this website.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

FERPA The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights for students, parents and school officials can be viewed at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues please refer inquiries to OIT staff to assist at 735-2630/40

Learning Outcomes

Student Learning Outcomes (SLO)	Program Learning Outcomes (PLO)	Institutional Learning Outcomes (ILO)
SLO 1	HI 1	ILO4
Analyze primary and secondary sources to understand patterns of modern American history.	Analyze major historical themes, developments, and events.	Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
	HI 2	ILO6
	Evaluate historical methods and sources in written and oral forms.	An appreciation of the arts and sciences
		ILO7

		An interest in personal development and lifelong learning
SLO 2	HI 2	ILO1
Write and speak persuasively on the meaning of significant themes of modern American history and connect them to our present.	Evaluate historical methods and sources in written and oral forms.	Mastery of critical thinking and problem solving
		ILO3
		Effective oral and written communication

Evaluation

I will evaluate your performance through eight forum posts, five comparative responses, one book review, and a final examination.

Activities and Quizzes (30 percent): Students will write and speak persuasively on the meaning of significant themes, of modern US history, and demonstrate understanding and appreciation of its culturally diverse people, ideas and values in a democratic context **through quizzes and forums** (SLO 1; ILO 6 and 7)

Book Review/Essay (20 percent): Student will write persuasively on the meaning of significant themes, of modern US history (SLO 2), evaluate historical methods and sources in written forms (PLO 2), demonstrating effective oral and written communication (ILO3) **by writing a review of Anita Loos's 1925 novel, *Gentlemen Prefer Blondes*.**

Midterm exam (15 percent): Students will write persuasively on the meaning of significant themes, of modern America (SLO 1 and 2); analyze major historical themes, developments, and events (PLO 1 and ILO 3) and demonstrate mastery of critical thinking and problem solving (ILO 1) **by writing short responses and a synthetic in-class essay.**

Final exam (20 percent) Students will write persuasively on the meaning of significant themes, of early America (SLO 1 and 2); analyze major historical themes, developments, and events (PLO 1 and ILO 3) and demonstrate mastery of critical thinking and problem solving (ILO 1) **by writing short responses and a synthetic in-class essay.**

American Art (15 percent) Students will **develop a presentation that places an example of American Art in historical context.** (SLO 1). In doing so, the students will demonstrate an understanding and appreciation of culturally diverse people, ideas and values in a democratic context (ILO 6).

Scale

97-100 A+	87-89 B+	77-79 C+	63-66 D
93-96 A	83-86 B	70-76 C	60-62 D-
90-92 A-	80-82 B-	67-69 D+	0-59 F

Resources

History classes require plenty of writing, and writing is hard to do well. Thankfully, UOG has the [DEAL Writing Center](#).

Getting involved – [Student Organizations](#) can be a great way to meet people you otherwise wouldn't and get more out of your time here than a grade and (hopefully) a degree. Coming soon (perhaps) a history club.

Succeeding - [Trio](#) are federally funded programs “designed to assist students from disadvantage backgrounds; who are first-generation college bound and/or who are from low-income households, complete secondary education and continue to pursue and complete post-secondary education.”

Study overseas – UOG has a variety of options for study abroad – from two-week programs to semester and academic year stays. If you are interested, let me know (I'm a member of the UOG Overseas Study Committee) or contact UOG's [Professional and International Programs](#) (Global Learning and Engagement).

Topics and Schedule

Week 1

Aug. 15 – Reconstruction

Week 2

Forum 1 Thursday

Aug. 20 – Frontiers

- AY Chapter 17 text and docs

[How the US stole thousands of Native Americans," Vox, 2019](#)

Aug. 22 -Industry and Society

- AY chapters 16

Week 3

Quiz 1 Thursday

Aug. 27 – The New South

- AY chapter 18 docs

Aug. 29 – American Overseas Empire

- AY chapter 19 text and all docs

Week 4

Forum 2 Thursday

Sept. 3 – Populism and Progressivism

- AY chapter 20 text and docs 2-4 + images

Forgotten Ellis Island, 2008

Sept. 5 – World War I

- AY chapter 21 and docs 1, 5, 6, and 7

Week 5

Quiz 2 Thursday

Sept. 10 – Red Summer to a Business Civilization

Sept. 12 – Modern America, 1922-1929

- AY chapter 22 and all docs

Week 6

Forum 3 Thursday

Sept. 17 – Reading novels in a history class

- Gentlemen prefer Blonds, introduction

Sept. 19 – Gentlemen Prefer Blondes, gender, and the movies

- GPB, 1-32

Week 7

Sept. 24 – Gentlemen Prefer Blondes, race, and social mobility

- GPB, 33-73

Sept. 26 – Writing and Revising

- GPB, 34-123

Week 8

ESSAY DUE FRIDAY, OCT. 6

Oct. 1 – Depression

- AY chapter 23 text and all docs
- Oct. 3 – New Deal Liberalism

NO CLASS OCT. 7-11 – FALL BREAK

Week 9

Quiz 3 Thursday

American Art -- Artwork Choice on Thurs.

Oct. 15 – World War II

- AY chapter 24 text

Oct. 17 – A whole new world of tech

- Chapter 24 docs

Week 10

American moments workday

Forum 4 Thursday

Oct. 22 – Cold War Consensus

- AY Chapter 25 text

Oct. 24 – Living in an Affluent Society

- AY Chapter 26 text

Week 11

MIDTERM THURSDAY

Oct. 29 - TV

- Chapter 26 docs

Oct. 31 - Midterm exam

Week 12

Quiz 4 Thursday

Nov. 5 – Civil Rights Movement (ELECTION DAY!)

- AY Chapter 27 text

Nov. 7 - The Great Society and the Vietnam War

- AY Chapter 27 docs

Week 13

American Art Presentations Thursday

Nov. 12 – Well, it's 1969 ok.

- AY 28 text

Nov. 14 – American Art

Week 14

Forum 5 Tuesday

Nov. 19 – Revenge of the Nerds

- AY chapter 29 text

Nov. 21 -- Cold War ends but not history

- AY Chapter 30, text

Week 15

Quiz 5 Tuesday

Nov. 26 –War on Terror and financial collapse

- AY Chapter 31 docs

Nov. 28 – **THANKSGIVING -- NO CLASS**

Week 16

Dec. 3 - Social networks

- Johann Hari, "Lost Connections," selections

Dec. 5 – Review

FINAL EXAM

Tuesday December 10 at 10:00 AM