



## HY103: U.S. History, 1865-present

### **Course Description:**

This course explores the major social and cultural trends, demographic and economic shifts, and international alliances, frictions, and conflicts that have characterized the American experience since the Civil War. By tracking critical themes like race, politics, technology, environment, and religion, students will learn to think historically, read critically, and model effective approaches to research, writing, and civic engagement for a digital age. (*45 Classroom Contact Hours*)

### **Instructor:**

Robert Gee, (207) 947-4591 x381

[rgee@bealcollege.edu](mailto:rgee@bealcollege.edu)

Office hours: online, by appointment, or after class meetings.

### **Class Schedule:**

Mod 4: February 25 through April 19, 2019

Tuesday and Thursday, 4:15 to 6:50pm. Room 3

### **Course Texts:**

There is no formal course text for this course. Readings will be chosen and provided via Edvance360.

### **Instructional Methods:**

This course will feature a combination of lecture, discussion, and debate during class time, supported by audio, video, and pertinent presentation tools that pertain to weekly topics. It will also encourage experiential learning and independent research to broaden the perspectives we are developing in our weekly meetings. It will use Edvance360 to catalog weekly assignments, administer assessments, communicate to students, and manage grades.

### **Course Objectives:**

Students in this course will:

- Learn to think historically and challenge to origins of their ideas about the past.
- Develop skills in critical reading, writing, and discussion
- Engage with a variety of perspectives, both of historical actors and historians.
- Develop a working understanding of the opportunities and shortcomings of both primary and secondary source material.
- Achieve an understanding of history that is about more than famous names and dates, but is rooted in broad themes and concepts.

## **Tentative Course Schedule:**

### **Week 1**

Introduction  
What is History For?  
Reconstruction

### **Week II**

The Gilded Age  
Populist Movements—Urban Renewal, Rural Discord  
The Rise of Science

### **Week III**

Progressivism  
Conservation vs Preservation  
The Rise of a new national government

### **Week IV**

World War I and the 20s  
Euphoric victory to devastating public health disaster  
Unimaginable prosperity to Great Depression

### **Week V**

World War II and the changing realities of warfare  
The 50s?: Conservative or Revolutionary?

### **Week VI**

The Cold War, Vietnam, the Counterculture

### **Week VII**

From Watergate to Monica by way of Iran (and Nicaragua): Loss of faith in government

### **Week VIII**

Post 9/11 Realities  
Social media, cyber warfare,

## **Assignments and Grading :**

Participation: A central component of participation is, obviously, presence. You are expected to attend every class meeting and keep up with course readings and assignments. Should personal circumstances impede your ability to maintain conventional participation standards you need to make me aware immediately so that we can devise an alternative method for you to remain active and engaged in the course. The more subjective component of participation is what you contribute to the class. Are you making substantive contributions to discussions, asking informed

questions of your instructor and classmates, and engaging respectfully with what others have to say? Or are you taking up space, dividing focus between your phone and the clock, and speaking only when there is an opportunity to disrupt? You do not need to raise your hand and answer every question posed to score well here—but if you make yourself an obstacle to other people’s learning, you will see that reflected clearly in this portion of your grade. Participation will be worth 15% of your final grade.

**Reading Reflections:** Beginning in Week 2, you will be asked to prepare 3 Reading Reflection essays. You can choose based on which readings you like or which weeks of the mod afford you more time. You will be asked to briefly summarize the historian’s argument, comment on their choice of source material and consider how the article relates to others we’ve read. 30%

**Primary Source Analysis:** For the end of week 4 you will be asked to identify a primary source and write an essay that explores all the promise and problems such a source might present to the historians. What could the source effectively tell you? In what ways might it, in fact, conceal and mislead. You will be expected to tell me in advance what source you are intending to use. 15%

**Comparative Essay (and Proposal):** This assignment asks you to compile literature on a topic or period of your choice. After carefully selecting sources that approach your topic from different perspectives, you will demonstrate how those perspectives contribute to their treatment of the topic and how the collectivity brings a richness to the research that a single perspective could not. How does each approach the topic? What case studies do they choose? What times or places or people do they use as examples? I will not accept your essay without having first read your proposal. 20%

**Bibliographies:** Beginning in week 2 you will be asked to submit 6 weekly bibliographies relating to things we’ve discussed in class and encountered in our reading. You can use APA or MLA format for these, but you need to use a format of some kind. A link is NOT a citation. 20%

As with all Beal College courses, it is expected that between your readings, written work, quizzes and exams you will be dedicating about 2 hours of additional time per week for every hour of class time, or about 10 hours, to responsibly keeping pace with the course.

In summary:

Participation	15%
Reading Reflections	30%
Primary Source Analysis	20%
Comparative Essay	15%
Bibliographies	20%

Total:	100%
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Assignment grades will be managed and always available to the student through Edvance360, and final letter grades will be determined in accordance with the Beal College grading scale articulated on page 27 of the Course Catalog.  
([https://www.bealcollege.edu/images/assets/docs/Beal\\_College\\_Catalog.pdf](https://www.bealcollege.edu/images/assets/docs/Beal_College_Catalog.pdf))

**Late work:**

This is a career-oriented school and in the professional world for which you are training deadlines matter. Therefore, we would be remiss in our training if they did not matter here as well. If you will miss a deadline for the submission of work you need to make me aware in advance of that deadline. Crises emerge and tragedies happen and I can be understanding when they do. But you must make me aware of situations as they happen and let me know how you intend to maintain your obligations to the course as you deal with unexpected life events. If I haven't seen or heard from you within a week of an assignment due date, it is a 0.

**Research Support:** Donna Bancroft and the Beal College Library are resources that all students should utilize. She can help you to navigate the Digital Maine Library databases that provide access to some of the most recent and important historical work being published. She can be especially helpful in providing materials to help you identify and cultivate a research topic and conduct a review of pertinent literature on that topic.

**Student Conduct:** Please consult the Course Catalog, beginning on page 22, for the Beal College Code of Conduct. Naturally, any standards of decorum that apply to the Beal campus generally also apply to your conduct in this class. Also note that Edvance360 will be considered a part of this class—any contributions to discussion threads or submission of written work will be held to the same standards of decorum and professionalism that are maintained in the classroom itself, regardless of where you may be sitting when you make them.

**Academic Dishonesty:**

From the Beal College catalog, pp. 23-24:

“Beal College does not condone the practice of academic dishonesty. Academic dishonesty includes, but is not limited to, the following: cheating on an examination or a quiz, copying a paper and submitting it as one's own, plagiarism and collusion or aiding in academic dishonesty. Plagiarism includes using the words and thoughts of another author without the author's approval, representing that author's work as one's own, and not crediting the original author. This includes copying from Internet sources. For example, a student cannot copy all or part of an article and put it into his or her own paper without putting the copied material in quotation marks and clearly citing the source.

“Any student accused of academic dishonesty may be brought before the Academic Advisory Committee and the instructor to analyze and interpret facts as they pertain to the offense. Disciplinary academic action taken for the offense of academic dishonesty may include a grade of zero on an assignment, withdrawal from the course with a grade of ‘F’, suspension, a mandatory program change, expulsion from Beal College or other actions.”

**Tutoring and Accommodations:**

The Beal College catalog directs students to their instructor, the program director, or the registrar to request tutoring support or accommodations where necessary. I hope that you will feel comfortable enough to approach me directly should you have any difficulties with the course content, design, or pace. If not please feel free to notify Sue Hawes, Dean of Education, so that we can begin to coordinate the appropriate forms of academic support to ensure your success in the course and beyond.

**Announcements:**

I will use Edvance360 to communicate any changes to the course schedule, including delays or cancellations of class sessions, amendments to assignment descriptions or rubrics, and additions or adjustments to weekly readings and course materials. I will also post research materials and further readings for students based on their research proposals and maintain a space for students to ask questions of me and converse with one another outside of the classroom. When class is not actively in session, it will be continuously running in Edvance360.

**Fire Procedure:**

When the fire alarm sounds, all faculty, staff, students, and visitors are required to evacuate the building. Exit the building by means of the designated exits, as quickly as possible.

When the alarm sounds:

- Remain calm and focused.
- Keep talking to a minimum
- Walk. Do not run. Do not panic.
- Close all doors as you leave.
- Exit in an orderly fashion with no more than two people abreast.
- Be prepared to assist people with special needs.

Instructors are to bring their attendance sheet and escort their class from the building. Direct students to use the closest exit and remain together as a group. If smoke hampers your means of exit, find an alternative route.

All faculty, staff, students and visitors should meet near the light pole at the far left corner of the parking lot near I395. Do not return to the building until cleared to do so by the Crisis Team or the Bangor Fire Department.