A HISTORY OF
THE UNITED STATES
1877 – 1990

CLASS SCHEDULE
(subject to change)

Jan
14 T Orientation
16 R Discussion 1: Reconstruction
   *Divine 269-286 Hollitz 9-23*
21 T Lecture: Industrialization & Unions, Part 1
   *Divine 305-320*
23 R Lecture: Industrialization & Unions, Part 2
   *Hollitz 24-51*
28 T Lecture: Industrialization & Unions, Part 3
   **ESSAY 1 DUE**
30 R Video 1: *Fight No More Forever* Video Response 1

Feb
4 T Discussion 2: Native Americans
   *Divine 287-303 Hollitz 53-79*
6 R Lecture: Segregation & Jim Crow 1877-1940
11 T Lecture: Immigration 1877-1960
   Exam Review Guide
   *Divine: 321-336*
13 R Discussion 3: Bigotry
   *Hollitz 141-163*
   **ESSAY 2 DUE**
18 T “Flex Day”

Feb
20 R **FIRST EXAM**

25 T Video 2: *New York City* Video Response 2
27 R Lecture: American Imperialism
   *Divine 353-367*
   **ESSAY 3 DUE**

Mar
4 T Discussion 4: Populism
   *Divine 337-352 Hollitz 81-113*
6 R Lecture: Progressivism 1880-1916
   *Divine 369-404 Hollitz 114-139*
   (Friday, March 7, Last Day to Withdraw)
11  T  Lecture: War & Its Aftermath  
   
   *Divine 405-422*

13  R  Video 3: Crash of 1929  Video Response 3  Exam Review Guide  
   
   *Divine 424-439*

**ESSAY 4 DUE**

18  T  Lecture: FDR & the New Deal  
   
   *Divine 440-456  Hollitz 164-191*

20  R  **SECOND EXAM**  
   
   Spring Break March 24-28

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<th>Video 4: <em>The Great Depression</em> Video Response 4</th>
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|     | 3  | R  | Lecture: World War II  
   
   *Divine 457-475* |
| 8   | T  | Lecture: Cold War 1945-1960  
   
   *Divine 477-504* |
| 10  | R  | Lecture: Civil Rights Movement 1940-1964  
   
   *Divine 504-507, 515-521* |
| 15  | T  | Discussion 5: Race Riots & Civil Rights  
   
   *Hollitz 193-216, 245-279* |
| 17  | R  | Lecture: Cold War Escalation 1960-1973  
   
   *Divine 508-515  Hollitz 218-243* |

**Individual Essay Assignments**

22  T  Video 5: *Making Sense of the Sixties 1960-1964* Video Response 5

24  R  Discussion 6: Viet Nam  
   
   *Divine 521-533  Hollitz 280-304*

**ESSAY 5 DUE**

29  T  Video 6: Watergate Video Response 6 Exam Review Guide  
   
   *Divine 535-539, 541-553*

May 1  R  Lecture: End of the Cold War 1973-1989  
   
   *Divine 539-541, 553-555, 580-582*

6  T  “Flex Day”  
   
   **ESSAY 6 DUE**

**FINAL EXAM: TUESDAY, MAY 13, 2:00–4:00**  

**INDIVIDUAL ESSAY DUE**
Course Mechanics:

**Required Texts:** Divine, Breen, et. al.; *America: Past & Present*, vol. 2  
(Flex Choice Version)  
Hollitz; *Thinking Through the Past*, vol. 2  
(Copies of Hollitz are available on 24 hour reserve at the Library.)

Do not delay in purchasing books; the bookstore begins to return textbooks after the first 4-6 weeks of classes. If a book is not available at the bookstore, please contact me as soon as possible.

**You’re Invited:** Office hours are indicated on the first page of the syllabus. You are invited to drop by any time to ask questions about the course, your college career, or just to chat. I am also available before and after class. You are also invited to visit the **History Resource Room in UCB 333** – it’s a pleasant place to meet with your discussion group.

**Course Application:** Students using this course to fulfill General Education Requirements may apply this course to the Social Sciences Area Requirements. Incoming History Majors will fulfill a major requirement. Students in majors with specific requirements in General Education (including pre-program requirements in Education) are advised to consult the current UHH catalog and/or appropriate academic advisor.

**Accommodation:** Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office at 933-0816 (V) or 933-3334 (TTY), shirachi@hawaii.edu, Campus Center 311, as early in the semester as possible.

**Course Goals:** This course is designed to contribute to the General Education goals outlined in the 2002-2003 UHH Catalog. History 282 contributes to the attainment of the first goal, by contributing to your ability to “think clearly and logically, communicate effectively . . . in writing; find, examine and utilize information.”

Specifically, this course is designed to assist you in achieving the following goals:

- Basic knowledge of events in US history after 1877
- Improved listening comprehension and note-taking skills
- Improved ability to read and interpret historical documents
- Basic understanding of differing historical interpretations of events
- Basic ability to discuss historical events and interpretations from a critical perspective
- Basic ability to participate in group work
**Reading Assignments:** Reading assignments are selected in order to provide a basic understanding of the material discussed in lecture and also to cover information that is not provided in lecture. Students are encouraged to read the assigned material before class. This is particularly important on Discussion days in order to maximize the use of class time that is provided for completion of the essay assignment.

**Course Web Site:** My web site includes course materials for History 282. Among these is the syllabus with links to lecture outlines that can be printed out and brought to class. (The same outlines will be used in class.) The site address is http://www2.hawaii.edu/~sandraww. From the home page, link to History 282.

**Videos & Video Responses:** Videos are shown in class as a means of illustrating various eras of history and to provide students with broader points of view. Video guides are available both in class and on the web site to assist students in gaining maximum information from each video. Students who miss a class in which a video is shown are expected to make their own arrangements to view the video. A *Video Response* is a one-page essay written immediately after viewing the video in which you describe what you find to be the most significant point or points raised in the video, and justify your choice. There are six Video Response Essays worth 10 points each. Late papers (i.e., not submitted at the end of the class in which the video is shown) will be penalized 1 point per class.

**Individual Essay:** An individual essay assignment will be distributed on April 17 and due the day of the final exam. This essay will be worth 40 points.

**Discussions & Group Essays:** Five class sessions are designated for group discussions and all students are expected to attend on those dates as specified in the syllabus. Students are to divide into groups of not less than four and not more than six people. The groups are not permanent and may be reconstituted at each session. Students in each group must sign into the group; sign-in sheets will be provided. Students will receive a hand-out which has a global essay question and a number of smaller break-out questions. Students are expected to complete the reading prior to class and to discuss the break-out questions during class time. Each group must also develop an answer to the global essay question which will be turned in after the discussion, as indicated on the syllabus. Only those students who are present for the discussion may receive credit for the group essay. Each essay is worth 30 points. Late essays will be penalized three points per class. Students who miss a discussion and have a viable excuse may ask to do an alternate essay assignment.
Participation in the Group Essay: Each group must have a facilitator who will write a brief, one-page, typed report to accompany the essay. The report must state the contribution made by each member of the group to the production of the final essay. The report should indicate the process of how the essay was composed and completed. If the group decides that one of its members has not sufficiently contributed to the final project, that person’s name may be removed from the final submission. Persons who have been removed from their group may request an alternate assignment.

Essay: The essay should be 1-3 pages long, typed (12 point type), double-spaced and free of grammatical, spelling, and stylistic errors. There should be a cover page with the full name of each participant, the date of submission and the name of the tutor at the Writing Center (for essays 2-5) who reviewed the essay.

Final Submission: When the essay is submitted, the following items must be included with it:
• First Draft with evidence of consultation with a tutor at the Writing Center (essays 2-5)
• Final Essay
• Facilitator’s Report

Grades: There are three exams worth 100 points each, six individual video responses worth 10 points each; six group essays worth 30 points each, and one individual essay worth 40 points for a total of 580 possible points. Grades will be assigned as follows:

522-541=A-  542-580=A  
464-483=B-  484-502=B  503-521=B+  
406-425=C-  426-445=C  446-463=C+  
348-405=D