



HSTY 112 United States History After Reconstruction

COURSE INFORMATION

Semester	: Winter 2021 (December 23, 2021 – January 17, 2022)
Credit	: 4
Teaching Hours	: 50 Hours
Location	: Online
Professor	: Andrew Gaber
Email	: ajg0007@gmail.com ; agaber@framingham.edu

DESCRIPTION

A survey of the political, economic, social, and cultural developments from Reconstruction to the present. The course examines the development of the United States within a global context and covers the growth of American industry, the nation's growing international role, the Great Depression and the New Deal, the Cold War, and political changes of the late 20th century.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Define key terms and concepts necessary to understand and communicate about United States history after Reconstruction.
- Discuss the significance of key figures and events within political, cultural, and economic developments in this period.
- Understand the complexity of historical explanation, including concepts of causation, contingency, convergence, and individual agency.
- Analyze how social categories such as race, class, gender, religion, cultural/ethnic identity, and sexual orientation have shaped individual and collective experience.
- Interpret primary documents within their historical contexts and assess them for relevance in historical explanation.
- Write persuasive documented historical essays.



REQUIREMENTS

This course will be online and asynchronous, meaning that we will not meet at particular times. Rather, each week of the course will function as a module. Within each of these weekly modules, I will post several lectures over covered chapters. There will also be required materials posted within these modules, such as videos, primary documents, and academic articles.

You will have 3 timed exams, which will be due January 2, 9, and 17. These will be 20-30 questions (multiple choice and true/false) They are timed.

Each week will also have 3-5 short assignments. These are also due the same days as the exams. These may take the form of discussion board posts. They may take the form of short essay responses. They may take the form of short answers to questions on assigned materials.

There will also be 2 longer papers (4-6 full pages, double spaced). These will be on assigned prompts, which will be posted at the beginning of the course. Paper 1 will be due January 2. Paper 2 will be due January 17.

TEXTS AND MATERIALS

Shi, David Emory. *America: a narrative history*. Eleventh edition. W.W. Norton & Company, 2019. ISBN: 978-393-66894-0.

COURSE CONTENT/OUTLINE

Week 1

Ch. 16- The Era of Reconstruction, 1865-1877

Ch. 17- Business and Labor in the Industrial Era, 1860-1900

Ch. 18- The New South and the New West, 1865-1900

Ch. 19- Political Stalemate and Rural Revolt, 1865-1900

Ch. 20- Seizing an American Empire, 1865-1913

Ch. 21- The Progressive Era, 1890-1920

Ch. 22- America and the Great War, 1914-1920

Exam 1 due January 2

Assignments due January 2

Paper 1 due January 2



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Week 2

Ch. 23- A Clash of Cultures, 1920-1929

Ch. 24- The Reactionary Twenties

Ch. 25- The New Deal, 1933-1939

Ch. 26- The Second World War, 1933-1945

Ch. 27- The Cold War and the Fair Deal, 1945-1952

Exam 2 due January 9

Assignments due January 9

Week 4

Ch. 28- America in the Fifties

Ch. 29- A New Frontier and a Great Society, 1960-1968

Ch. 30- Rebellion and Reaction, 1960s and 1970s

Ch. 31- Conservative Revival, 1977-1990

Ch. 32- Twenty-First-Century America, 1993-Present

Exam 3 due January 17

Assignments due January 17

Paper 2 due January 17

GRADING CRITERIA

Exams- 30% total. 10% each.

Regular assignments- 40% total. Point value will range for these assignments.

Paper 1- 15% total. Rubric will be provided.

Paper 2- 15% total. Rubric will be provided.

COURSE EXPECTATIONS

This course is fully online and asynchronous. While we are not meeting at a particular time, it will be required that you are regularly engaged in course activities and assignments through Canvas. My policy on late work is



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this: NO LATE WORK! If you anticipate missing an assignment or due date for a very good reason (such as illness), please be in communication with me. This will often require documentation to support a make-up opportunity.

Workload Expectations

For our accreditation, it is essential that all Framingham State University credit courses follow the Federal Definition of credit hour: for every one hour of classroom or direct faculty instruction, a minimum of two hours of out-of-class student work is required. The workload assigned through assignments and expected study time is reflective of this. In a 3 week course, it is imperative that you stay on top of assignments and supplementary material. It will be easy to fall behind in the course and harder to catch up.

ACADEMIC HONESTY POLICY

Framingham State University's policy regarding academic honesty (taken from the [undergraduate catalog](#)):

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. In addition to the required statement, faculty members shall, at their discretion, include in the course syllabus additional statements relating the definition of academic honesty to their courses. Infractions of the Policy on Academic Honesty include, but are not limited to: 1. Plagiarism: claiming as one's own work the published or unpublished literal or paraphrased work of another. It should be recognized that plagiarism is not only academically dishonest but also illegal; 2. Cheating on exams, tests, quizzes, assignments, and papers, including the giving or acceptance of these materials and other sources of information without the permission of the instructor(s); 3. Unauthorized collaboration with other individuals in the preparation of course assignments; 4. Submitting without authorization the same assignment for credit in more than one course; 5. Use of dishonest procedures in computer, laboratory, studio, or field work; 6. Misuse of the University's technical facilities (computer machinery, laboratories, media equipment, etc.), either maliciously or for personal gain; 7. Falsification of forms used to document the academic record and to conduct the academic business of the University.”

ACCOMMODATION STATEMENT

Please include the following statement on your course syllabus:

“Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. The [Disability/Access Services Office](#) serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please contact Dr. LaDonna Bridges, Associate Dean of Academic Success and Dean of CASA (Center for Academic Success and Achievement) at 508-626-4906 or lbridges@framingham.edu.”



U.S. COPYRIGHT LAW

For all courses that use Blackboard, please include the following statement on your syllabus:

“This course website may contain copyrighted materials that are used in compliance with the U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor who knows which materials are copyrighted and which are not.”

Anti-Racism at FSU

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic Page 17 of 27 practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in anti-racist work. Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences, and supports the realization of everyone’s potential.

A Statement on Sex/Gender-Based Harassment and Violence

Framingham State University is committed to maintaining a safe and healthy learning, living and working environment that is free from all forms of sexual violence, sexual harassment, gender-based harassment, domestic violence, dating violence, stalking and retaliation. If you or someone you know has experienced any form of sexual- or gender-based misconduct, we urge you to visit the SHAPE website for information regarding on-campus and community resources, University policy, contact information for the Title IX Coordinators, confidential and nonconfidential reporting options, victim rights, and more

Land Acknowledgment

We would like to acknowledge that the land we live, work, learn, and commune on is the original homelands of the Nipmuc tribal nations. We acknowledge the painful history of genocide and forced removal from this territory, and we honor and respect the many diverse Indigenous peoples still connected to this land on which we gather.