HST 202
History of the United States, 1820-1920

Online Section

Required Reading:
- Johnson & Wilentz, *The Kingdom of Mathias*
- Hodes, *The Sea Captain’s Wife*

Course Overview: This course covers the period 1820-1920, during which the United States became a modern, industrialized, and globalized nation. Americans confronted significant national problems both at home and abroad during this period, including sectionalism and slavery, a bloody Civil War and a contentious Reconstruction, and the problems and challenges associated with an expanding, urbanizing, and diversifying populace. Conflicts over immigration, labor reform, gender and racial equality, foreign intervention, and the nature of the industrializing economy regularly convulsed the body politic. Amidst all of this, ordinary people of diverse backgrounds sought the American promises of life, liberty, and pursuit of happiness. In this course, we will attempt to encompass the breadth of Americans’ wide-ranging experiences during the 19th and early 20th centuries, and we will consider the extent to which the problems, issues, and themes of this era can be brought to bear on our own lives and times. This course will also serve as an introduction to historical study as a field that contributes fundamentally to understanding the human experience.

University Requirements: The course fulfills one of two requirements for the Baccalaureate Core: Western Culture or Difference, Power, and Discrimination. It fulfills the “Western Culture” requirement by helping students to: 1) Identify significant events, developments, and/or ideas in the Western cultural experience and context; 2) Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture; and 3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes. It fulfills the “Difference, Power, and Discrimination” by allowing students to be able to: 1) explain how difference is socially constructed, using historical and contemporary examples, 2) describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination and 3) analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related.
**Expectations for Student Conduct:** Student conduct is governed by the university’s policies in the Office of Student Conduct: Information and Regulations located at http://oregonstate.edu/studentconduct/home/index.php

**Statement Regarding Students with Disabilities:** Accommodations are collaborative between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the instructor prior to or during the first week of the term. Students who believe they are eligible for accommodations should contact DAS immediately at (541) 737-4098 if they have not already.

**Course Format:** This version of HST 202 is conducted via Blackboard, your online learning community, through which you will access the syllabus, assignments, and some of the reading-multimedia material; submit assignments; take quizzes; and interact with other students and with the instructor. If for any reason you have a question, comment, or want to talk, please use the instructor’s contact information at the top of the syllabus. **It is your responsibility to make sure that you receive e-mail on your ONID account.**

For technical assistance with Blackboard: http://ecampus.oregonstate.edu/services/technical-hlp.htm.

You can also contact the OSU Help Desk: 541-737-3474 or osuhelpdesk@oregonstate.edu or http://tss.oregonstate.edu/OCH

**Assignments & Grading:**

- Discussions/Journals 25%
- Quizzes 20%
- Papers (2) 40%
- Final Exam 15%

**Grades:**

- A (94-100%); A- (90-93%); B+ (87-89%); B (84-86%); B- (80-83%); C+ (77-79%); C (74-76%); C- (70-73%); D (60-69%); F (0-59%)

All papers and the final exam must be completed for a passing grade.

**Quizzes:** Quizzes are based on the readings for each week. Approximately 10 questions will be asked, the majority of them coming from Foner, *Give Me Liberty!* Ten multiple choice quizzes will be available online. Your lowest quiz score for the term will be dropped. The quizzes will evaluate your comprehension of broad historical themes as well as significant events and people. The quizzes will be open-book, but you have only 30 minutes to complete the quiz. The ten weekly quizzes will each close by Friday at 11:59pm.

**Blackboard Discussion Boards and Journals:** At least one Discussion Board and/or a Journal will be posted on Blackboard during each week. I will start a discussion on Wednesday morning with a couple of brief questions. More questions will then be posed and answered by both the instructor and your fellow students. The Discussion Boards will be open to all students to engage
one another on significant questions; you are required to make at least three posts per week (one original post and two replies).

The Journals are private, and will be more reflective and personal (other students do not have access to your journal entries). Your answers will be evaluated on how clearly you articulate an argument in the opening sentence, then follow with relevant information, which may include references to specific documents or texts.

**Papers:** Two papers will be assigned during the course. The topic of the papers will be connected to the documents, readings, videos, and class discussions for the course. You will receive the topic at least one week prior to the due date. Your essay will be submitted via Blackboard, will be in a Word (.doc or .docx) or PDF format, typed, double spaced, and must follow the assignment guidelines posted on Blackboard.

**Final Exam:** This course will have a final exam. The exam will be comprehensive and will require a consecutive two hours to complete. There will be twenty multiple choice questions taken from the chapter quiz question pool and two essay prompts. The exam will be available on Tuesday at noon of finals week and be due by Thursday at 11:59 PM. **

**Plagiarism and Late Papers:** Plagiarism is a serious violation of academic and ethical standards. The first instance of plagiarism will result in a failing grade for that assignment. Before another assignment is assessed, the student will redo the first assignment for no grade. The second instance will result in failure for the course. For OSU’s policy, see: [http://oregonstate.edu/admin/stucon/plag.htm](http://oregonstate.edu/admin/stucon/plag.htm).

Late papers will be assessed a penalty of 15% per weekday up to a third day when the highest score will be half of the total. If you are having a problem completing your assignments on time, please inform the instructor to work out a solution.

**Student Learning Outcomes:**

1. Students will be able to analyze main trends of the period 1820-1920. Students will use primary documents, textbooks, and visual and cultural sources to address these major themes: 1) the development of corporate capitalism and its impact on the nation’s regions; 2) the territorial growth of the United States; 3) the divisive issues that led to the Civil War; 4) the “Reconstruction” of the United States after the Civil War; 5) the growth and stagnation of civil rights; 6) the shifting national demographics caused by urbanization, industrialization, and immigration; 8) the rise of and domestic resistance to the United States’ role as a world power; 9) the lasting impact of the Progressive movement; 10) the expansion of the state.

2. Students will attend lectures, discussions, and other in-class activities as they learn to assess, synthesize, and analyze major historical events of the period and link the course’s information to present-day events.
3. Students will work individually (reading, researching, and responding to essay questions) and within a group (engaging in discussion with and presenting information to their fellow classmates) to develop their historical skills.

4. Students will use critical and analytic thinking to deploy evidence in the development of a historical argument commensurate with the level of a 200-level course.

Schedule of Readings

This schedule does not include Discussion Board posting requirements or required weekly quizzes, nor does it include other required materials (such as videos), which are all available on the course site. Please check the weekly “To Do List” for each week under “Course Documents” to make sure you are completing all necessary course requirements. The weekly are also located in the “Course Documents” section of the course site. All readings below are either from your required textbooks or can be found in the weekly folders under “Course Documents” on the course site.

WEEK 1

Reading: Foner, Chapter 10, “Democracy in America”
Johnson & Wilentz, The Kingdom of Matthias, 3-11.
Hodes, The Sea Captain’s Wife, 17-37.

WEEK 2

Reading: Foner, Chapter 11, “The Peculiar Institution”
Johnson & Wilentz, The Kingdom of Matthias, 13-90.

WEEK 3

Reading: Foner, Chapter 12, “An Age of Reform”
Hodes, The Sea Captain’s Wife, 39-77.
Johnson & Wilentz, The Kingdom of Matthias, 91-125.

WEEK 4

Reading: Foner, Chapter 13, “A House Divided”

WEEK 5

**PAPER #1 DUE**
Reading: Foner Chapter 14, “A New Birth of Freedom”
Hodes, *The Sea Captain’s Wife*, 79-159.

WEEK 6

Reading: Foner, Chapter 15, “What is Freedom?”
Hodes, *The Sea Captain’s Wife*, 161-203.

WEEK 7

Reading: Foner, Chapter 16, “America’s Gilded Age”

WEEK 8

Reading: Foner, Chapter 17, “Freedom’s Boundaries, at Home and Abroad”
Hodes, *The Sea Captain’s Wife*, 243-273.

WEEK 9

Reading: Foner, Chapter 18, “The Progressive Era”

WEEK 10

**PAPER #2 DUE**

Reading: Foner, Chapter 19, “Safe for Democracy”

Student Evaluation of Teaching
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Textbook: *NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website ([http://osubeaverstore.com/Academics/](http://osubeaverstore.com/Academics/)). Sample syllabi may not have the most up-to-date information.*
Students can also click the OSU Beaver Store link associated with the HST 202 course information in the Ecampus schedule of classes for course textbook information and ordering.

**NOTE to prospective students:** This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.