

**SYLLABUS
HISTORY 202-JKK
CRN 41630
HISTORY OF THE UNITED STATES
CIVIL WAR TO PRESENT**

T, Th 12:00 – 1:50 p.m.
~~Cramer Hall 171~~ PCAT 160
 Rebecca J. Becker
 Office: CH 441-F
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 Office: CH 490
 Office Hours: T, Th 11:00 – 12:00

DATE	SUBJECT	READING COMPLETED
1/9/07	Orientation/A Matter of Interpretation/ Banking on the Bureau: The Freedman's Bank / Thomas Nast and the Reconstruction	none
1/11/07	QUIZ #1 Mississippi Black Codes/ A Black Vote/Reconstruction Reconsidered	Chapter 16
1/16/07	QUIZ #2 More Crib Girl than Courtesan: Chinese Prostitutes in San Francisco/ "Across the Vast and Distant Oceans": Anti-Chinese Sentiment	Chapter 17
1/18/07	QUIZ #3 The Development of Hometown/ The Workings of a Political Machine / Fear and Desire: Advertising	Chapter 18
1/23/07	QUIZ #4 ESSAY #1 ASSIGNED "Millionaires are the bloom of a competitive civilization" – William Graham Sumner	Chapter 19

1/25/07	QUIZ #5 Mary E. Lease: Raise Less Corn and More Hell	Chapter 20
1/30/07	ESSAY #1 DUE for A - K QUIZ #6 The Overthrow of An Hawaiian Queen	Chapter 21
2/1/07	ESSAY #1 DUE for L - Z QUIZ #7 <i>"thank God! no Anglo-Saxon..."</i> W.E.B. DuBois	Chapter 22
2/6/07	QUIZ #8 <i>"I cast no reflection on unmarried ladies":</i> The Fight Over Sheppard-Towner / <i>They That Sit in Darkness:</i> African Americans and Birth Control	Chapter 23
2/8/07	QUIZ #9 World War I: Causes & Consequences/ How to Sell World War I: Propaganda Beyond Your Wildest Dreams...	Chapter 24
2/13/07	QUIZ #10 <i>"Where is the black man's government?":</i> Marcus Garvey/ <i>The Great White Fog</i>	Chapter 25
2/15/07	ESSAY #2 ASSIGNED QUIZ #11 Alphabet Soup: The New Deal/ Nobody Smiled and other Lies... (But the Truth of Dorothea Lange)	Chapter 26
2/20/07	QUIZ #12 Propaganda in World War II/ It's A Wonderful.... Oops. Wrong Movie.	Chapter 27
2/22/07	QUIZ #13 A Witch Hunt: or, the Ultimate Demagogue / <i>HUAC vs. Hollywood:</i> or, Disney said what? And Reagan surprises....	Chapter 28
2/27/07	ESSAY #2 DUE for L - Z	

	QUIZ #14 Nathaniel Sampson: Guest Lecture	Chapter 29
3/1/07	ESSAY #2 DUE for A - K QUIZ #15 Cuban Missile Crisis: The Back Story	Chapter 30
3/6/07	QUIZ #16 The Tet Offensive	Chapter 31
3/8/07	QUIZ #17 <i>"They Thought I Was Quite Mad"</i> – Dr. Barbara McClintock	Chapter 32
3/13/07	QUIZ #18 The Media and the Gulf War: Censorship -- On the Battlefield and at Home, Part I	Chapter 33
3/15/07	QUIZ #19 The Media and the Gulf War: Censorship -- On the Battlefield and at Home, Part II	Special Reading Handout
3/20/07	QUIZ #20 Savage Humor and Civil Rights	Special Reading Handout
3/22/07	READING PACKETS DUE 12:00 P.M. Reading Packet review	

TEXTBOOK: *America Past and Present, Volume Two: From 1865* By Divine, Breen, Fredrickson and Williams. Seventh Edition.

GRADE BREAKDOWN:

Attendance/Participation*:	35%
Quizzes (20)**:	35%
Essays (2)***:	15%
Reading Packet****:	15%

* ATTENDANCE is mandatory. Please notify me (via email: brrb@pdx.edu) in advance if you *must* miss class. More than 2 absences will affect your overall grade. Two late attendances will count as one absence.

**Quizzes are worth 5 points each, for a possible total of 100. If your scores are consistently excellent, you may choose to replace one essay score with the total quiz scores at the end of term. QUIZZES CANNOT BE MADE UP AFTER CLASS OR AT A LATER DATE.

***Essay questions will be assigned one week before each essay is due. Essays must be 3 - 5 pages, typed, double-spaced. An essay grading form is included in this syllabus. NO LATE ESSAYS WILL BE ACCEPTED. THERE ARE NO EXCEPTIONS TO THIS RULE.

**** Reading packets are collections of primary sources reflecting several sides of one specific event. Each packet includes a list of questions to be answered as you explore the documents. Your answers will take a considerable amount of time and care, and should by no means be left for the last minute. Typed responses to these questions should be turned in on the final day of class. PLEASE NOTE: **LATE WORK IS NOT ACCEPTED.**

GUIDELINES FOR ESSAYS

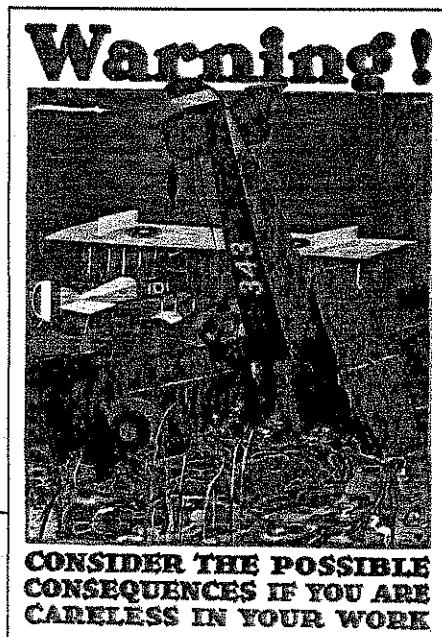
Essays should be three to five pages (typed and double-spaced). Although you may consult books and articles written by historians and other scholars and thinkers in writing this paper, do not base your paper on polished sources which organize material for you. Take on the challenge of constructing a coherent analysis from the scattered, sometimes contradictory verbal and visual records which link us to the past. These essays should NOT be considered research papers!

Whenever you use in your essay any phrase, sentence, or longer quotation from a book, article, or other source, be sure to place quotation marks around the quoted words. Identify your source with a footnote giving the title and author of the source and appropriate page numbers (for proper form in footnoting and Bibliography, see The MLA Style Sheet or Turabian's A Manual for Writers). If you paraphrase a source (use a phrase, sentence or longer section with slight changes in wording) or in other ways draw heavily on a source, you also must identify the source within parentheses placed immediately following the paraphrase, rather than using footnotes.

Write an essay which does not deserve any of the following comments:

- You do little to place your topic in historical context, or to show how it relates to course themes.
- You rely too heavily on one or two sources in which the author has organized the material for you.
- You do little more than restate the obvious.
- Poor writing and organization obscure the points which you are trying to make.

Feel free to e-mail me (brrb@pdx.edu) or come by my office (office hours 2:00- 3:00, T, Th or by appointment), if you have any questions while working on your essay.



L.N. Britton
Warning! World War I poster
c. 1917-18
Navy Publicity Bureau
Office of Naval Records and Library

GRADING FORM

Student's Name: _____

Grading Breakdown:

10 points for each of the following categories in which the writer excelled, 7 for each where the writer succeeded, 5 where the writer showed a good effort, 3 for any effort at all.

- _____ Interesting to read, informative, enlightening
- _____ Complete Essay (it has a beginning, a middle, and end)
- _____ Answered the specific topic/question chosen
- _____ Balance of Information (no one point seems exhaustively covered, leaving others skimpy)
- _____ Superb use of specific examples from source/s
- _____ Original thought apparent---not just rehash of text or sources
- _____ Conclusion does more than restate the rest of the essay
- _____ Excellent grammar, spelling, punctuation
- _____ Progression of ideas clear, outline perfectly understandable
- _____ Outstanding use of active voice, word choice suitable for topic, no colloquialisms or inappropriate or misused words.

TOTAL