INSTRUCTOR'S NAME: Dr. Brian Barstani

CONTACT INFORMATION: brian.barstani@hawks.huntingdon.edu

COURSE DESCRIPTION: An exploration of the important social and intellectual concerns and movements in American history from 1877 to present.

PREREQUISITE: None

TEXT REQUIRED:


COURSE LEARNING OUTCOMES:
• Explain the significance of American social and intellectual concerns and movements from the Civil War to the present
• Develop a set of interpretive strategies for understanding documents from American social and intellectual history from the Civil War to the present
• Describe the major social movements, ideas, individuals, and groups involved in American social and intellectual history from the Civil War to the present
• Analyze and Evaluate historical documents from American social and intellectual history
• Apply historical methods to understanding American social and intellectual history from the Civil War to the present

COURSE ASSIGNMENTS & GRADING CRITERIA:
1. Learning Journal: A weekly journal demonstrating that you have read the texts. The journal should also detail questions that arise during your reading. These questions may be used for discussion.
2. Mid-term Exam: An exam given at week three. The exam will include matching identifications and short answer questions. The exam will only cover the material preceding the exam. Questions will be drawn from the reading and class discussion.
3. Research Project: a research paper in which each student will focus on a particular social or intellectual movement. The paper should include: 1) origins of the movement, 2) cultural context, 3) major themes/ideas, 4) successes and failures, and 5) lasting influences. Guidelines for the research paper will be discussed during the first class
meeting. Students are encouraged to begin research on a particular topic before class begins or have an idea by the first class meeting. The instructor must approve all topics.

4. Final Exam: An exam given at week five. The exam will include matching identifications and short answer questions. The exam will only cover the material preceding the exam. Questions will be drawn from the reading and class discussion.

<table>
<thead>
<tr>
<th>Grading Elements</th>
<th>Percentage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Learning Journals &amp; Class Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term Exam:</td>
<td>25%</td>
</tr>
<tr>
<td>Research Project:</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

GRADE POINT EQUIVALENTS - Describe the point range for each letter grade.

- **A** = 90-100
- **B** = 80-89
- **C** = 70-79
- **D** = 60-69
- **F** = 59-below

ATTENDANCE POLICY:

Absences and Tardiness – All students are required to attend the first session. Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

Participation – Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

Late Assignments – No shows fail the assignment. It is expected that the students fulfill their assignments on the date they are scheduled to do so. Students with illness or other problems that prevent them from attending class on the day a presentation or written assignment (including a test and/or exam) is due must contact their instructors PRIOR to the deadline via Huntingdon College email with supporting documentation to request an extension or a make-up. In most cases, missed assignments are logistically difficult to make-up while maintaining the integrity of the module. In rare cases, approval to make-up an assignment may be granted at the discretion of the faculty member based on the seriousness of the circumstance and on the supporting evidence provided by the student. Contacting a fellow class member does not substitute for contacting the instructor.

Accommodation of Special Needs- Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide
appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee’s decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4577 or e-mail at disabilityservices@huntingdon.edu.

Academic Honesty – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas which are not your own creation is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

Medical Considerations - If you have a medical condition that may preclude participation in this course or any aspect of this course, the College suggests you consult your physician. The College will work with you based upon physician recommendations to find the best means to address any concerns.

Title IX Statement - Huntingdon faculty are committed to supporting students and upholding the College's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the College the faculty member MUST report to the college's Title IX Coordinator what you share. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may refer to Huntingdon's Sexual Misconduct Policy at http://www.huntingdon.edu/student-life/student-service/misconduct. You do not have to go through the experience alone.

Huntingdon College Library: As an EB student you have access to the full-range of electronic resources provided by the Library of Huntingdon College. Your first step upon enrollment at Huntingdon should be to register for a library account. You can do this by going to the Library’s web site at http://library.huntingdon.edu/ and under “EB Services” complete the “Library Card Application” form and submit it. You will receive shortly your personal library account information, which will then allow you to access a variety of resources including databases. Should you ever have a problem accessing the Library’s electronic resources, please contact the Library (specifically, Systems Librarian Brenda Kerwin at bkerwin@huntingdon.edu).*

* Among the Library’s electronic resources, you will find a number of databases specific to the area of business administration and its allied fields of study (e.g. databases within /EbscoHost/, /Gale/ , and /ProQuest/, as well as /Oxford Journals/). You will also find databases that support your core courses in such fields as English, history, communications, the arts, and the sciences. You may be familiar with the AVL (the /Alabama Virtual Library/) and have your own AVL card. As a student at Huntingdon College, you no longer need to maintain your own AVL card, if you
access the AVL through our web site. Simply click on “Campus & Library” rather than “Home Access” within the AVL. A few other mentions: /Countess/ is the name of the Library’s online catalogue and among its holdings you will find electronic books. If you want to know what full-text electronic journals are available to you through the Library’s databases, you can use the /Serials Solutions/ link on our web site. You can limit your search by discipline (such as “Business & Economic”). If you use Google for any of your research, we greatly encourage you to use /Google Scholar/ and /Google Books/. These features of Google will direct you to resources appropriate for academic research.*

First Night Assignment -

CLASS SCHEDULE:

Week 1: Reconstruction, the Gilded Age, and America’s “Others”

Module One Outcomes
By the end of this module, students are expected to:

- **Explain** the dynamics of Reconstruction, the Gilded Age, and America’s “others”
- **Develop** an understanding of the social and intellectual currents in late nineteenth- and early twentieth-century America
- **Describe** the ideologies of the Reconstruction, the Gilded Age, and America’s “others”
- **Analyze** and **Evaluate** primary source material
- **Apply** interpretation of primary source material to social and intellectual history

Student Preparation for Module One
Reading-

- **American Ways: A History of American Cultures**
  Part VII: MIDDLE-CLASS WAYS.
  13. Middle-Class Family Ways.
  14. Middle-Class Cultural and Civic Life.

- **Speaking of America: Readings in U.S. History**

Writing
• Learning Journal turned in at the beginning of class

Research
• Brainstorming ideas for Research Project

Week 2: Protest, Progress, and War

Module Two Outcomes
By the end of this module, students are expected to:

• Explain the “ways” of ethnic and working class Americans
• Develop an understanding of the social and intellectual dynamics of protesters, imperialists, progressives, and World War I
• Describe the dominant forces and ideologies of the late nineteenth century and early twentieth century.
• Analyze and Evaluate primary source material
• Apply interpretation of primary source material to social and intellectual history

Student Preparation for Module Two
Reading
• American Ways: A History of American Cultures
  Part VIII: THE WAYS OF OTHERS.
• Speaking of America: Readings in U.S. History

Writing
- Learning Journal turned in at the beginning of class

Research
- Choose Research Project Topic

**Week 3: Modernism and the Great Depression**

**Module Three Outcomes**
By the end of this module, students are expected to:

- **Explain** the dynamics of Modernism and the Great Depression
- **Develop** an understanding of the social and intellectual currents in the early twentieth century
- **Describe** the ideologies of Modernism
- **Analyze** and **Evaluate** primary source material
- **Apply** interpretation of primary source material to social and intellectual history

**Student Preparation for Module Three**

**Reading**
- *American Ways: A History of American Cultures*
  Part IX: THE ORIGINS OF MODERN WAYS.
  17. Consumer Culture and the Quest for Excitement.

- *Speaking of America: Readings in U.S. History*
  18. THE ROARING TWENTIES. Marcus Garvey, "Africa for the Africans" (1922).

**Writing**
- Learning Journal turned in at the beginning of class

**Study**
- For Mid-term Exam
  - Research
    - Research for Research Project

**Week 4: War and Its Aftermath**

**Module Four Outcomes**
By the end of this module, students are expected to:

- **Explain** the dynamics of World War II and its aftermath
• Develop an understanding of the social and intellectual currents during and after World War II
• Describe the ideologies of World War II and the fifties
• Analyze and Evaluate primary source material
• Apply interpretation of primary source material to social and intellectual history

Student Preparation for Module Four

Reading
- American Ways: A History of American Cultures
  Part X: THE COMING OF AGE OF MODERN WAYS.
  19. Modern Ways in Times of Prosperity and Depression.
  20. "The American Way of Life".
- Speaking of America: Readings in U.S. History

Writing
- Learning Journal turned in at the beginning of class

Research
- First draft of Research Project

Week 5: The Sixties to Now

Module Five Outcomes
By the end of this module, students are expected to:
• Explain the dynamics of the sixties to now
• Develop an understanding of the social and intellectual currents from the sixties to now
• Describe the ideologies of the sixties to now
• Analyze and Evaluate primary source material
• Apply interpretation of primary source material to social and intellectual history

Student Preparation for Module Five

Reading
- American Ways: A History of American Cultures
Part XI: THE CULMINATING MOMENT OF MODERN WAYS.
22. Individualism Unleashed.

- Speaking of America: Readings in U.S. History


Writing
- Learning Journal turned in at the beginning of class

Study
- For Final Exam
  - Research
    - Final Draft of Research Project