

Term Information

Effective Term Summer 2021
Previous Value Autumn 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online approval

What is the rationale for the proposed change(s)?

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2002
Course Title	Making America Modern
Transcript Abbreviation	Making US Modern
Course Description	A rigorous, intermediate-level history of modern U.S. in the world from the age of industrialization to the age of globalization. Sometimes this course is offered in a distance-only format.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	Not open to students with credit for 1152.
Previous Value	Not open to students with credit for 1152 (152).
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Modern American history understanding
Previous Value	
Content Topic List	<ul style="list-style-type: none">• Industrial transformation in a global context• The imperial imperative• The American racial regime• The age of reform in transatlantic perspective• Total war• The crisis of industrial capitalism• Remaking the international order during the Cold War• Race• Class• Gender and cultural domestic politics• Environmentalism• De-industrialization and its discontents in the age of globalization
Sought Concurrence	No

COURSE CHANGE REQUEST
2002 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/25/2021

Attachments

- History 2002 DL Syllabus Lerner.pdf: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 2002.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 2002 Syllabus - Barstow.pdf: In person syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	02/23/2021 04:40 PM	Submitted for Approval
Approved	Elmore, Bartow J	02/23/2021 07:22 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/25/2021 02:59 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/25/2021 02:59 PM	ASCCAO Approval



Syllabus

HIS 2002: MAKING AMERICAN MODERN

Spring 2021 (full term)

3 credit hours

Online

Instructor: Mitchell Lerner

Email address: Lerner.26@osu.edu

Phone number: 740-366-9433

Office hours: MWF, 3:00-4:30 PM. I will also be available in the course chat room on the Carmen course page every Monday from 10:30-12:00 to answer general questions about the class (and maybe even offer some suggestions about the next assignment!). If you wish to meet with me in a more private setting, please just let me know and we can arrange a Zoom meeting or phone call at your convenience.

Course Overview:

This course is a survey of modern American history, ranging from the end of the Civil War to the latter decades of the 1900s. Although various topics will be examined, the focus will be on the evolution of a modern capitalist economy, the rise of the United States to the status of a world power, the evolving role of the state in domestic life, and the growth of social and political reform movements. The on-line version of this course (which you are taking!) is asynchronous, designed to provide students with flexibility in both the specific focus of their study of this historical period and the schedule through which they pursue their learning.

Prerequisites:

There are no prerequisites for this course.

Course learning outcomes

1. Students will gain a basic factual knowledge of this period of United States history.
2. Students will develop or improve skills in analyzing historical data and drawing informed conclusions about such material.
3. Students will gain or further develop critical skills necessary to assess arguments based on historical facts.
4. Students will cultivate the logical and persuasive communication and analytical skills that are the marks of a well-informed person.

General education goals and expected learning outcomes:

As part of the **Historical Studies** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

GOALS

Students recognize how past events are studied and how they influence today's society and the human condition.

EXPECTED LEARNING OUTCOMES

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

As part of the **Diversity: Social Diversity in the United States** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

GOALS

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

EXPECTED LEARNING OUTCOMES

- **SOCIAL DIVERSITY IN THE UNITED STATES**
 1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

How This Online Course Works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **six modules** that are each released one week ahead of time. Students are expected to keep pace with deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.

COURSE MATERIALS AND TECHNOLOGIES

Required Reading:

Out of this Furnace, by Thomas Bell (University of Pittsburgh Press, 1992)

Manchild in the Promised Land, by Claude Brown (Simon and Schuster, 1965)

A People's History of the United States, by Howard Zinn (HarperCollins, 2015)

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading:

Grades will be determined in accordance with the following breakdown:

Modules: 60% (10% each)

Book papers: 20% (10% each)

Final exam: 20%

Grades will be updated regularly on the carmen course page, along with comments and suggestions for each assignment.

Descriptions of major course assignments

Modules:

Students are required to complete six modules over the course of the semester, each one covering approximately two decades of American history. Modules can be accessed on the class webpage in Carmen Canvas. Each module begins with a short (approximately 60 minutes) video introduction by the professor, articulating the basic themes for this period of American history. After watching the video, students should complete the rest of the assigned work for that unit: sometimes this includes a few short videos, other times it is some introductory articles for you to read. It is highly recommended that you do this work in the order that it is assigned. After completing the assignments, students are required to answer **7 of the 10** short identification questions AND the short essay included on the module guide. All of your answers should be uploaded as a file (word doc preferred) through the Carmen Canvas page.

Answering the **short identification** questions from the module guide will sometimes require some independent work on your own. Many of the basic details can be obtained from the videos and reading materials assigned for that specific module. However, some of the terms that you will find listed on the module guide will only be covered very briefly in those materials, and a few may not be covered at all. To gain additional detail about these terms, you will likely need to do some research on your own. I have included at the end of this syllabus a list of web sites that are useful for historical research; you are strongly encouraged to access those (or other sources of your choosing) in order to obtain the information that will allow you to flesh out your answers more fully.

The best answers are those that do not simply repeat the basic facts but are instead the ones that put these items within their larger historical context. In other words, think about what this term tells you about the larger values and events of the time period, and try to explain how it fits in with the basic themes that you learned about from the assigned videos and readings. What does it show us, in a larger sense? If, for example, you choose to discuss a labor strike as one of your identification questions for the first module, you need to not only tell me how the strike came about and how it was resolved, but also tell me what it shows about the larger struggles between workers and business owners that defined the period. A good way to approach the short identification might be to think of them as two parts: first, you should provide a 1-2 paragraph description of the term, telling me what it was and how it impacted society on an immediate level; second, you should provide an explanation of how this term reflects larger forces at work in the time period. So, if your term is "Black Codes," a good answer would first tell me that these were a series of laws passed after the Civil War that were designed to limit the freedom of the African American population in the South. It would give me some examples of specific laws and discuss the details of how they worked. But, it would also tell me that, on a larger level, these codes reflected the continuing obstacles to African American civil rights that emerged after the civil war, and would mention how this echoed the larger difficulties for African Americans in the time period that included things like the emergence of the Ku Klux Klan and Jim Crow laws.

Each module will also include a **short essay** that is designed to tie the entire unit together. The essays will be fairly straightforward and open-ended, designed not to trick you but to give you an opportunity to synthesize all that you have learned into one central argument. I will be, in essence, asking for your overall opinion about this time period. I do not care what position you take. I do care, however, that you support your argument with specific historical detail. There is, I often tell students, "no such thing as a wrong answer; only answers that are insufficiently supported with historical evidence!" Take whatever position you choose when writing these essays; just be sure to back them up with more than your general feelings. It is perfectly acceptable to use the items that you select in the short identification section as your evidence, but you are free to use other materials as well. All you need to do is connect the evidence that you provide to the larger argument that you are making in order to prove that your argument is valid.

All modules need to be typed (ideally as word documents) and sent to me through the carmen canvas page by the deadlines, which are always Fridays at 5:00 PM, and late papers will only be accepted when there are serious and

documented extenuating circumstances. All submissions must conform to accepted rules of style and grammar, although I am more concerned about the strength of your argument than I am about your writing style. Please use standard fonts (12-point, Times font) and margins (1 inch) and double space the text. There are no limits regarding length; make your answers as long or short as you feel are necessary to demonstrate to me that you understand the material. **DO NOT SIMPLY CUT AND PASTE MATERIALS THAT YOU FIND ON THE WEB!** That is **plagiarism** and is grounds for expulsion from the university. I take this very seriously. You are expected to read on your own and take notes, and then integrate what you find into one coherent answer that, in your own words, demonstrates your knowledge of the materials.

Book Papers:

Students are also required to read two books over the course of the semester, and then submit a short paper for each one in response to the question listed below. I have not assigned specific chapters for you to read each week, but I do encourage you to start reading as soon as you can and not save each book for the actual week that the paper is due. All papers need to be typed as word documents and submitted to me via email or the carmen course webpage. Deadlines are always Sunday at 5:00 PM, and late papers will only be accepted when there are serious and documented extenuating circumstances. All submissions must conform to accepted rules of style and grammar. Please use standard fonts (12-point, Times font) and margins (1 inch) and double space the text. **Papers may not exceed three pages in length under any circumstances.**

Book paper #1 (due October 4, 5:00 PM): Thomas Bell's *Out of This Furnace* has often been described as a tale of "Americanization." In telling the story of these three generations, Bell demonstrates how Americans who came to the United States as part of the turn of the century waves of immigration held very different values from the later generations who had been born in the United States. Using specific examples from the book to demonstrate these differences by discussing something that Dobie Dobrejeak did that would not have been of interest to his grandfather, Djuro Kracha. Be as detailed as you can in recreating a few events that reveal the different ways of looking at life held by these two men, and consider how their views reflected changes going on in American society as well.

Book paper #2 (due November 22, 5:00 PM) A book reviewer for the *New York Times* concluded that Claude Brown's *Manchild in the Promised Land* was, "The first thing I ever read which gave me an idea of what it would be like day by day if I'd grown up in Harlem." Describe some of the events from the book that show what this reviewer meant. Be as specific as you can about these events, but be sure to show how they demonstrate the difficulties faced in the urban cities of the north. Answers like: "There was lots racism," or "People used drugs" is not sufficient—you need to make specific references to people and events in the book that show this racism—in other words you need to show me the answer, rather than simply telling me.

Final Exam:

The final exam will consist of a few short essays, and will be uploaded to the carmen page on **December 4**. This is an "open-book" exam, and students can use any sources they wish in compiling the essay. To a large extent, the exam will require students to connect the themes addressed in the individual modules, and hence students who have performed well on the module guides should find the final exam relatively simple. Any student who has received a grade of A- (89.5%) or higher on all of their module guides OR has an overall grade above 93% will be exempt from the final exam and will receive an "A" for the course. The exam is due on **December 11 at 5:00 PM**.

Extra Credit:

Students can replace the lowest grade on their modules (but not their book papers) by completing a third book paper, although anyone interested **MUST** contact the professor in advance. The book for this semester is Michael Adams' *The Best War Ever*, which is available electronically through the OSU library webpage. Students interested in writing this paper must answer the following question: "In the preface to his book, *The Best War Ever*, Michael Adams writes that the goal of the book is "to subject the major aspects of the Good War myth to

fresh analysis in the hopes of presenting a more realistic picture.” What is the good war myth that he is referring to, and how does his presentation of World War II challenge it? Be as specific as possible and be sure to use detailed historical examples from the book to advance your argument. It is not adequate to say “Combat was nasty,” or “Some people didn’t support the war.” You need to provide concrete examples from the period to show me that your claims are correct. Extra credit papers can be turned in at any time during the semester until the final exam deadline.

Late assignments

Late submissions will not be accepted except under the most extraordinary conditions. Please refer to Carmen for due dates.

OTHER COURSE POLICIES

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find

information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Mental health:

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Course Schedule and Reading Assignments:

Week 1 (August 23-29): Watch “Welcome to HIS 2002” video:

<https://osu.zoom.us/rec/share/1MtQJort2kxJeqvItEPfcPQnQLrAaaa80SgWrPpbnkqr2ZrL2DqKZPIp0KB1SqDS?startTime=1598285640000>

Start reading Thomas Bell, *Out of this Furnace*

Weeks 2-3 (August 30-September 11): Module I: The Gilded Age and the Growth of American Capitalism

Reading Zinn, Chapter 11

Continue reading Bell

Module I assignment due at 5:00 PM, September 11

Weeks 4-5 (September 13-25): Module II: The Rise and Fall of the Progressive Movement

Reading: Zinn, Chapter 13 and 14

Continue reading Bell

Module II assignment due at 5:00 PM, September 25

Week 6: (Sept 27- October 4): Book assignment #1 (*Out of this Furnace*)

Reading: finish Bell

Book Paper #1 due at 5:00 PM, October 4

Weeks 7-8 (Oct 4-16): Module III: The Roaring Twenties and the Great Depression

Reading: Zinn, Chapter 15

Start reading Brown, *Manchild in the Promised Land*

Module III assignment due at 5:00 PM, October 16

Weeks 9-10 (October 18-30): Module IV: World War II and the Rise of the Cold War

Reading: Zinn, Chapter 16

Continue reading Brown

Module IV assignment due at 5:00 PM, October 30

Weeks 11-12 (Nov 1-13) Module V: Cold War American Life

Reading: Zinn, Chapter 17

Continue reading Brown

Module V assignment due at 5:00 PM, November 13 (yes, Friday the 13th!)

Week 13 (November 15-22) Book assignment #2 (*Manchild in the Promised Land*)

Finish reading Brown
Book assignment #2 due at 5:00 PM, November 22

Weeks 14-15 (November 22-December 4): Module VI: Wars at Home and Abroad

Reading, Zinn, Chapters 18 and 19
Module V assignment due at 5:00 PM, December 4

Dec 4: Final Exam Distributed

Dec 11: Final Exam Due

Helpful Websites for Modern American History

<http://www.digitalhistory.uh.edu>: This page includes a basic U.S. history e-textbook; hundreds of documents, primary sources and short essays; reference resources that include a searchable database of 1,500 annotated links, chronologies, glossaries, an audio archive, and more.

<http://www.historyteacher.net>: This site offers a look at all aspects of history, and provides links to almost every historical resource you can imagine. Pay special attention to their list of “Historical Resources” on the right side of the page.

<https://www.ushistory.org/us/index.asp>: This site is organized around a chronological listing, with each section including a narrative description of the critical events and people, as well as links to other sources and materials.

<https://www.loc.gov> : The Library of Congress webpage has everything, although its holdings are more extensive in primary sources than in secondary sources. But, it can be a good place if you really want to dig a bit more deeply.

<http://www.americanyawp.com>: This is a terrific, collaborative textbook organized by Stanford University. It is easy to use and provides an excellent introduction to US history.

<http://www.socialstudies.org/sites/default/files/publications/se/6303/630303.html>: This site offers no specific content but it has a huge database of links to pages that focus on specific topics. They are broken down chronologically by period, so if you already have a general idea of what you are looking for, it can be very useful.

<https://open.umn.edu/opentextbooks/textbooks/u-s-history> : This is an opensource textbook for US history that is interesting and readable.

Module I: The Gilded Age and the Growth of American Capitalism

A) Watch the class introductory video on carmen:

B) Watch this PBS video about the industrialization of the US:
https://www.youtube.com/watch?v=AeWE_FaIP6k

C) Watch this video about women in the Gilded Age:
https://www.youtube.com/watch?v=fM1czS_VYDI

D) Read chapter 11 of *A People's History of the United States*

E) Read “Corporations and Big Business,” here: https://www.gale.com/binaries/content/assets/gale-us-en/primary-sources/newsvault/gps_newsvault_19thcentury_usnewspapers_corporations_essay.pdf

F) Watch this short video about the fundamental beliefs of the time period:
<https://wosu.pbslearningmedia.org/resource/amex30ga-soc-ideologies/ideologies-of-a-divided-america-the-gilded-age/>

G) Read this journal article about African Americans and women and the circus:
<https://www.cambridge.org/core/journals/journal-of-the-gilded-age-and-progressive-era/article/abs/life-beyond-the-big-top-african-american-and-female-circusfolk-18601920/E9B163F4A31CC928EACA44095653DF2E>

H) Read this article about poverty in the Gilded Age: <https://www.thenation.com/article/archive/the-long-gilded-age/>

I) Read this journal article about religion and American foreign policy in the Gilded Age:
<https://www.jstor.org/stable/24708288>

Short Identification (do 7 of 10):

- 1) Knights of Labor
- 2) Robber Barons
- 3) Populist Movement
- 4) Cult of Domesticity
- 5) Sherman Antitrust Act (1890)
- 6) Plessy v. Ferguson (1896)
- 7) “Boss” Tweed
- 8) Haymarket Strike (1886)
- 9) Standard Oil
- 10) Chinese Exclusion Act (1882)

Short essay:

Mark Twain called this period the “Gilded Age,” by which he meant that it was dazzling and impressive on the surface but flawed and even ugly if you looked at it more deeply. Do you agree with that assessment? Be sure to give specific examples from the time period to support your position.

Module II: The Rise and Fall of the Progressive Movement

- A) Watch the class introductory video on carmen
- B) Watch this C-Span video, which will provide a broad introduction to the politics of the era:
<https://www.c-span.org/video/?297633-1/roots-progressivism-theodore-roosevelt>
- C) Read chapters 13 and 14 of *People's History of the United States*
- D) Read this article about female progressives:
<https://www.socialstudies.org/sites/default/files/publications/se/6305/630507.html>
- E) Read this journal article about boxing and progressive legislation: <https://www.jstor.org/stable/3814980>
- F) Read this article about different views about race relations among African American leaders in the Progressive Era: <https://www.crf-usa.org/brown-v-board-50th-anniversary/three-visions-for-african-americans.html>
- G) Read this brief summary of the impact of the Progressive presidents:
<https://why.org/articles/president-woodrow-wilsons-legacy-progressive-politics-and-racism/>
- H) Read this article from the National Archives explaining the American decision to join World War I:
<https://www.archives.gov/publications/prologue/2017/spring/wwi-america-enters>
- I) Watch this short video about life in the WWI trenches:
https://www.youtube.com/watch?v=_G4ZY66BG38
- J) Read this journal article about African Americans and World War I:
<https://www.jstor.org/stable/20064204>
- K) Read this essay about the legacy of World War I:
<https://www.neh.gov/humanities/2017/summer/feature/world-war-i-changed-america-and-transformed-its-role-in-international-relations>

Short Identification (do 7 of 10):

- 1) Hull House
- 2) Hepburn Act (1906)
- 3) Robert LaFollette
- 4) *The Jungle*
- 5) Espionage Act (1917)
- 6) Industrial Workers of the World
- 7) Taylorism
- 8) W.E.B. Du Bois
- 9) Committee on Public Information
- 10) Brandeis Brief

Short essay: Theodore Roosevelt, perhaps the most famous progressive of them all, once declared: “Of all the questions which can come before this nation...there is none which compares in importance with the great central task of leaving this land even a better land for our descendants than it is for us.” Do you think that Roosevelt and the Progressives succeeded in their aim of leaving the United States a better place for the next generation? Overall, did the movement have a more positive or a more negative legacy for the country? Be sure to provide specific evidence from the Progressive Era to support your answer.

Module III: The Roaring Twenties and the New Deal

- A) Watch the class introductory video on carmen
- B) Watch this C-Span video about the politics of the 1920s: <https://www.c-span.org/video/?457834-2/progressive-era>
- C) Read this essay overview about the tensions of the 1920s:
<https://www.allenisd.org/cms/lib/TX01001197/Centricity/Domain/1777/The%20Clash%20Between%20Tradition%20and%20Modernism.pdf>
- D) Read this essay about the Klan in the Midwest and West:
<https://ir.uiowa.edu/cgi/viewcontent.cgi?article=9693&context=annals-of-iowa>
- E) Read Chapter 15 of *People's History of the United States*
- F) Watch this video about life in the Great Depression: <https://www.youtube.com/watch?v=1F5SSkqPqTI>
- G) Read this Senate testimony about the impact of the New Deal:
<https://www.banking.senate.gov/imo/media/doc/WinklerTestimony33109TheNewDealSenateTestimony.pdf>
- H) Read this journal article about the impact and ideology of the New Deal: <https://www.jstor.org/stable/40256265>
- I) Read this journal article about women and the New Deal: <https://www.jstor.org/stable/20700155>
- J) Read this essay about the legacy of the New Deal: https://fdr4freedoms.org/wp-content/themes/fdf4fdr/DownloadablePDFs/II_HopeRecoveryReform/01_FDRsNewDeal.pdf
- K) Read this essay about the legacy of the New Deal: <https://njfac.org/wp-content/uploads/2015/06/New-Deal-Legacy.pdf>

Short Identification (do 7 of 10):

- 1) Dust Bowl
- 2) Social Security Act (1935)
- 3) Bonus Army
- 4) Emergency Banking Act (1933)
- 5) Scopes Trial
- 6) Townsend Plan
- 7) Ku Klux Klan
- 8) Wagner Act (1935)
- 9) Flappers
- 10) Hooverilles

Short essay: Franklin Roosevelt's New Deal is generally considered to be among the most significant domestic reform programs in American history. Looking back at it almost 100 years later, would you consider it to be a success or a failure? Be sure to defend your argument by providing specific examples of New Deal legislation and the way that they shaped America for both the short and long-term.

Module IV: World War II and the Rise of the Cold War

- A) Watch the class introductory video on carmen
- B) Read this broad overview of World War II: <http://www.americanyawp.com/text/24-world-war-ii/>
- C) Read about the US homefront during the war: <https://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii>
- D) Watch this video about women and World War II: <https://www.loc.gov/item/webcast-3350/>
- E) Read about the war at home in *A People's History*, chapter 16
- F) Read this essay about civil liberties and internment during WWII: <https://www.jstor.org/stable/20451791>
- G) Read this journal article about American farmers and World War II: <https://www.jstor.org/stable/10.3098/ah.2018.092.1.005E>
- H) Watch this C-Span video about the decision drop the atomic bomb and its impact: <https://www.c-span.org/video/?474588-1/75th-anniversary-hiroshima-nagasaki-bombings>
- I) Watch this brief PBS video about the origins of the Cold War: <https://wosu.pbslearningmedia.org/resource/pres10.socst.ush.now.coldwar/the-beginning-of-the-cold-war/>
- J) Read this overview of the Cold War: <http://sites.austincc.edu/caddis/cold-war-1945-53/>
- K) Read this essay about the different views of the Cold War: <https://academic.oup.com/maghis/article-abstract/2/1/5/1215798?redirectedFrom=fulltext>
- L) Read this journal article about American jazz and the politics of the 1940s: <https://doi.org/10.1080/17494060902778118>
- M) Read this journal article about the civil rights and the early Cold War: <https://doi.org/10.2307/25094777>

Short Identification (do 7 of 10):

- 1) Containment
- 2) Rosie the Riveter
- 3) Nye Committee (1934-6)
- 4) Food for Freedom
- 5) Scottsboro Boys
- 6) Atomic Diplomacy
- 7) Truman Doctrine (1947)
- 8) Japanese internment
- 9) Berlin Airlift (1948)
- 10) NSC-68 (1950)

Short essay: The Cold War between the United States and the Soviet Union was the dominant reality of international relations for much of the 20th century. Choose at least 3 critical events from 1941-1950 and explain how they helped spark this dangerous rivalry.

Module V: Cold War American Life

- A) Watch the class introductory video on carmen
- B) Watch this short History Channel video about the Korean War:
<https://www.youtube.com/watch?v=h1wFrXKanc0>
- C) Read this short piece from the National Archives about the American decision to intervene in Korea:
<https://www.archives.gov/education/lessons/korean-conflict>
- D) Watch this short video about the fighting of the Korean War:
https://www.youtube.com/watch?v=KdF2a_aG0t0
- E) Read *A People's History of the United States*, chapter 17
- F) Watch this brief overview of McCarthyism and the Red Scare:
<https://www.youtube.com/watch?v=N35IugBYH04&t=4s>
- G) Read this article about how the Red Scare went beyond Joe McCarthy:
<https://www.pbs.org/wgbh/americanexperience/features/mccarthy-more-than-just-a-man/>
- H) Watch this video about how the Red Scare impacted American life:
<https://www.youtube.com/watch?v=iFHhqlfypOo>
- I) read this journal article about the Red Scare and American education: <https://www.jstor.org/stable/42922425>
- J) Read this general overview of the civil rights movement in the 1950s and 1960s:
<https://digitalcommons.law.umaryland.edu/cgi/viewcontent.cgi?article=3567&context=mlr>
- K) Read this article about students and the civil rights movement:
<http://mshistorynow.mdah.state.ms.us/articles/60/the-mississippi-civil-rights-movement-1955-1970-when-youth-protest>
- L) Read this journal article about the Cold War and the Civil Rights movement:
<https://www.jstor.org/stable/3659611>
- M) Read this journal article about women and mass culture in America: <https://doi.org/10.2307/2080212>
- N) Watch this video about the 1964 Civil Rights Act: <https://www.youtube.com/watch?v=y7lrS0sLrVE>

Short Identification (do 7 of 10):

- 1) Freedom Rides
- 2) Firing of Douglas MacArthur
- 3) Joseph McCarthy
- 4) 1964 Civil Rights Act
- 5) McCarran Internal Security Act
- 6) House Un-American Activities Committee

- 7) *Letter from Birmingham Jail*
- 8) Emmett Till
- 9) Alger Hiss
- 10) *Brown v. Board of Education of Topeka, Kansas* (1954)

Short essay: The decades immediately after World War II saw a number of struggles related to American civil rights and individual liberties. Although they were very different, both the African American civil rights movement and the postwar Red Scare challenged the nation's commitment to individual rights. Which one of these efforts—the Red Scare's repression of American political liberties or the civil rights movement's push for African American equality—had a bigger impact on American society? Be sure to use specific examples from the time period to demonstrate how the specific effort that you discuss evolved over the course of the post-war era. What were they trying to achieve, what critical steps did they take in pursuit, and how successful were they?

Module VI: Wars at Home and Abroad

- A) Watch the class introductory video on carmen
- B) Read *A People's History*, chapter 18
- C) Read this examination of American involvement in the Vietnam War:
<https://web.viu.ca/davies/H323Vietnam/Herring.AmericaVietnam.pdf>
- D) Watch this soldier's story about his combat experience in Vietnam:
<https://www.youtube.com/watch?v=LiCyr1CZXrE>
- E) Read *A People's History*, chapter 19
- F) Read this excerpted selection from the Port Huron Statement, which expresses the sentiments of the younger generation about the frustration they are feeling about the country:
<https://history.hanover.edu/courses/excerpts/111huron.html>
- G) Watch this History Channel video about the student protests at Columbia in 1968:
<https://www.youtube.com/watch?v=4LDX3TEel-U>
- H) Read this short interview about SDS: <https://www.smithsonianmag.com/history/what-was-protest-group-students-democratic-society-five-questions-answered-180963138/>
- I) Read this essay about poverty in the 1960s and the efforts of one writer to bring them to national attention:
<https://www.dissentmagazine.org/article/50-years-later-poverty-and-the-other-america>
- J) Read this description of the emergence of a new feminist movement in the 1960s:
https://dailyhistory.org/What_was_the_Second_Wave_Feminist_Movement%3F
- K) Read this article about the birth of the environmental movement:
<https://www.nytimes.com/2012/09/23/magazine/how-silent-spring-ignited-the-environmental-movement.html>
- L) Read this journal article about the Native American movement of the 1960s and 70s:
<https://doi.org/10.1525/phr.2003.72.2.201>
- M) Watch this brief video about the programs of the Great Society:
<https://www.youtube.com/watch?v=pD3Vn44F7as>
- N) Read this overview of President Lyndon Johnson and his Great Society reforms:
<https://millercenter.org/president/lbjohnson/domestic-affairs>
- O) Read this journal article about LBJ's struggle between the Great Society and the Vietnam War:
<https://www.jstor.org/stable/24915871>
- P) Read this journal article about conservatism in the 1960s and 70s: <https://www.jstor.org/stable/27557328>
- Q) Read this *Washington Post* article about the legacy of the Great Society
https://www.washingtonpost.com/sf/national/2014/05/17/the-great-society-at-50/?utm_term=.2d9020886ab4

Short Identification (do 7 of 10):

- 1) Port Huron Statement
- 2) Domino Theory
- 3) *The Other America*
- 4) American Indian Movement
- 5) War on Poverty
- 6) Pentagon Papers
- 7) *Feminine Mystique*
- 8) Students for a Democratic Society
- 9) *Silent Spring*
- 10) Ho Chi Minh

Bonus short identification (optional): Choose an 8th short identification from this period and answer it. A few paragraphs will be fine, just like the normal short identifications. But, I want you to choose it yourself and it CANNOT be on the list above. In other words, you need to find something from this period that you think is reflective of larger aspects of society overall, which was not an option that I already offered, and then explain to me what that thing was and why it was significant. I will consider the quality of both your answer AND the relevance of your selected item in assigning your grade. If you choose to do this extra credit opportunity, I will grade it out of 10 possible points and add it to your overall grade for this module.

Short Essay: The 1960s and 1970s were decades of protest and turbulence. Pick one effort for change and tell me why it was significant. Was it successful? What did it accomplish? You can choose any movement that you want: women's rights; environmentalism; the Great Society overall; the anti-Vietnam War movement; the student movement; Native Americans; poverty programs, or anything else from this period, but be sure to focus on the specific details of what it did. It isn't enough to tell me: "There was a movement to give women more rights." You need to tell me specifically what they wanted, what steps they took to achieve it, and how successful they were.

History 2002:
Making America Modern – American History Since 1865

Dr. Eliza Barstow

Ohio State University

Fall 2015

To contact Dr. Barstow: barstow.15@osu.edu

Also, if you're in Columbus and would like to meet with me, I'll be able to meet with students prior to 10:15 and between 1:40 and 2:30 on MWF. You can just shoot me an email if you'd like to arrange to meet.

Overview of Class:

This class focuses on the history of the United States from the aftermath of the Civil War until the late twentieth-century. As we delve into this history, we will consider how a wide range of people from the past expressed their (often competing) ideas of what they thought America was, as well as what they thought it should become. The class is entitled "Making America Modern," so we will pay particularly attention to what it means to "make" or "construct" a nation. Moreover, we will consider the concept of "modernity." That is, what does it mean for an idea, a people, or a nation to be "modern?" (And we will find that there is not a simple answer to these questions.)

Books (Be sure to read note below!)

For this class, you'll need to have:

Roark, James L. *The American Promise, Value Edition, Volume 2, Sixth Edition.*
(Boston: Bedford/St. Martin's, 2015)

Johnson, Michael P. *Reading the American Past: Volume II: From 1865: Selected Historical Documents.* Fifth Edition (Boston: Bedford/St. Martin's, 2012)

It's important that you **purchase *The American Promise* through the Student Book Exchange or the Ohio State University Bookstore**, as I've arranged for you to receive a package that also includes access to Launchpad (an online program that complements the textbook). Also, the publisher is including a *Reading the American Past*, our book of primary sources, when you purchase *Reading the American Promise* at the bookstore. Please don't buy either of these on Amazon, as you'll then end up needing to pay more in order to access Launchpad!!! Moreover, there are so very many volumes and editions of these books that you're fairly likely to purchase the wrong one unless you buy it through the bookstore.

This course fulfills the goals of two areas of **general education**: 1) Historical Study and 2) Social Diversity in the United States.

Historical Study

Goal: Students recognize how past events are studied and how they influence today's society and the human condition.

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issue.
3. Students speak and write critically about primary and secondary sources by examining diverse interpretations of past events and ideas in their historical contexts.

Diversity - Social Diversity in the United States

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

All About Grades

Grade Scale – OSU standard scheme

93 - 100 **(A)**
90 - 92.9 **(A-)**
87 - 89.9 **(B+)**
83 - 86.9 **(B)**
80 - 82.9 **(B-)**
77 - 79.9 **(C+)**
73 - 76.9 **(C)**
70 - 72.9 **(C-)**
67 - 69.9 **(D+)**
60 - 66.9 **(D)**
Below 60 **(E)**

Sources of your grade:

Launchpad quizzes: 10%

Participation: 20%

Exam #1: 20%

Exam #2: 20%

Final Exam: 30%

Each of these assignments is described below.

Launchpad quizzes: 10%

At the end of each chapter (both in *The American Promise* and also in *Reading the American Past*) you'll find short quizzes. For this class, you'll need to take these quizzes each week by the end of the week. On Launchpad, I've assigned these quizzes, so there shouldn't be confusion about which quizzes are due when. You are able to use your books while you take these quizzes! Your quiz grades will be uploaded in Launchpad's gradebook, and at the end of the semester, I'll transfer your quiz average to the gradebook at Carmen. Think of these quizzes as assignments that help you stay on task with the reading.

Participation: 20%

This class asks you to grapple with complex issues concerning the nature of race, gender, and religion, and class, and I expect you to demonstrate your ability to discuss these issues within our discussions. Each week, I will propose questions that aim to help guide your reading and provoke critical thinking, and we will proceed to have a conversation. Just as I would in a classroom setting, I will chime in and seek to guide conversation. Just as you would in a classroom setting, you will consider and respond to my questions, engage in conversation with your fellow classmates, and pose your own questions. I recognize that each of you will be more interested in some topics than others, and for that reason, I don't expect (or want) you to answer every question I pose. Instead, I expect you will have some useful comments to offer most weeks during the semester.

I have broken you into five conversation groups so that seventy-five people are not competing to answer questions. You'll find your group assignment on Carmen, and you'll conduct all of your weekly discussion within that group.

Here's a rundown of what you must demonstrate in order to fully participate in the class:

- *Critical engagement with assigned texts:* Each week, it's essential to read both the textbook and primary source assignments and to demonstrate engagement with the content of these readings when you participate in discussion. As such, I ask that you **cite your sources** (author and page number or chapter subtitle) when you engage in our online discussions.
- *Active dialogue with your peers:* In addition to offering your own analysis of the readings and discussions topics, you must strive to be active listeners (well, actually readers, as we're not meeting in person!) and learners in a group of people holding varied and often disparate views. Moreover, you should aim to have **responses to your fellow students' comments**.
- *Pose your own questions:* While I will strive to provide useful, thought-provoking questions, you should also aim to pose questions from time to time. To do this, you can simply start a new thread for that week. **What kind of questions could you ask?** Here are some ideas: perhaps there is a reading that you'd like to compare to an earlier reading; perhaps something you read about the past reminds you of a contemporary issue; perhaps you want to ask your fellow students to consider the way in which a particular author is drawing upon certain ideas about manhood or Christianity or race (etc.).

Finally, I'd like to ask you to keep track of your own participation. While I will regularly watch the discussions and take note of who is participating, I will also check in with students from time to time and ask them for records of their participation.

Here are some **characteristics of effective online discussion contributions:**

- Be proactive and try to submit ideas early in the week; this way, you establish yourself as a leader.
- Submit responses more than once each week. (This will involve following what your classmates have had to say and offering your own responses.)
- Posts should have real substance. Avoid posts that say little more than, "I agree," as that's something you could do without doing the reading. Back up your statements with examples and references (yes, this means you should use citations!).
- As a general rule, aim for 75 – 150 words/post. (Sure, there will be some excellent posts that are substantially shorter or longer, but in general, between 75 and 100 words is a good rule of thumb.)
- When addressing my questions (and those of your fellow students), stay on target. That is, answer the questions I've posed and respond to what your fellow students are saying. Try to avoid tangents.
- The best responses draw connections to readings (and discussions) from earlier in the semester. Additionally, drawing on outside sources (lectures

and readings from other courses, documentaries, websites, etc.) is grand. But do cite these other sources!

- Remember that you're writing for a class and that your writing should therefore be free of grammatical, punctuation, or structural errors.
- Ask your own questions from time to time!

Exams - total of 70%

Exam #1: 20% - Sep. 25

Exam #2: 20% - Nov. 6

Exam #3: 30% - Dec. 11

Directions: For your first two exams, you will answer between two questions, and for your final, you will answer three questions. Each answer will be approximately 800 words. Each exam, then, will be between 1600 and 2400 words. The exams will be cumulative, meaning that each one will cover all of the material that we have read up until that point in the semester.

Evaluation: These essay answers will be graded on a variety of factors. Specifically, I will be looking for:

- the presence of a **thesis**.
- the extent to which your answers demonstrate comprehension of the course material (i.e. is what you say about the various time period correct? Do you understand the arguments made by the primary source author?)
- your use of **specific evidence** (so yes, this means that you should be sure to include textual evidence and cite specific writers)
- your ability to **synthesize ideas** and themes from various times and traditions
- the clarity and coherence of your writing (this includes word choice, paragraph formation, and punctuation)

Format:

- You do not need to include a Works Cited. Just be absolutely sure to use MLA (parenthetical) sources throughout your essay. This is very important, as I will not be able to grade an essay without citations!
- Put the word count at the top of each of your essays.

Getting Help:

- You are welcome to ask me questions about the exam, but unlike the first two essays, I will not read over outlines or drafts.
- If you would like someone to look over your writing in order to help with clarity, paragraph formation, punctuation, citations, etc., you may visit the campus Writing Center. Just be sure not to share your essays with each other!

Dr. Barstow's Classroom Policies

- 1) **Email:** Participation in this class requires you to check your email every day. I am not able to send you messages via text or facebook, so even if email is not your usual mode of communication, it is important that you check it every day in case other professors or I need to get in touch with you.
- 2) **Late Exams:** When students submit take-home exams late, my policy is to lower the grade one step for each day it is late. This means, for example, that an exam that came in sometime after 9 pm on Sunday evening but before 9 pm on Monday would go down one step (for example, a B+ would receive a B); an exam that came in Tuesday morning would receive a B- instead of a B+, etc. A situation in which I give a student an extension is an exception to this policy, but I need to be able to consider the request for an extension *prior* to the due date.

Ohio State Policies that Apply to this Class

- 1) **Ohio State Policy on Academic Misconduct:**
"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>."
- 2) **Ohio State Resources for Students with Disabilities:**
"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>."

Course Schedule

Below, I've listed the topics and readings that we will cover each week. Remember, each week, you will want to read both the chapter in *The American Promise* as well as the corresponding documents in *Reading the Past*. Occasionally, I will also list a film or documentary that you should watch. Additionally, you should make sure to take two Launchpad quizzes each week: one for the textbook reading and one for the primary source readings. Each week, be sure to complete these by 11:59 pm on Friday.

August 25 – 28: Chapter 16, Reconstruction

- This week, also be sure to read Abraham Lincoln's Second Inaugural Address. I added this to the list of primary sources for the chapter (on Launchpad), but you can also access it [here](#).

Aug. 31 – Sep. 4: Chapter 17, The Contested West

Sep. 8 – 11: Chapter 18, Business and Politics in the Gilded Age

Sep. 14 – 18: Chapter 19, The City and Its Workers

- This week, also be sure to watch *Triangle Fire*: <http://www.pbs.org/wgbh/americanexperience/films/triangle/player/>

Sep. 21 – 25: Chapter 20, Dissent, Depression, and War

Sep. 25 – Exam #1 due; submit on Carmen by 7 pm

Sep. 28 – Oct. 2: Chapter 21, Progressivism

Oct. 5 – 9: Chapter, 22, World War I

Oct. 12 – 14: Chapter 23, From New Era to the Great Depression

Oct. 19 – 23: Chapter 24, The New Deal

Oct. 26 – 30: Chapter 25, World War II

- Also watch *The Best Years of Our Lives*. (Available though OSU's secured media library)

Nov. 2 - 6: Chapter 26, Cold War Politics

Nov. 6: Exam #2 due; submit on Carmen by 7 pm

Nov. 9 – 13: Chapter 27, Politics and Culture of Abundance

Nov. 16 – 20: Chapter 28, Reform, Rebellion, and Reaction

- Also be sure to watch *Selma*. (Available though OSU's secured media library)

Nov. 22 – 23: No reading! Enjoy your break.

Nov. 30 – Dec. 4: Chapter 29, Vietnam and the End of the Cold War Consensus

- Also be sure to watch *Born on the Fourth of July*. (Available through OSU's secured media library)

Dec. 7 – 9: Chapter 30, America Moves to the Right

Dec. 11 – final exam due; submit on Carmen by 7 pm

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 2002

Instructor: Mitchell Lerner

Summary: Making American Modern

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Office 365 Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Asynchronous Zoom lectures Carmen course chat
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with

				<p>embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.</p>
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Reviewer Information

- Date reviewed: 2/17/21
- Reviewed by: Ian Anderson

Notes: This looks good! Possibly consider adding an element for student to student interaction.

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>