

Sam Houston State University—Summer Session I 2008
History 378 – The Emergence of Modern America, 1877-1945

Section 1, CID, 7601, 12:00 p.m. to 1:50 p.m., F 105

Bernadette Pruitt, Ph.D., Associate Professor of History

**Office Hours, Mondays through Thursdays, 2:00 p.m. to 4:00 p.m.; or by appt.,
Room AB4 459, 294-1491**

**Be advised that prearranged meetings, engagements, errands, or emergencies
may take me away from the office during these preset consultation hours; if
this happens, please contact me by phone, email, or in person to schedule or
reschedule a conference or meeting.**

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REQUIRED READING:

Hoffman, Elizabeth Cobbs, Jon Gerde, and Thomas G. Patterson. *Major Problems in American History*, V. 2. Boston: Houghton Mifflin, 2002.

RECOMMENDED REQUIRED READINGS (ONLY ONE BOOK IS REQUIRED):

Bell, Thomas. *Out of This Furnace: A Novel of Immigrant Labor in America*. 1941;
Pittsburgh: University of Pittsburgh Press, 1992 (\$11.25 used, \$14.95 new).

McMillen, Neil. *Dark Journey: Black Mississippians in the Age of Jim Crow*. Urbana:
University of Illinois Press, 1990.

Takaki, Ronald. *Double Victory: A Multicultural History of American in World War II*.
Boston: Little, Brown (Back Bay Books), 2000.

RECOMMENDED READING:

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and
Dissertations*, 7th ed. 1937. Chicago: University of Chicago Press,
2007.

COURSE DESCRIPTION:

This course is designed to familiarize upperclassmen with recent United States history, from Reconstruction through the start of the Cold War. Students will examine important social, political, economic, and diplomatic developments, including post-bellum race relations, gender equality and inequality, the rise of modern United States industrialism, the labor movement, immigration, urbanization, third-party politics, the early feminist movement, twentieth-century reform, the origins of the national welfare state, the World Wars, and the origins of the Cold War conflict. While the course examines recent and early contemporary U.S. history, the class also discusses current issues as specific events relate to earlier historical periods. The central theme of the course is the relationship between the United States and her citizens, the country and her allies, and the super power and her foes since the Civil War. This class examine most of the following topics:

Reconstruction

The West

Industrialism and Industrial Workers

Immigration

The Rise of Cities

The New South: Origins of Jim Crow

Agrarian Reform, Discontent and Populism in the Age of Gilded Age

Politics

Progressives and Progressivism

The Early Feminist Movement

United States Foreign Policy since the Civil War and the Spanish-American War: The Age of American Imperialism

Origins of World War I

America Entry into World War I

The Rise of Modern America: 1920s

The Great Depression and FDR's New Deal

Origins of World War II

America and the World: World War II

The Origins of the Cold War

The lectures are divided into two components. Part One, *The Emergence of Modern America, 1877-1900*, examines the history of the nation, from Reconstruction through American Imperialism. United States society during this critical juncture changes from a nation of farms and self-employed "island community[ies]" farmers to a nation of cities, wage earners, corporations, bureaucracies, and diplomacists. At the center of this transformation is the industrial revolution of the late nineteenth and early twentieth centuries, one that bridges the gap between the U.S. and her aging allies in Europe and Asia. The new industrial

and social order definitely paved the path for the U.S.'s economic, technological, diplomatic, and military victories of the new twentieth century. Part Two, *Modern America in the Twentieth Century*, commences with the start of Twentieth-Century Progressive reform (domestic and foreign) and concludes with the start of the Cold War conflict (1947-1950). The United States of our parents, grandparents, and great-grandparents—the Progressivism, World War I, Great Depression, World War II, and the developing Cold War—is the focus of this riveting discussion series.

COURSE OBJECTIVE:

The class objective is simple: to encourage a sincere admiration and passion for recent United States history, especially as it relates to the personal histories of individual and collective Americans—past and present. It is imperative students remember the sacrifices individuals and groups have made in the past and for the benefit of others, including unborn descendents—people like ourselves. This year the course especially celebrates the spirit of immigration, internal migration and diversity in United States history. The forty million diverse newcomers who crossed rivers, oceans, and borders to secure socioeconomic progress since the Civil War, along with the scores of millions of internal migrations who weathered cold weather, uncomfortable train rides, danger, and relationship breaks to find economic and social opportunities, will be at the center of many of our discussions this June. The comparison/contrasts with immigrants who entered British North America and the USA prior to the Civil War—including forced immigrants/migrants—are riveting at best. By remembering these “old immigrant” migratory and settlement patterns, students will perhaps take glimpses into their own personal pasts.

Students should also leave this course with a deeper understanding of modern United States history. History, in many ways, charts destinies. A fuller understanding of historical developments should propel individuals to promote more fulfilling lifestyles—discipline, sacrifice, community agency, charity and unending righteousness.

Students will also become familiar with research methods—both the types of source materials used by historians and the ability to disseminate history through the use of historical information. The course furthermore attempts to acquaint students with the thin line between historical facts and factual interpretation. Individuals, both members of the lay public and professional scholars, interpret facts in varying ways, depending on a litany of factors—socioeconomic class, gender, race, ethnicity, relationship to historic event, etc. For this reason, students must understand that historical interpretations of factual events vary in this discipline. Historians will continue to debate history—historical accuracy, the effectiveness of source

materials, and factual interpretations—for years to come. One must nevertheless always strive for objectivity and sensitivity when disseminating the truth. Finally I want students to leave this course with a better appreciation for both modern US history and scholarly writing/research in history as well as other related humanities/social science fields of study. The rigorous research and writing requirements for this course are especially designed to better prepare students for graduate work, professional school as well as careers in the social sciences, behavioral sciences, and education. Students, know the splendor of history, especially as it relates to your own treasured genealogical pasts.

ABSENCE POLICY:

College policy stresses that instructors may penalize students for excessive absences totaling four or more class hours. Students who have these kinds of excessive absences will be penalized severely in the class this semester. Specifically this summer, I will penalize students with three or more unexcused absences: five points will be deducted from students' final grade at the end of the semester. If you have special problems or needs, do not hesitate to contact the instructor immediately. Attendance will be taken daily. Please make an effort to be in class on time. Students, please be advised that new federal financial aid guidelines stipulate that absences may affect individuals' ability to secure student aid in future semesters.

OBSERVANCE OF RELIGIOUS HOLIDAYS:

The Texas Education Code (Section 51.911[b]), along with Sam Houston State University policy (University Policy 851001), must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days, including travel for the same purpose. Please notify the instructor in writing within the first fifteen days of class of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up examinations and assignments. Finally, the professor will fill out a form alerting students of revised deadlines for the completion of missed exams and assignments.

POLICY REGARDING STUDENTS WITH DISABILITIES:

Students with disabilities cannot be denied the benefits of other students or suffer from discrimination by any academic or student life activity or program on the basis of their impairment. Disabled students are, therefore, encouraged to seek assistance with academic matters and concerns from their professors, individual department or division heads, or by contacting the Chairperson of the Committee for

Continuing Assistance for Disabled Students and Director of the Counseling Center in the Lee Drain Annex, (936) 294-1720.

CLASSROOM DECORUM:

Students are seriously advised to adhere to appropriate classroom decorum. Please refrain from using cellular phones during the duration of class. Please turn phones off. Ringing phones and pagers too easily distract both instructors and students. Text messaging of any kind is prohibited as well. Please refrain from utilizing this form of communication technology during class, while viewing films, and at the time of examinations. These actions are indeed prohibited in this class. Furthermore, students are asked to abstain from the use of other hand-held electronic devices such as video games and portable compact-disc/Ipod/mp3 players during the class hour. Also discontinue inappropriate behavior during the lecture period—loud talking, the use of profanity, lewd behavior, eating, excessive laughter, smoking, alcoholic beverages, intoxication, and discussions during the instructor's lecture and without her permission. This also goes for napping or sleeping in class. This behavior is inappropriate. Students must also refrain from walking out of class before the end of the lecture hour (without the instructor's consent), coming to class excessively tardy and taking a restroom-break during an examination. If students leave class for any reason during an exam, the instructor will assume the student is cheating and will give the individual a zero for the assigned test. If students must use the restroom, please do so before class begins; again, on exam days, please use the restroom before the start of exams. If students do not adhere to these requests, they will be asked to leave; if this behavior continues, ten points will be deducted from the final grade average at the end of the summer session. Please, please respect the classroom, instructor and your classmates. This is required of all students this summer session in History 378.

ACADEMIC DISHONESTY:

The instructor expects integrity from her students. She assumes students will engage in honest, healthy debate. She encourages and welcomes passionate exchanges of ideals in the classroom, among classmates, when researching and on paper. The professor will not, however, tolerate dishonesty in the classroom and away from class. Students found guilty of any form of academic dishonesty or abuse will be subject to punishment or severe consequences. Included are some of the most common and egregious of these illegalities: examination cheating, plagiarism, theft of resources or materials, or collusion with others to partake in any or all of these actions. Students accused of these actions may face disciplinary proceedings by university officials. Please, for your own sake, do not engage in this kind of behavior.

LECTURES AND CLASS ACTIVITIES:

Class lectures will come from the assigned topics in the course calendar. Students are responsible for all assigned readings and must stay abreast with lectures and discussions. All reading is mandatory. Students are also expected to take exemplary lectures notes on the lecture topics—at least three to five pages for each discussion/lecture. Students are equally expected to participate fully in classroom discussions and debates. The class will discuss current events as each relates to various topics.

CLASSROOM VISITORS:

I am flexible on this matter. I would appreciate some sort of notice before hand if students want to bring guests to class. The classroom environment must be safe for all of us. In light of recent events, I will ask that visitors have a valid SHSU identification card, driver's license, or alternative form of identification. Please ask for permission ahead of time, at least a day in advance. Visitors without any form of identification will not be allowed in class. Lastly, it is at the discretion of the professor to search the personal belongings and clothing of visitors. Again this is for everyone's safety.

INSTRUCTOR EVALUATION(S):

Students are expected to complete a course/instructor evaluation(s) near the end of the semester. The instructor will also ask students to do an informal, anonymous evaluation of the class. These evaluations are important for both the university community and instructor who continues to grow as a lecturer, teacher, and mentor.

REQUIRED SUPPLIES:

Students, I expect you to come to class with the appropriate, necessary items. A pen or pencil, tablet or loose leaf notebook paper, and the required textbooks are essential for every class meeting. Students are also encouraged to utilize audio-recording devices for classroom lectures. Laptop computers are welcomed in class as well. While I have no problems with individuals utilizing technology in the classroom, I do take offense to students using their computers during the class hour to do assignments, read email, and peruse the internet without my permission. These actions are unacceptable. This also goes for hand-held devices as well.

STUDY RECOMMENDATIONS:

I cannot force students to abide by my wishes. I can only offer guidance and support as an instructor and mentor. It is my advice that students review their coursework daily. The SAM Center suggests that students read their text assignments at least three times: once before class, a second time following class, and again before

examinations. I totally agree. Let me encourage students to take detailed lecture notes. Students should not only audio-record the classroom lectures (if they wish to do so); they should also transcribe these recordings. Daily studying will enhance your chances to succeed this summer, in graduate or professional school and in your perspective careers. In fact, put together a comprehensive study schedule. This schedule should read as a detailed, actual diary of your goals, comings and goings and study dates. Regularly check off completed accomplishments. Actually this suggestion could serve as a model for a more detailed life diary. One could, e.g., take a tally of their daily spending and earnings, along with their work schedules, study dates, appointments, etc. This recommendation is designed to enhance your commitment to scholarly and lifestyle learning. Never begin assignments the right before the due date. Begin, as an alternative, all assignments sooner than later; review your notes and read materials over the course of the summer session. If students develop this discipline early on, they will have a fruitful college career. Please sign up for the SAM Center's study skills series. For additional inquiries, contact the SAM Center via the internet at http://www.shsu.edu/~sam_www/, toll free at 866-364-5211, from the Houston area at 281-657-6432, from the Huntsville area at 936-294-4444, or by facsimile at 936-294-1149.

BONUS CREDIT:

In addition to the course assignments, students are expected to earn bonus points at the end of the course period. Bonus credit assignments vary and will be worth five to ten points depending on each suggested project and will be added to the final paper grade. This assignment is twofold: it is designed to peak students' curiosity and interest in United States history and at the same time boost individuals' cumulative points for the semester. Students can earn points in a variety of ways—by completing the Sam Houston State University Academic and Mentoring Center (SAM Center) Study Skills Series; touring museums; journaling; writing critical synopses on historical documentaries, historic films, election and polling results for this year's presidential primaries/caucuses, and television specials; doing community service projects; and participating in other interesting projects pertaining to history.

Students will earn a total of twenty bonus points for the session. All bonus-point assignments are due at the end of the session and on the day of the final examination (or last day of class). Please see the following assignments and bonus-point totals:

SAM Mentoring Center Study Skills Session (all six sessions)	10 Points Total
Community Service and Volunteering (40 hrs; 3-5 pp sum)	05 Points Total
Volunteering at the Huntsville Head Start Cen. (40 hrs & sum)	05 Points Total
Journaling of Daily Activities	(1 pp each) 05 Points Total
Museum Tours (Three; Typed synopsis on each, 1-2 pp)	05 Points Total

Cross-Cultural Exchanges (One; Typed syn., each, 2-3 pp)	05 Points Total
Analyses of hist. docudramas (1-2 page syn., one pt each)	05 Points
Analyses of political debates (1-2 page syn., one pt each)	05 Points
Election and Polling Results for Presidential Prim/Caucus/Conv.	05 Points
Sam Houston Folk Festival/Peer Mentoring/Freshmen Orient	05 Points

Maximum Points: Twenty

BIBLIOGRAPHY:

Students are expected to formulate a traditional bibliography on a particular aspect of Recent American History. The bibliography must include ten primary sources and twenty secondary source materials, for a total of thirty sources. See my example of a bibliography on Blackboard later in the week. Please feel free to use the bibliographies at the end of each chapter in *Major Problems in American History, V. 2* for suggestions. Primary and secondary sources must relate to the selected topic at hand—some aspect of recent U.S. history through the start of the Cold War. Students must seek out primary source materials located in area archives, e.g., Thomason Room, Newton Gresham Library; Cushing Library, Texas A. & M. University; Fondren Library Center, Southern Methodist University; University of North Texas libraries; African American History Museum of Dallas; John P. Cole Library, Prairie View A. & M. University; Houston Metropolitan Research Center and Texas Room, Houston Public Library; Clayton Genealogy Library, Houston Public Library; Fondren Library, Rice University; Robert Terry Library archives, Texas Southern University; M. D. Anderson Library, University of Houston; and all local libraries throughout the area.

Please become familiar with source materials, both primary and secondary. Suggested secondary sources include books, scholarly articles, master's theses and dissertations, select digital works, contemporary newspaper and magazine articles, and historical fiction in the form of literature or film on a specified topic such as Women's Rights, the Great Depression, World War II, the Rise of Communist Eastern Europe, immigration/internal migration, etc.

Primary source documents include but are not limited to the following: oral histories; church programs, bulletins, and records; probate records; tax receipts; manuscript census records; vital statistics; social service client files; photographs; historical artifacts; family histories written in Bibles, personal letters, and diaries; other types of family histories found in genealogy libraries, historical databases like Ancestry.com and Heritage Quest, and obituaries; newspaper articles/editorials and popular magazine articles dating back to the time period being studied; manuscript collections; government documents; and war records. Students are especially encouraged to utilize genealogy source materials that can be found in the care of

loved ones and genealogy libraries, including Clayton Genealogy Library, one of the world's best centers of local and genealogical research. Again, the selected bibliography being produced must contain ten primary sources and twenty secondary sources, **including those sources that can only be found in libraries and archives**. Our university will serve as a lifeline for this assignment. The Thomason Room and University Archives, for example, are archival reading rooms that hold material pertinent to the settling, founding, and history of Walker County, Huntsville, the university, and Texas, especially East Texas. The Thomason reading room is open to the public on Mondays through Fridays, 1:00 p.m. to 5:00 p.m.; the university archival reading room is open to the public from 8:00 a.m. to 5:00 p.m., Mondays through Fridays. **Students may also connect to other area library catalogs through our Newton Gresham library website**. This assignment is also worth 33.3 percent of the final grade. This assignment will be due Monday, June 9.

ANNOTATED BIBLIOGRAPHY:

Students are expected to formulate an annotated bibliography on a particular aspect of Recent American History. Each bibliographic source will begin with a standard, appropriate bibliographic entry. On a separate line, the annotations will follow and comprise three paragraphs highlighting the following: 1) the work's thesis, or in the case of a manuscript collection or other primary source, the work's origins and/or historical background; 2) a detailed description of the source material; 3) and a critique or analysis of the source material being discussed and its significance in history. See my example of an annotated bibliography on Blackboard later in the week. The sources should come from the traditional bibliography generated for the class. Primary and secondary sources must relate to the selected topic at hand—some aspect of recent U.S. History. Students must use a total of ten sources—four primary and six secondary—for the assignment. I do not expect for students to write a paragraph word-for-word verbatim from the sources being utilized. Again, this is unacceptable. Rather, paraphrase the ideas given in source items under investigation. Anything else is illegal and cause for an automatic F on the assignment. Please write your bibliographies in a standard essay format. No exceptions. Please remember the rule of thumb regarding bibliographical entries: The written annotations always follow the bibliographic information and must begin on a separate line in the form of an essay (indented, double-spaced paragraphs, using proper writing content, organization, voice, and syntax). The bibliographic citation or each entry should be single-spaced, begin at the far left margin, with the second line indented or tabulated; on the other hand, the annotations for each source entry must begin on a separate line after the citation entry and be double-spaced. Refer to Blackboard materials online and those items on reserve at the

library regarding bibliographies and bibliographic entries. The assignment must be written in the appropriate *Chicago Manual of Style* format spelled out in the Turabian writing style book or *Chicago Manual of Style*, 15th edition book. Also students, be creative and give your selected bibliographies titles. This assignment is also worth 33.3 percent of the final grade. I will also require that students submit working bibliographies before turning in the final bibliography. The working bibliographies must include two annotated primary sources and five annotated secondary sources and will be due Monday, June 16. **The final annotated bibliography** will be due Monday, June 23.

ANALYTICAL ESSAY/REACTION PAPER:

Students will write one five-to-ten-page, double-spaced, word-processed essay on one of the following books: Thomas Bell's *Out of This Furnace*; Neil McMillen's *Dark Journey: Black Mississippians in the Era of Jim Crow*; or Ronald Taka's *Double Victory*. Students will critique the book, using published book reviews about the selected work as a point of reference. The analytical essay should include the following: 1) an introductory paragraph outlining the paper's thesis; 2) several paragraphs (seven to ten at minimum) discussing detailed aspects of the book, and at the same time, giving interesting suppositions about particular sequences, events, controversies, issues discussed throughout the work, and so on; 3) and a conclusion, with a final summary of work, discussing its relevancy in modern US history. Please use additional material for your paper as well: two book reviews that should also serve as useful guides; one scholarly essay from *Major Problems in American History*; one primary source from *Major Problems in American History* and a final primary source of your choice to support your analysis. The scholarly article **MUST** focus on one of the three topics at hand—immigration; Jim Crow discrimination; or World War II. Download published book reviews, using the databases *JSTOR*, *America: History and Life*, *Books in Print*, or *Book Review Digest*. Students may access bound copies of the reviews that can be found in Newton Gresham. Please remember that student authors are writing a miniature research paper and therefore must rely on footnotes and a selected bibliography. This is a requirement. Please note once again that you are writing on one of the recommended texts in the syllabus, and must use two primary sources, including one from the textbook, and a scholarly essay from the *Major Problems in American History* anthology. Students must also cite all source materials in a footnote. While an important component of the final paper, your citations should not be religiously lengthy. Remember that citations are required throughout the paper. I would recommend that students cite their source materials at the end of each paragraph and at the end of direct quotations throughout the paper. Students are required to use superscripts at the end of quoted sentences and paragraphs. Please cite all relevant source materials used in the paper. **Do not use parenthetical notes.** This is

unacceptable, at least in this course. One last time, writers must document all direct quotes from the sources being used. Anything else is considered plagiarism. Again, when citing books, book reviews, primary sources, and the scholarly article, please include all information pertaining to the source in a footnote, at least when the source is introduced in the appropriate footnotes. Subsequent entries for specific sources should be shortened. Again, students are required to use a total of five sources in their papers: the book discussed; two book reviews; two primary sources (one of your choosing and one from the textbook); and a scholarly article from the *Major Problems* book. Essentially, students should select works that advance and validate their arguments in the given papers. Essays must begin with introductory paragraphs explaining the paper's thesis or intent. I want to again stress to students the importance of writing seven to ten detailed paragraphs that will highlight relevant specifics about the selected work. Please develop important points of conjecture in the essays. This assignment is designed to bolster your intellectual resolve for writing analysis and reading comprehension. Also follow all appropriate writing fundamentals. Use transitional sentences within paragraphs and when ending and beginning new paragraphs. Please avoid passive voice phrases whenever possible. Included in the syllabus is a detailed explanation of my grading policy in the form of a writing rubric for all assignments this summer. Please review the writing rubric attached to the syllabus or on Blackboard. It should serve as your chief guide for appropriate writing and critical-thinking skills this summer. Please take notice of it. This assignment serves as the final for the session. Students are eligible to earn one hundred points on the assignment. Late papers will be marked down ten points automatically. This assignment is 33.3 percent of the final grade. Before submitting the final paper, please turn in an outline of your review no later than **Thursday, June 26**. I will happily review rough drafts of the first two to three pages. Rough drafts should be submitted by Thursday, June 26 as well. I want to return these assignments no later than Friday afternoon. **Please submit your final assignment on Monday, June 30**. Late papers will be automatically marked down by ten points.

FINAL GRADE

Students can earn a total number of six hundred points this semester:

Bibliography	100 Points—June 9
Working Annotated Bibliography	(No Grade)—June 16
Annotated Bibliography	100 Points—June 23
Outline and Rough Draft (2-3 pp)	(No Grade)—June 26
Final Analytical Essay	100 Points –June 30
Total Score for the Semester	300 Points—Summer Session I

GRADING SCALE:

The grading scale applies to all exams:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Writing Rubric for Students
Content, Organization, Conventions, and Voice
Five-Star and Four-Star Rating System for Exemplary to Proficient Writing:
100-87 Points (A and B+ Papers)

Content and Content Items

The content material has a relevant purpose, is clearly written, appropriately speaks to topic at hand, and enriches the intellect of the reader.

- The main ideal or thesis statement is explicitly explained or clearly defined in the body of the paper
- Relevant and logical details explain the main objective or thesis statement of the work
- The author has a keen knowledge of the subject matter and utilizes appropriate and available source materials (secondary and primary sources) that substantiate her/his argument
- The author consistently makes reference to the appropriate source materials being utilized in the paper at hand
- The author through his/her work communicates well with the reader

Organization and Structure of Paper

The central idea or theme is highlighted in the work. Equally important, the sequence, structure, and presentation of work are dramatic and moving throughout the text.

- The original piece of work includes a well-explained thesis statement, subsequent body of relevant details that are given in the paper, and a strong a conclusion or summary reinforcing the stated thesis and pushing the reader to consider future issues of relevancy
- The topic at hand is the obvious subject of the paper
- The plan of action established in the thesis is the central focus of the paper
- The organization of work highlights the thesis
- An appropriate sequence, structure, and presentation compels the reader to go further
- Transitions accurately take the reader from one juncture to the next
- The thesis is reinforced over and over again

Writing Conventions

The author demonstrates a firm control of standard writing conventions; errors are few at best.

- The author demonstrates a competency of writing standards, e.g., style,

- mechanics, and grammar
- Paragraph transitions and separations give validity to a well-organized original piece of writing
- Appropriate grammar
- Appropriate punctuation
- Correct spelling
- Complex and long writing styles do not detract from the readiness of ideas and thesis, but rather enhance argument

Writing Voice

The writer passionately speaks directly and convincingly to the reader in an engaging, provocative, and individualized manner; the writing is enduring, concise, and representative of an author who is closely linked to his/her audience.

- The writer speaks with command, boldness, and confidence
- The writer speaks directly to the audience
- The passive voice of writing is rarely visible
- The writing comes across as original and engaging
- The writer's passion and commitment to the subject matter at hand is evident
- The writer does not use the voice of others without giving credit to that individual/group
- The writer's tone is appropriate for the subject, audience, and objective
- Word choices and figurative speech convey the ideas and personality of the author

(B and C Papers, 86-70 Points)

Content and Content Items

Although the work is clearly focused, the paper's development is often limited or vague; at the same time, the work does not always address the major issues associated with the thesis statement.

- The author identifies the thesis statement
- The author identifies the relevant issues associated with the paper's thesis, but often has difficulty drawing parallels and moving from the thesis statement to detailed information enhancing the thesis argument
- Often the author's writing suggests a sense of vagueness or uncertainty about the topic at hand
- While logic and clarity linking the main idea to the body of the paper is obvious throughout the work, sometimes the author needs to present more information to explicitly explain certain important points relating to the main idea of the work

- Sometimes the author acknowledges source materials throughout the paper

Organization and Structure of Paper

The organization and structure of work is sufficient enough to facilitate the reader's smooth comprehension of material without confusion

- Material are usually arranged within paragraphs for appropriate sequence
- The writing, for the most part, begins with an effective introduction, body, and conclusion
- Transitions are appropriate and connect sentences within paragraphs and paragraphs with paragraphs

Writing Conventions

The writer shows some basic knowledge and understanding of typical writing conventions, but occasional errors are serious enough to distract the reader.

- While paragraph divisions are attempted, they fail to avoid errors in beginning, ending, and maintaining paragraph structure
- Grammar and grammar usage are not serious enough to diminish the relevancy of work, but nevertheless present
- Terminal punctuation is for the most part correct, but internal punctuation may often be missing (commas, apostrophes, colons, dashes, and semicolons)
- For the most part, the spelling of common words is correct
- Complex and long writing shows a knowledge for sentence variety (conventions)
- Only moderate revisions would be needed to edit for publication

Writing Voice

Although sincerely interesting, the writing often seems less than inspiring and compelling

- The author's tone could be altered to better suit the audience and topic
- Figurative language and words are inspiring at times, but often too vague or boring
- Only routinely does the text capture the imagination and attention of the reader

Two-Star and One-Star Rating System for Poor or Below Satisfactory Writing:

69 Pts- (D and F Papers)

Content and Content Items

The topic at hand is not defined, nor is the paper's purpose explicitly stated.

- The main idea is not stated
- Information pertaining to the topic at hand is unclear, vague, and confusing
- Capturing and maintaining the reader's attention is not an objective of the author
- Pertinent information throughout the paper is sketchy, irrelevant, or missing altogether
- Sources are not used or rarely acknowledged

Organization and Structure of Paper

The writing lacks logic, direction, and presents materials in a haphazard manner

- The arrangement of material is illogical
- The paper lacks a clear thesis/introduction, body, and summary
- Transitions linking sentences together, paragraphs, and sections, and ideas are missing

Writing Conventions

Continuous errors in spelling, punctuation, grammar and usage, capitalization, and/or paragraphing take away from the paper's substance

- Errors in paragraph divisions are constant
- Errors in grammar usage and grammar are continuous
- Punctuation is missing
- Spelling errors are normal even in common words
- Writing style lacks diversity and range
- Extensive editing is needed to prepare work for publication of any kind

Writing Voice

The writer is absent in the work at hand and distanced from the reader; the writing is thus devoid of life and substance.

- The tone is incorrect or inappropriate for the topic, work, and reading audience
- The vocabulary and figurative language rarely convey the author's character or personality
- The writing fails to captivate the reader or hold the attention of the reader

Course Calendar

Honors History 378, The Emergence of Modern America, 1877-1945,
Summer I Session 2008
Sam Houston State University
Bernadette Pruitt, Ph.D.

June 2-3	WELCOME AND INTRODUCTIONS!
June 4	Introduction to the Course/Explanation of the Syllabus Writing Center Tutorial in F111
June 5	Library Digital and Archival Tours in NG 155
June 3-June 18	<u>PART ONE: THE EMERGENCE OF MODERN AMERICA, 1877-1900</u> General Topics of Interest: Reconstruction, 1863-1877 Birth of Modern Women's Rights The West & the First Americans, 1865-1877 Workers in the West, 1865-1877 Second Industrial Revolution, 1865-1920 The Emerging Labor Movement Rise of Cities Immigration Exploitation of Latinos in the West and Southwest Chinese Lawsuits in the West Exploitation of Latinos in the West and Southwest Farmers Unite in Resistance Women Reformers on the Scene "The Disappearance of the Frontier" Gilded Age Presidents and Gilded Age Politics Social Darwinism and Race Gilded Age Reform Class Warfare The Populist Revolt American Imperialism, 1865-1920 <i>Major Problems in American History</i> readings: Ch. 1: Reconstruction and Birth of Modern Women's Rights, 1863-1877: Elizabeth Cady Stanton piece (5), and Holt and Foner essays in Ch. 1

- Ch. 2: The West, First Americans, and Workers in the West, 1865-1877 1865-1890, Dawes-Severalty Act (6) and Frederick Jackson Turner Frontier Thesis (10), Billington and Limerick essays
- Ch. 3: Second Industrial Revolution, 1865-1920, The Emerging Labor Move, Immigration and Rise of Cities; Knights of Labor piece (4), Samuel Gompers piece (5), and Andrew Carnegie piece (6); Handlin and Rosenzweig essays
- Ch. 4: American Imperialism, 1880-1916, Emilio Aguinaldo piece (2) and Platt Amendment (5); Bederman and Rosenberg essays

June 19-30 **PART TWO: MODERN AMER AND THE NEW WORLD ORDER**
SINCE 1900-45

General Topics of Interest:

- Progressivism
- Origins of the Jim Crow Color Bar in the South
- Early Feminism, 1880-1923
- Origins of World War I
- America Enters World War I
- The 1920s and Modern America
- The Great Depression and the New Deal
- Origins of World War II
- America and World War II
- Origins of the Cold War

Major Problems in American History readings:

- Ch. 5: From Gilded Age to Progressive Era, please read entire chapter, including Hofstadter and Woods essays
- Ch. 6: Read entire chapter, including essays on Nordholt and Smith
- Ch. 7: The 1920s: Read entire chapter, including essays on Fass and Larson
- Ch. 8: Great Depression and New Deal: Read President Hoover pieces (1 and 2), Henry Ford piece (3), "Roosevelt Seeks Justice" piece (6), "Architect of Social Security" piece (7), "Social Security" piece (8), and Wagner Act piece (9); Kennedy and Bernstein essays
- Ch. 9: Entire chapter, including Ambrose and Brinkley essays

Ch. 10: Origins of the Cold War: LaFeber and Gaddis essays

BE ADVISED THAT CHEATING AND PLAGIARISM CAN RESULT IN AN AUTOMATIC "F" FOR THE COURSE. THIS GOES FOR ALL ASSIGNMENTS AND TESTS. PLEASE REMEMBER DUE DATES FOR ALL ASSIGNMENTS AND TESTS. PLEASE DO NOT LOSE THIS SYLLABUS AND COURSE CALENDAR. THESE WILL BE YOUR LIFELINE FOR THE COURSE THIS SEMESTER. I HOPE THAT YOU WILL HAVE A GREAT TIME IN THIS CLASS.

required reading - required reading, a book or books that all students of a class or school must read: »The usual sort of stuff which was required reading for any moderate education (J.W. Wainwright) Useful english dictionary. required - required (rÄ kwÄ«rdÉ¹) adj. 1. Needed; essential: missing several required parts. 2. Obligatory: required reading. * * * - Universalium. Required reading definition is - reading that must be done. How to use required reading in a sentence. : reading that must be done The newspaper is required reading in my politics course. Learn More about required reading. Share required reading. Post the Definition of required reading to Facebook Share the Definition of required reading on Twitter. Dictionary Entries near required reading. requirable. require. required. required reading. requirement. requirer. requisite. See More Nearby Entries.