

HIST 4316 (Ind. Study): Prohibition-Era America

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SUMMER II: JULY 10- AUGUST 15, 2023

Course Description

This readings and research course offers an introduction to both topics of longstanding and more recent interest in the Prohibition Era as an independent study for the undergraduate degree. In addition to preparing students for their content exams and providing background for teaching a range of courses, this class is writing and reading intensive, thus cultivating key academic skills. Put simply, we will read and write a great deal in this class.

Student Learning Outcomes

- The student will think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- The student will communicate effectively by developing and expressing ideas through written and visual communication.
- The student will gain intercultural competence, a knowledge of civic responsibility, and an awareness of how humans in the past have engaged effectively in regional, national, and global communities.
- The student will understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.
- The student will improve reading comprehension, argumentative and research writing, and interpersonal communication skills.

Required Texts

- TBD after consultation between student and professor.

Recommended Texts

Mary Rampolla, *Pocket Guide to Writing in History*, 9th Edition.

ISBN-13: 978-1319113025

ISBN-10: 1319113028

Course Format

At each meeting, students will be asked to discuss and debate in detail the assigned reading for that week. We will explore both the content the authors present as well as the evidence on which they base their arguments. Moreover, we will discuss how each book fits in with the other works that we have read on this topic. As student participation is fundamental to the success of the course, each of you will be required to come to class having digested the readings and ready to contribute questions and comments. You will also be expected to be open about your ideas and respond constructively to the ideas of others.

Grades TBD

- **Discussion and Participation**
- **Term Paper:** You will complete an 8-10-page paper on the topic of your choice.

You must consult with the professor about possible paper topics prior to making your final decision. You may choose any subject relevant to the theme and chronology of this seminar. This essay must have a

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strong, coherent thesis statement, which will be supported by a minimum 8 scholarly sources. These may include works from the required, supplemental, and/or recommended reading lists.

Papers must be typed or word-processed in 12-point fonts (Times New Roman, Arial, or Calibri), double-spaced, with one-inch margins all around. All papers will be evaluated on style and content and therefore should be well-written and free of grammatical errors. Papers that are not formatted according to guidelines and requirements will be dropped one letter grade.

****ALL ASSIGNMENTS ARE DUE BY 12PM (noon) Monday, August 14th****

Papers will be evaluated on the following points:

- strength of your historical arguments and content
- how well you have used historical evidence to support your argument(s)
- composition (i.e., spelling, grammar, sentence structure)
- form (i.e., correct citation)

USE THE 5 C'S OF HISTORICAL REASONING

1. **Change and Continuity:** Historians debate what has changed over time and what has remained the same. Change can be a dramatic pivot or a slow shift.
2. **Causation:** Historians debate the causes of historical events. Actually, it would be more accurate to say that we often discuss about causality, sometimes passionately. Few events have only one cause (monocausal), so we debate with one another about which cause should be considered the most important.
3. **Context:** Historians insist that the past must be understood on its own terms. Any historical event, person, idea must be placed in the context of its historical era to be interpreted. The historian's goal is to discover how people in the past understood their own lives, which is often quite different from how we may react to their situation.
4. **Contingency and Connections:** Historians are aware that events happen for a variety of reasons, which are often interconnected. Change one factor, and the event might not have happened at all. This idea helps us to remember that historical events are not inevitable.
5. **Complexity:** Historical reasoning is not about memorizing dates and names. It is about making sense of the messiness of the past, in all its complexity. That often means recognizing that different historical groups experienced events in different ways.

Objectionable Materials Warning

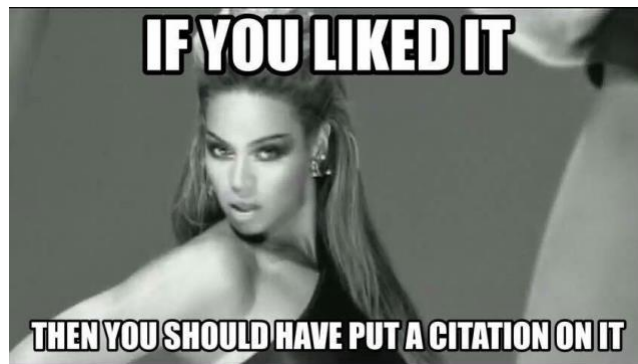
At times this semester we may be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our coursework.

If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please arrange to get notes from another student or see me individually to discuss the situation.

Academic Honesty

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. "Cheating" includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.
12. "Falsification of Data" means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.



All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.

Please read the complete policy at

http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student_conduct_discipline.pdf

Student Resources

ADA

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request.

Students seeking accessibility services must contact:

Ms. Rebecca Greathouse Wren, LPC-S
SRSU's Coordinator of Counseling and Accessibility Services
Location: Ferguson Hall 112
Telephone: 432-837-8691
E-mail: counseling@sulross.edu

Mailing Address: P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832

Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

Counseling and Psychological Services.

Provides counseling services and offers other services to students in need.

- Location: Ferguson Hall 112. Hours: M-F 8am-12pm and 1pm-5pm. Phone: (432) 837-8203.
- Web: <http://www.sulross.edu/section/2408/counseling-accessibility-services>
- Please contact Accessibility Services, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832.

Commitment to Diversity, Equity, & Inclusion

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). I also understand that life has the ability to throw obstacles in your way that may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the course is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.