Description and Objectives:
This course will investigate and analyze the United States’ past in order to understand the present. Specifically, the course will examine major events in American society, politics, military actions, and foreign relations from the Reconstruction period to the present. It is important to recognize that “major events” is a subjective term. There is no standard definition which makes an event major or worth studying. Consequently, history is a vibrant, dynamic discipline, which allows its participants to analyze events and draw their own conclusions. This course is designed to not only provide you with information and facts, but to furnish you with the tools necessary to think critically towards your own conclusions. Because it is impossible to cover all pertinent events in sixteen weeks, it is necessary to focus on themes, and events, which highlight those themes.

1. Describe the nation's shift of interest to westward expansion in the aftermath of the Reconstruction.
2. Describe the emergence of America as an economic and technological power, including the nation's mineral potential and geographic possibilities.
3. Describe the nation's vast human resources resulting from population patterns and new industrial work forces.
4. Describe on the ideology of capitalism and creation of a climate for political and financial development.
5. Describe theories and practices, which promoted growth of enormous corporations and capital formations.
6. Describe the mass immigration and the reaction of nativism during the last quarter of the 1800s.
7. Describe social reform during the Industrial Age leading to organized labor, populist agrarian reforms, and legislation to bridle big business and political corruption.
8. Describe the new spirit of greatness based on industrial might and the ideology of manifest destiny.
9. Review aggression in American foreign policy and war for an empire.
10. Review voices for reform on local and state levels, progressivism on the national level, and Theodore Roosevelt's role as a trustbuster.
12. Describe the initial stance of American neutrality, the preparedness campaign, financing World War I, and selling the crusade.
13. Describe the defeat of Germany and the fourteen points in the Treaty of Versailles.
14. Describe the consumers' society as reflected by the automobile and appliances, the lost generation, urban growth, and the new waves of immigration.
15. Describe the traditionalist revolt and clash of values, prohibition and other reforms, and the great stock market crash of October 1929.
16. Review the aspects of the economic depression including unemployment, loss of income, and bank closure.
17. Describe the elections of 1932, the first New Deal, and the second New Deal.
18. Explain how isolationism in America ended with the coming of WW II.
19. Describe social change during WW II.
20. Assess American participation in the war in Europe and in the Pacific.
21. Describe how ideology divided the world during the cold war.
22. Describe American cold war policies and practices in Europe and Korea.
23. Review the effects in the US of the cold war, including the rise and fall of Joseph McCarthy.
24. Describe the consumer culture during the Eisenhower era.
26. Describe the spirit of the Kennedy administration and Vietnam as the longest war.
27. Evaluate LBJ's Great Society and the struggle for racial justice.
29. Describe the George Bush presidency and the collapse of communism in Eastern Europe.
30. Review the Persian Gulf war, and the dissolution of the Soviet Union.

Text

Supplemental readings may be handed out throughout the semester.

**Student Responsibility:**
Every student is expected to attend every class prepared to learn and ready to participate. This course is primarily structured on lectures and class discussions. Although I do not test directly from the textbook, it is important to read the text prior to attending class in order to be prepared.
to participate. Likewise, attendance is required in order to fully experience the course and to have access to required materials and information. Consequently, failure to prepare, attend, or participate will make it nearly impossible to receive a passing grade.

Please turn the volume off on all cell phones and any other electronic/digital devices.

**Grading**
Grades are be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>6 quizzes (lowest dropped)</td>
<td>50 pts</td>
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<tr>
<td>Position Paper 1</td>
<td>50 pts</td>
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<tr>
<td>Position Paper 2</td>
<td>50 pts</td>
</tr>
<tr>
<td>Mid-term</td>
<td>100 pts</td>
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<tr>
<td>Final Exam</td>
<td>150 pts</td>
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<td><strong>TOTAL</strong></td>
<td>400 pts</td>
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Grades will be distributed based on a percentage of the total possible points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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</table>

**Position Papers**
Each student will write two position papers from the list of topics below. Note that each topic has a specific due date. Each paper will be 2-3 pages, double-spaced, with 1” margins 12 Point Times New Roman font. Each paper must articulate the author’s specific position on a controversial topic in American History. Each paper requires research to support the position with specific examples and facts. Each paper must contain a bibliography of a minimum of two sources, including at least one NON-INTERNET source and be properly cited. Your textbook can be used but does not count towards the minimum number of sources.

**Westward Expansion**      **Due Tue Sept. 16**
Following the Civil War Americans moved west in large numbers, inevitably bringing them into contact and conflict with the Native Americans living in the west. Fueled by economics as well as the ideology of Manifest Destiny, the United States eventually took control of everything between the Atlantic and Pacific coasts. Was westward expansion inevitable? Was Manifest Destiny a valid justification for westward expansion? Were the methodologies used by the United States as it expanded westward acceptable?

**Robber Barons versus Captains of Industry**      **Due Thu Sept 25**
During the Gilded Age American corporations boomed, making a relatively small number of people extremely rich, while many Americans who worked for these corporations labored for long hours in dangerous conditions for very little pay. Were these business leaders Robber
Barons, who ruthless exploited their workers and the United States Government solely to enrich themselves at all costs? Or were they Captains of Industry, daring entrepreneur whose visions drove the American economy and made the United States an economic world power?

**Imperialism versus Democracy Due Thu Oct 2**
In the late 1800’s and early 1900’s European nations were expanding their economic power by conquering many nations in Africa, Asia, and the Middle East. Not wanting to be left behind, the United States began casting its eyes across the globe. Is there an inherent contradiction in a democratic nation such as the United States becoming imperialistic? Why or why not?

**Progressivism: Government interference or responsibility? Due Thu Oct 9**
The late 1800’s and early 1900’s saw the rise of the Progressive movement in which private citizens, as well as local, state and the federal government began to take a more active role in the welfare of its citizens. Ideas such as a minimum wage, regulated work hours, safety regulations, child labor laws, and government regulation of the safety of food and drugs were all progressive ideas. What is the role of government towards its citizens? Should there be some government regulation of business in a democratic, free market nation such as the United States? Why or why not? If so what should that regulation be?

**Isolationism versus Engagement Due Thu Nov 13**
When both World War I and World War II began the United States was determined to stay neutral and even attempted to isolate itself both diplomatically as well as economically from the rest of the world. Is it possible for a democratic, free market nation such as the United States to remain isolationist? Can a nation be a world power and remain neutral and isolationist? Why or why not?

**Quizzes and Exams**
Quizzes can only be taken the day they are scheduled (no make-up). All quizzes will be given promptly at the beginning of class. You will be given 15 minutes for quizzes Do not be late for class, you will not be given extra time to complete the quizzes.

The mid-term exam can only be made up the week following when the exam is scheduled. SEE ME to schedule a make-up exam. It is your responsibility to contact me if you need to schedule a make-up exam.

**Attendance:**
Attendance is required to fully experience this course. Although you will not receive points for attending, exams and quizzes will concentrate on lectures and class discussions. Consequently, it is imperative that you attend every class. If, for whatever reason, you need to drop this course it is up to you to initiate proper withdrawal procedures. Never simply walk away from a class. I reserve the right to drop any student if you miss more than three classes, however, do not automatically assume I have done so. Communicating your desire to stay enrolled in the course or to be withdrawn is YOUR responsibility.

**Academic Misconduct**
Academic misconduct will not be tolerated. I will enforce what I deem are the appropriate sanctions from those listed below for any student who engages in academic misconduct.

1. Academic Misconduct - includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating, plagiarism, and excessive absences.

2. Cheating - includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.

3. Plagiarism - includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the Internet and not properly identified is also considered plagiarism.

B. Sanctions

Any student found by a faculty member to have committed academic misconduct maybe subject to the following sanctions: (Note: sanctions 1, 2, 3, and 4 may be imposed by a faculty member. The faculty member may recommend to the department chairperson and the appropriate vice president of academic affairs or designee that sanctions 5, 6, or 7 be imposed. Only the appropriate vice president of academic affairs or designee will impose college suspension or expulsion.

1. Warning - A notice in writing to the student that the student has violated the academic code.

2. Grade Adjustment - Lowering of a score on a test or assignment.

3. Discretionary Sanctions - Additional academic assignments determined by the faculty member.

4. Course Failure - Failure of a student from a course where academic misconduct occurs.

5. Disciplinary Probation - Disciplinary probation is for a designated period of time and includes the probability of more severe sanctions if the student commits additional acts of academic misconduct.

6. College Suspension - Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. (A suspension from one Maricopa Community College will apply to all other colleges/centers in the District.)

7. College Expulsion - Permanent separation of the student from the college. (Expulsion from
one Maricopa Community College will apply to all colleges/centers in the District.)

**Extra Credit:**
You will be given the opportunity to complete an extra credit assignment. Details will be provided in class at a later date.

**Disability Services**
If you have a disability that may have some impact on your work in this class and for which you may require accommodations you need to notify the Disability Services and Resources office, located in TDS 100. Their phone number is 623-845-3080.

**Course Outline**
This is a tentative class schedule. It represents the intended order of presentation. It is subject to change without warning. **ALL QUIZ AND EXAM DATES ARE FINAL.**
**Quizzes and exams are based upon what is covered in class, not what is on this schedule.**

**Week One**

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue. Aug 26</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Discussion of History/Historians</td>
</tr>
<tr>
<td>Thu. Aug 28</td>
<td>Review of pre-1870’s United States</td>
</tr>
<tr>
<td></td>
<td>Reconstruction</td>
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**Week Two**

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue. Sept 2</td>
<td>Reconstruction</td>
</tr>
<tr>
<td>Thu. Sept 4</td>
<td>Reconstruction</td>
</tr>
<tr>
<td></td>
<td>Westward expansion</td>
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**Week Three**

<table>
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<tr>
<th>Day</th>
<th>Chapter 18 – 20</th>
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<tbody>
<tr>
<td>Tue. Sept 9</td>
<td>QUIZ 1</td>
</tr>
<tr>
<td></td>
<td>Westward expansion</td>
</tr>
<tr>
<td></td>
<td>Indian Wars</td>
</tr>
<tr>
<td>Thu. Sep 11</td>
<td>The Gilded Age</td>
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**Week Four**

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter 19 – 20, 22</th>
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</thead>
<tbody>
<tr>
<td>Tue. Sep 16</td>
<td>The Gilded Age</td>
</tr>
<tr>
<td></td>
<td>Robber Barons</td>
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</tbody>
</table>
Thu. Sep 18    QUIZ 2
The Gilded Age
Immigration / Urbanization

Week Five
Tue. Sep 23    Chapter 21 - 22
The Populists
Background to imperialism

Thu. Sep 25    The Spanish American War

Week Six
Tue. Sep 30    Chapter 23
TR / The Progressive Movement

Thu. Oct 2     QUIZ 3
TR / Taft / Wilson foreign policy

Week Seven
Tue. Oct 7     Chapter 24
World War I

Thu. Oct 9     World War I
Treaty of Versailles

Week Eight
Tue. Oct 14    Chapter 25
The Jazz Age

Thu. Oct 16    Mid -Term Exam

Week Nine
Tue. Oct 21    Chapter 25 - 26
The Crash
The Great Depression

Thu. Oct 23    FDR / The New Deal

Week Ten
Tue. Oct 28    Chapter 26 - 27
The New Deal and American foreign policy
Background to World War II

Thu. Oct 30    QUIZ 4
World War II

Week Eleven
Tue. Nov 4     Chapter 27 - 28
World War II

Thu. Nov 6     World War II

Week Twelve   Chapter 28
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue. Nov 11</td>
<td>NO CLASS</td>
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</table>
| Thu. Nov 13 | World War II  
                The Cold War                             |
| **Week Thirteen** | **Chapter 29**  
                        **QUIZ 5**  
                        The Cold War                                 |
| Tue. Nov 18 |                                               |
| Thu. Nov 20 | Post War America                             |
| **Week Fourteen** | **Chapter 29 - 30**  
                           Civil Rights                                  |
| Tue. Nov 25 |                                               |
| Thu. Nov 27 | NO CLASS                                      |
| **Week Fifteen** | **Chapter 30**  
                            Vietnam                                      |
| Tue. Dec 2  |                                               |
| Thu. Dec 4  | **QUIZ 6**  
                            Vietnam                                      |
| **Week Sixteen** | **Chapter 31**  
                           1968                                         |
| Tue. Dec 9  |                                               |
| Thu. Dec 11 | Nixon / Watergate                            |
| Fri. Dec 12 | Wrap-up / Review                             |
| **Week Seventeen** |                                           |
| Final Exam: Thu. December 18 | 08:00 – 09:50 |