

HISTORY 104/21427: United States II: 1865 to the Present

MWF: 8:00-9:00 a.m. -- CL12

PROFESSOR: Dr. Bonnie F. Saunders

Home phone: 623-825-7105. Home e-mail: bonniesaun@aol.com -- if you e-mail me, [2] write History 104 in the subject line; [2] write your name somewhere in the e-mail; and [2] please do not send me an attachment. Please give me your e-mail address; if you do not have one, get one free at GCC. I will e-mail you with any changes that occur or to remind you of tests the day after you are absent from class.

OFFICE HOURS: Before or after class or by appointment.

SYLLABUS AND COURSE OUTLINE

TEXT: John M. Murrin et al. Liberty, Equality, Power: A History of the American People. Volume II: Since 1863. 2007, Concise 4th Edition.

COURSE DESCRIPTION: The political, economic, and social development of the United States from the Reconstruction period up to the present time.

GENERAL OBJECTIVES: Students will be expected to do the following:

1. Read the textbook assignments before class in order to discuss issues in class, demonstrating critical thinking.
2. Form educated opinions based on the facts that they know. Write essays explaining these opinions.
3. Research a historical person and write a grammatically correct character analysis of that person.

CONTENT OBJECTIVES: Students will be expected to understand:

1. The Constitution, the Bill of Rights, and the other 17 Constitutional amendments.
2. The impact of Reconstruction and its aftermath on the freed slaves, on the white Southern population, and on the rest of the country.
3. The impact of late 19th century westward expansion on the Indians, on the settlers, and on the U.S. as a whole.
4. The impact of industrialization, urbanization, and immigration on American society and people.
5. The impact of the political, economic, and social reforms of the Progressive Movement and the New Deal
6. The impact of the U.S. foray into international affairs in the 20th and 21st centuries.
7. The many domestic political, economic, and social changes in the U.S. during and after World War II.
8. The importance and impact of the rise and fall of the Cold War on the U.S. and the world.
9. War and terrorism in the 20th and the 21st centuries, especially the question of the morality of using weapons of mass destruction (biological, chemical, nuclear).

COURSE REQUIREMENTS:

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1. ***** Essay Exams: [40% of grade] *****

a. ***** 1st Essay Exam:

***** 1st Part of 1st Essay Exam: F:2/13 *****

***** 2nd Part of 1st Essay Exam: W:2/25 *****

b. ***** 2nd Essay Exam:

***** 1st Part of 2nd Essay Exam: W:3/4 *****

***** 2nd Part of 2nd Essay Exam: F:3/13 *****

***** 3rd Part of 2nd Essay Exam: M:3/30 *****

c. ***** Final Essay Exam: M:5/11 - 8:00-9:50 a.m. *****

d. Do not cut an exam except in a verifiable emergency or by prior arrangement. In order to get a C or better in the course, you must take all 3 of the essay exams. Talk to me about your emergencies and absences and I will arrange for make-ups.

e. Throughout exams, you may have nothing on your desk except writing implements and the paper that I will give you on which you will write your essays. ALL books, notes, and electronic equipment that you bring to an exam must be secured from vision, i.e., inside a zipped backpack or on my desk. Make sure that your eyes look only at your own paper. Cheating will result in a zero on the offending essay exam.

f. Tips on how to write a well-organized, fact-filled essay exam:

(1) My exam questions are in the form of quotes that I write: read the quotes carefully to make sure that you understand them.

(2) Make a brief outline of the relevant topics and stick to it throughout your essay; please write a persuasive essay of at least 3 or 4 paragraphs.

(3) Be as specific and as comprehensive as possible: be sure to ANSWER THE QUESTION, THE WHOLE QUESTION, NOTHING BUT THE QUESTION.

(4) Be as bold and creative in your answer as you dare but you must be sure to deal with the issues in the questions: do not go off on a tangent or answer some other question.

(5) Most quotes will require you to make a judgment and/or state an opinion – please be sure to back up the judgment and/or opinion with solid facts and generalizations. **Students have a right to disagree with the Professor. The Professor will never give a bad grade because of a student's disagreement on an essay exam.**

2. ***** Attendance, Readings, and Class Participation: [10% of total grade] *****

a. You are expected to attend classes regularly. I take attendance. Perfect attendance will help. Excessive absences (more than 3) will hurt. Regarding your excused absences (illness, family problems, work problems, perhaps other problems), please talk to me about your emergencies and other reasons and I will help you as necessary. If you must drop the course for any reason, please be courteous enough to let me know. I reserve the right to drop you from the course if you are absent for more than 3 classes in a row without contacting me, especially if you miss a quiz or an essay exam. Before I drop you, I will always attempt to contact you by e-mail.

b. Be on time for class: if you are late, you will miss the roll-call and any announcements at the beginning of the class. If you arrive after I begin talking, please see me after class to make sure that I recorded your presence.

c. You are responsible for everything that is said in class: absences do not excuse ignorance. Ask me about what happened in classes that you miss. You are expected to pay attention to what is said in class and to take notes, as appropriate, on class lectures, films, and discussions.

d. You are expected to pay attention to this syllabus: you are responsible for everything written herein. If you lose your syllabus, ask for another copy. **THIS SYLLABUS IS OF PARAMOUNT IMPORTANCE!!** The Professor reserves the right to change any aspect of this syllabus if necessary to meet the needs of the students. Anything not mentioned herein shall

adhere to the guidelines in the Student Handbook and Catalog.

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e. **Since this course will be conducted by discussion as much as possible, it is imperative that students read the textbook ahead of time and be prepared for these discussions. You are expected to participate in class discussions: ask and answer questions, discuss controversial issues, and form educated opinions. Students have a right to disagree with the Professor. The Professor will never give a bad grade because of a student's disagreement in a discussion.**

f. Chew gum only if you are too sleepy to pay attention otherwise!

g. Do NOT talk to your fellow students while I am talking – a pet peeve of mine. If you do not understand what I have said or if you have some other question about my lecture, ask me.

h. Turn off your cell phones and pagers when you enter the classroom – talk to me about your genuine emergencies or necessities and we can work something out.

i. In order to improve your studying, you may audio-tape the class discussions. You may also use laptops to take notes but not to write essay exams.

j. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, notify me and the Disability Center.

3. *** **Objective Quizzes: [25% of total grade]** ***

a. On designated days, you will have objective quizzes on designated topics, based on readings, lectures, and class discussions. See the Course Outline below for dates and topics. You must take all of the quizzes. In order for me to arrange for make-ups, you must talk to me about your emergencies and absences.

b. Throughout quizzes, you may have nothing on your desk except writing implements and the quiz papers themselves. ALL books, notes, and electronic equipment that you bring to a quiz must be secured from vision, i.e., inside a zipped backpack or on my desk. Make sure your eyes look only at your own paper. Cheating will result in a zero on the offending quiz.

4. ** **Research Paper: Character Analysis: [25% of grade]** **

a. No later than ** **M:2/2** **, you will choose a man or woman who lived and worked in the U.S. after 1865. Some categories: explorers, soldiers or military officers, Presidents, Vice Presidents, Cabinet Officers, humanitarians, writers, artists, radicals, political leaders, wives of famous men, educators, religious leaders, scientists, inventors, industrialists, mountain men, Indians, immigrants, reformers, thinkers, musicians, pioneers, blacks, women.

b. You will **write a Character Analysis** of the person whom you choose.

[1] No later than ** **M:2/23** **, find a biography of that person or find information elsewhere; show me the book and/or the bibliographical reference.

[2] No later than ** **W:3/25** **, tell me the 3 adjectives that best describe the character of this person.

[3] This character analysis is due no later than ** **M:4/20** **.

[4] This paper will consist of a total of 5 paragraphs (no more, no less).

[a] The 1st paragraph will be a thumbnail sketch of this person's life -- including dates of birth and death, what he/she did in life that was important.

[b] The 2nd paragraph will deal with one of your 3 adjectives. Use the adjective in the first sentence.

[c] The 3rd paragraph will deal with one of your 3 adjectives. Use the adjective in the first sentence.

[d] The 4th paragraph will deal with one of your 3 adjectives. Use the adjective in the first sentence.

[e] The 5th paragraph will be a summary paragraph.

[5] The final product will be typed, double-spaced, about 3-5 pages in length. For further information on the final product, please consult the section entitled "Specific Information

on the Mechanics of Writing" is at the end of this syllabus.

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[6] This paper must include the following:

[a] A title page with the following information: the name of the person about whom you wrote, your name, the date.

[b] A "Bibliography" or "Works Cited" page, which includes every source that you consulted (books, articles, internet sources with the full citation). Include the author, the title, date, publisher. Be sure to use the correct form in your citations. **I will not read the paper if you do not include a "Bibliography" or "Works Cited" page.**

[c] Footnotes: the source of any and all information that you learned while doing your research, not just quotations (not too many quotations, please). The form may be the traditional form or you may use MLA or APA. If you have questions about the form, ask me. You **must** footnote each paragraph.

GRADING POLICY:

***** Essay Exams	40% *****
**** Attendance, Class Participation	10% ****
*** Quizzes	25% ***
** Research Paper	25% **

COURSE OUTLINE: Since this course will be conducted by discussion as much as possible, it is imperative that students read the textbook ahead of the date listed and be prepared for these discussions.

W:1/21 - INTRODUCTION/EXPLANATIONS/EXPECTATIONS

Handouts: Survey, Pre-Test, Syllabus, Constitution Study Sheet, Study Guide

F:1/23 - BACKGROUND: COLONIAL PERIOD THROUGH CIVIL WAR

M:1/26 - BACKGROUND: ORIGINAL CONSTITUTION, 1787

Read: Constitution Study Sheet

W:1/28 - BACKGROUND: THE BILL OF RIGHTS, 1791 - Read: Constitution Study Sheet

F:1/30 - BACKGROUND: ORIGINAL CONSTITUTION, 1787; BILL OF RIGHTS, 1791

Read: Constitution Study Sheet

M:2/2 - RECONSTRUCTION, 1865-77; CONSTITUTIONAL AMENDMENTS 1865-77

Read: 440-463, Constitution Study Sheet

**** Research Paper: Choose Person. ****

W:2/4 - THE END OF RECONSTRUCTION, RACISM, AND JIM CROW, 1877-1919

Read: 473-480

F:2/6 - WESTWARD EXPANSION AND NATIVE AMERICANS, 1865-1900

Read: 464-463

M:2/9 - RAILROADS, THE AMERICAN FRONTIER, AND POPULISM, 1865-1900

Read: 497-504

W:2/11 - *** **QUIZZES:** ***

On: U.S. Constitution, Bill of Rights, Reconstruction, Westward Expansion

F:2/13 - ***** **1st PART OF 1st ESSAY EXAM: 2 essays** *****

On: [1] impact of Reconstruction and [2] impact of Westward Expansion

M:2/16 -- Presidents Day -- No classes

W:2/18 - INDUSTRIALIZATION, IMMIGRATION, LABOR, URBANIZATION, 1865-1900

Read: 481-497, 505-514

F:2/20 - INDUSTRIALIZATION, IMMIGRATION, LABOR, URBANIZATION, 1865-1900

Read: 514-521

M:2/23 - INDUSTRIALIZATION, IMMIGRATION, LABOR, URBANIZATION, 1865-1900

Read: 521-532

**** Research Paper: Show me the book or other sources. ****

W:2/25 - ***** **2nd PART OF 1st ESSAY EXAM: one essay** *****

On: the impact of industrialization, immigration, and urbanization

*** **QUIZZES:** *** On: Industrialization, Immigration, Urbanization

F:2.27 - THE PROGRESSIVE MOVEMENT, 1880-1914: SOCIAL REFORM

Read: 533-541, 547-553

M:3/2 - THE PROGRESSIVE MOVEMENT, 1880-1914: POLITICAL REFORM

Read: 541-547, 553-559, Constitution Study Sheet

W:3/4 - ***** **1st PART OF 2nd ESSAY EXAM:**

One essay on the Progressive Movement

*** **QUIZ:** *** On: the Progressive Movement

F:3/6 - AMERICAN IMPERIALISM - Read: 561-583

M:3/9 - DIPLOMACY TO WORLD WAR I, 1890-1916 - Read: 585-591

W:3/11 - U.S. FIGHTING OF WORLD WAR I, TREATY OF VERSAILLES, 1916-1919

Read: 591-604

F:3/13 - ***** **2nd PART OF 2nd ESSAY EXAM:**

One essay on World War I and Versailles

*** **QUIZ** *** On: World War I and Versailles

March 16-20 -- Spring Vacation -- No classes

M:3/23 - PROSPERITY AND DIVISION, 1920-1929 - Read: 604-609, 610-637

W:3/25 - THE STOCK MARKET CRASH AND THE GREAT DEPRESSION, 1929-1933

Read: 638-644

**** Research Paper: 3 adjectives ****

F:3/27 - THE NEW DEAL, 1933-1939 - Read: 644-671

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M:3/30 - ***** **3rd PART OF 2nd ESSAY EXAM** *****

One essay on the New Deal.

*** **QUIZ** *** On: the New Deal

W:4/1 - APPEASEMENT TO WORLD WAR II, 1933-1939 - Read: 672-679

F:4/3 - THE U.S. AND WORLD WAR II IN EUROPE, 1939-1945 - Read: 679-682, 687-698

M:4/6 - THE U.S. AND WORLD WAR II IN THE PACIFIC, 1939-1945
THE ATOMIC BOMB AND MORALITY IN WAR - Read: 682-686

W:4/8 - THE EISENHOWER ADMINISTRATION AND CIVIL RIGHTS, 1953-1961
Read: 717-719, 732-733, 738-745,

F:4/10 - KENNEDY, JOHNSON, AND CIVIL RIGHTS, 1963-1969 - Read: 750-754, 768-770

M:4/13 - LBJ AND THE GREAT SOCIETY, 1963-1969 - Read: 755-760

W:4/15 - HARRY S. TRUMAN AND THE COLD WAR IN EUROPE AND ASIA, 1945-53
Read: 699-710

F:4/17 - TRUMAN AND McCARTHYISM, 1945-53
Read: 710-714

M:4/20 - DWIGHT D. EISENHOWER AND THE COLD WAR, 1953-1961
Read: 726-732, 746,
** **Research Paper: Character Analysis Due.** **

W:4/22 - JOHN F. KENNEDY AND CUBA, 1961-1963
Read: 747-748
RICHARD NIXON, HENRY KISSINGER, AND DETENTE, 1969-1974
Read:

F:4/24 - JFK AND VIETNAM, 1961-1963
Read: 748-750
LYNDON B. JOHNSON AND U.S. COMBAT IN VIETNAM, 1964-1969
Read: 755, 760-766

M:4/27 - NIXON, KISSINGER, VIETNAM, AND WATERGATE, 1969-1974
Read: 770-771, 775-782

W:4/29 - DÉTENTE BACK TO COLD WAR TO THE END OF THE COLD WAR:
GERALD FORD, JIMMY CARTER, RONALD REAGAN, GEORGE H.W. BUSH,
BILL CLINTON, 1974-2001
Read: 813-814, 817-819, 823-831, 835-837

F:5/1 - TERRORISM AND WAR IN THE 21ST CENTURY - Read: 839-844

M:5.4 - TERRORISM AND THE ISSUE OF MORALITY IN WAR

W:5/6 - *** **QUIZZES** ***

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On: Appeasement through World War II, posttest, U.S. map, Constitution/Bill of Rights retake

F:5/8 - *** **QUIZZES** ***

On: Post-WW II Domestic Policy, Post-WW II Foreign Policy

M:5/11 -*** FINAL ESSAY EXAM: 8:00-9:50 a.m.: *******

3 essays: [1] The Question on morality in war; [2] choice of one out of three questions on post WW II U.S. foreign policy: [a] the Cold War and the nuclear arms race; [b] the Vietnam War; [c] the terrorist attack on September 11, 2001; [3] choice of one out of three questions on post WW II U.S. domestic policy: [a] the Great Society; [b] Nixon and Watergate; [c] the civil rights movement.

SPECIFIC INFORMATION ON MECHANICS OF WRITING: **Proofread** your papers for errors of spelling, punctuation, sentence structure, paragraph structure, and most especially, word usage. The content of the paper counts as two-thirds of the grade and mechanics (word usage, sentence structure, spelling) counts as one-third of the grade. You are responsible for typing errors even if someone else types your paper.

A. Word usage and spelling:

1. The word “only” should be closest to the part of the sentence that it modifies: PET PEEVE.
2. Do not mix up homonyms (i.e., there, their): Pet Peeve.
3. Do not mix up similar-sounding words that are not homonyms (i.e., were, where): Pet Peeve.
4. Miscellaneous:
 - a. Do not use illiterate words (i.e., should of), colloquial language (i.e., couple of), contractions (i.e., it’s), or the word “would.”
 - b. Do not split an infinitive (i.e., to boldly go).
 - c. Make sure your pronouns match their antecedents.
 - d. Do not separate words at the end of the line.
 - e. Proofread for correct spelling.
 - f. In most cases, use past tense.
 - g. Vary your use of words, including the first word of a sentence.

B. Punctuation:

1. Do not mix up use of colons [:] with that of semi-colons [;]:
 - a. Colon [:] means something is coming after.
 - b. Semi-colon [;] separates closely related thoughts.
2. Commas:
 - a. Separate subordinate clauses or phrases from main clauses with a comma.
 - b. Separate words in a series with a comma.
 - c. Do not end a sentence with a comma; do not connect sentences with a comma.

C. Specific Structure:

1. Paragraphs:
 - a. Each one deals with only one topic.
 - b. The 1st sentence should be topic/main idea sentence.
 - c. The rest of the paragraph deals with details that support main idea.
2. Sentences:
 - a. All sentences have subjects and verbs and express a complete thought.
 - b. Do not end a sentence with a preposition [of, for]
 - c. Avoid dangling phrases.