

# History 104

## United States History 1870 to Present

Glendale Community College, Spring 2009

Time: TR 11:30 - 12:45pm

Section: 21430

Location: CL-14

Instructor: Dr. Karin Enloe

E-mail: [karin.enloe@gcmail.maricopa.edu](mailto:karin.enloe@gcmail.maricopa.edu) or [karin.enloe@gmail.com](mailto:karin.enloe@gmail.com)

Office Phone: (602) 329-5208

Office Hours: by appointment

### Course Description

“The political, economic, and social development of United States from Reconstruction period up to present time.” (<http://www.dist.maricopa.edu/cgi-bin/cpr.pl?trm=20082&crs=his104&inst=99>)

This course is a basic introduction to American history from the Civil War to the present. It will examine American History chronologically, but also explore themes in American history. There are many different viewpoints in which to examine history. For example we might explore history from political, economic, or cultural points of view as well as race, class and gender. This course will examine how American history is made up of many “truths,” taken together they form a “big picture” which continues to inform American history and life in the twenty-first century.

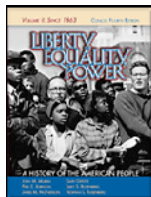
This semester we will also be thinking about diversity in the American experience and how our own lives are impacted by diversity, whether it be race, class, gender, socio-economic status, religion, where we live, personal tastes, etc.

### Course Objectives

1. Provide a broad-based understanding of American history.
2. Promote critical thinking and analysis of historical trends and sources.
3. Promote writing skills.
4. Ultimately my goal is to spark an interest in history/current events and a sense of where things are in the world ... and how they got that way.

### Required Reading

- Murrin, et al. *Liberty, Equality, Power Vol II*, Concise Fourth Edition, Thomson Wadsworth, 2007.
  - This text starts with Chapter 17 because it is the second volume of what would be a full text covering two semesters of American history. Your text should start with page 440. Students are responsible for getting the correct version of the textbook.



**Blackboard:** Students will need to access blackboard. Handouts will be available through the system, and exams and assignments will be turned in through it as well.

<https://ecourses.maricopa.edu/webapps/login/>

## Expectations of Students

### Responsibility

- Complete all reading assignments and be prepared to discuss them in class.
- Read and understand the information in this syllabus and college policies.
- Attend class – it is essential for students to do more than just read the text. The study of history is about actively engaging the material and discussing issues.
- Take care of personal issues before or after class (includes using restrooms, making phone calls and text messages).
- Turn in assignments on time. Sickness is not an excuse unless accompanied by a doctor's note. If you are ill find a way to turn in the assignment on time or discuss your options with me before the assignment is due or the exam is scheduled.
- If students are struggling in the course it is their responsibility to discuss their concerns with me. It is a good idea to stop by during office hours and seek out extra help if you need it.
  - HIS 104 at GCC is the same course as that offered at major universities – for example it is HST 110 at ASU. That means the same quality of work will be required. One of the greatest things about the community college system is the smaller class size and opportunity to work more closely with an instructor. Take advantage of it!

### Courtesy

- Be respectful to the instructor and colleagues. This includes engaging in mature conversations about sometimes very personal/partisan topics. Be aware of potentially hurtful comments in class.
- Arrive on time for class and stay for the entire class.
- Turn off cell phones and personal devices such as personal music players and do not text message during class! Anyone caught text messaging during class will be asked to leave for the duration of the class. Their attendance points for that day will also be forfeited.

### Academic Honesty

- Students must do their own work. There are many forms of plagiarism, including cheating on tests and claiming others' work as your own, doing assignments together, copying information from the Internet without citing it, etc. **This is not acceptable and has serious repercussions.** Penalties for plagiarism include failing the test or assignment to class failure. See current the GCC Student Handbook "Student Rights and Responsibilities" under Academic Misconduct ([http://www.gc.maricopa.edu/catalog/student\\_rights.html#acadmisconduct](http://www.gc.maricopa.edu/catalog/student_rights.html#acadmisconduct)).

## Policies

**Attendance:** Students are expected to attend class. Students with four *consecutive* absences will be dropped from the course unless circumstances are discussed with the instructor before the fourth absence. A simple phone call or e-mail is a good way to keep in touch and let me know you plan on staying enrolled but have personal business that doesn't allow you to attend.

Prompt attendance to class is important and respectful – tardiness is extremely rude and disrespectful. Students with repeated tardiness will be dropped from the class.

Please see current GCC student handbook (<http://www.gc.maricopa.edu/catalog/>) for rules on excused absences. These will not be marked against students but students must show proof to have them count as excused.

If you are absent please ask another student for copies of lecture notes. I do not generally post my PowerPoints online nor do I share copies of my notes.

**Make-up Exams:** May be given within two class days of the regular scheduled exam only if it has been discussed with me before class. If for any reason you miss an exam, contact me immediately to set up an alternate time. **The next class period is not soon enough.**

**Assignments/Late Work:** Most assignments will be submitted via blackboard. Students will click on the assignment and then upload the assignment directly to blackboard and submit it. All assignments are due at midnight on the day listed on the syllabus except otherwise stated. I recommend you turn in assignments early. **NO LATE WORK WILL BE ACCEPTED unless discussed with the instructor!**

### **Grading**

Assignments will be holistically graded on content, strength of argument, structure, originality, grammar, and criteria listed for specific assignments. Essentially grades for assignments are based on how well a student answers the question/prompt given and provides supplemental information to back up their answer. Citations are a must! Often questions are in the form of an argumentative essay – and students must use sources to make a specific point instead of summarize the topic. Grades are also based on grammar and spelling. Remember that this is a college-level class and it will be graded as such, so seek help if you need it! You are always welcome to show a draft of an assignment to me for feedback before you turn it in. There are also resources available through GCC's Writing Center. Check out the Useful Links tab in Blackboard for more information.


**Extra Credit:** Extra credit may or may not be given, but don't count on it.

**Withdrawals:** Students may receive a W (passing grade at time of withdrawal) through March 6 (the last day for student withdrawal without a signature). From that day on a student can request a withdrawal but they will receive a W or a Y based on their grade at the time of the withdrawal request. A W is passing, a Y means that a student has a failing grade. No students will be permitted to withdraw after April 27.

**Incompletes:** May be given only under special circumstances.

**Special Needs:** Students with special needs must be registered with the Disability Services and Resources Office located in TDS 100 (623-845-3080) and inform me at the beginning of the semester.

**Blackboard:** This instructor uses blackboard. Most importantly, the Course Materials tab and Tests tab will be used to turn in assignments and take exams. At any time students can check their grades by clicking on the Grades/Tools. There is technical help if you need it. We will go over some of the navigation of blackboard in class and if ever you have a question or can't find something let me know!

To access blackboard go to <https://ecourses.maricopa.edu/webapps/login/> and type in your MEID and password. If you don't know your MEID or password you can find those out by clicking on GCC's main webpage and then clicking on the link. 

Once you are in blackboard click on HIS 104 (our class) and you can click on the Course Materials, Tests or Grades/Tools Tabs on your left.

To upload an assignment: sign on then click on Course Materials.

The Assignment will be listed – click on the link that says “View/Complete Assignment.”

There are three sections to it: 1. Assignment Information, 2. Assignment Materials and 3. Submit. To turn in an assignment Go to section 2 and use Attach local file button to find your assignment then click choose file. When that is complete go to step 3 and click on submit. You will see any ungraded assignments listed in your gradebook as ! You can always click on the ! (or score once it is graded) to look at your homework and see the graded comments.

**Audio Taping Lectures:** May be permitted with instructor/student approval.

### Grade Distribution

Syllabus Quiz	25 points
Attendance	150 points
PowerPoint	100 points
Papers (2)	200 points
Exams (3)	255 points
Who Are You Homepage	25 points
Map Quiz	50 points
<b>Total</b>	<b>805 points</b>

An important note about grades: Doing an assignment is different than doing an assignment well. Grades are based on how well a student does an assignment. An average paper deserves an average grade, which in this course is a C.

A – Superior – is insightful, organized, logical, conveys meaning skillfully and goes “above and beyond”

B – Strong – is thoughtful and conveys meaning clearly, has some editing issues but overall is strong

C – Adequate – develops work in a satisfactory way. Does what is requested in the assignment.

D – Limited – undeveloped work, has many errors

F – Deficient – very poor writing, many major errors, does not follow the assignment

0 – No paper turned in or plagiarized

Grades are based on the following percentages:

A 90-100%, B 80-89%, C 70-79%, D 60-69%, F 59% and below.

This class is not graded on the curve. Students can check their grades at any time using Blackboard. (Login, then go to HIS 104, then the Grades tab.)

Assignments are not graded overnight. Expect approximately a week between turning in assignments/tests and getting them returned to you.

### **Tests/Exams (3 x 85 = 255 points)**

Tests/exams are multiple choice, short answer/essay and ordering and will cover information examined in class discussion boards and the text.

Exam “a” is multiple-choice – 25 questions at 2 points each.

Exam “b” is one question answered in a short answer/essay format worth 25 points.

Exam “c” is an ordering question where students will place people or events in chronological order worth 10 points.

Exams are located in the Tests button on the Toolbar. We will take exams in High Tech 2 on exam tests days. Instead of going to our classroom go straight to the HT2 Pods and log into blackboard. I will give students the password when class begins. You have the entire period to take the exam and may leave early if you finish early.

There is a study guide posted with questions to consider for the exam. Questions might ask you to identify people, trends or ideas from the text. A sample question would be:

The Philadelphia Centennial Exposition of 1876

- a. focused on demonstrating the efficiency of American farms.
- b. Demonstrated the success of the industrial revolution in America.
- c. Showcased American democracy.
- d. Demonstrated the superiority of British industries.

In that particular question – think about what was happening (trends) in America in 1876. The correct answer was b.

The short answer/essays might ask questions like: which was more significant in American history – industrialization, immigration or urbanization? Write as much as possible when answering the question.

Ordering questions ask students to number a series of 5 people or events in chronological order.

Everyone’s exam is slightly different. I have a pool of over 100 questions and 25 randomly appear for each person on exam a, 1 randomly appears for exam b, and 1 ordering question appears for exam c.

There is no midterm or final exam. All exams are taken through Blackboard. If for whatever reason you are not comfortable taking the exam on the computer let me know in advance.

### **Map Quiz**

There will be one map quiz to ensure students’ understanding of American geography. Students should know each of the United States of America. Major rivers such as the Mississippi, Missouri, Hudson, St. Lawrence, Rio Grande, Ohio River, Colorado, and Platte River may be on the exam. Bodies of water will also be on the quiz, such as the 5 Great Lakes, the Great Salt Lake, Pacific Ocean, Atlantic Ocean and Gulf of Mexico. Major Mountain Ranges include the Appalachians, Ozarks, Sierra Nevada, Rocky Mountains, Cascades and Black Hills.

## Assignments

There will be:

A Homepage

2 short papers (5 paragraphs each)

1 PowerPoint presentation (8-15 slides)

This semester I am especially thinking of the diversity of the American experience and how we all fit into that story of America.

### **Who are you Homepage? Due 1/27/08 by midnight**

Prompt: Introduce yourself to the instructor/class.

Assignment: Log onto blackboard and click on Grades/Tools, then Homepage. Explain the following:

1. Who are you?
2. How are you similar or different than people around you at GCC?
3. Describe how you feel about history in general.
4. In the 1950s Edward R. Murrow had a radio program called "This I Believe" where he invited celebrities and average people to write about their core values that guide their lives. If you were to write a short (no more than 100 words) statement for the series, what would it be?
5. Upload a photo of yourself or something that you feel represents you. See Instructor Info in blackboard to see an example of Dr. Enloe
6. When you are done click submit.

Remember: This is a college course so I expect students to write in a scholarly manner. Be on your best behavior and use spell check and grammar check.

### **PowerPoint – due 2/17/09 by midnight**

MCCD Official Course Competency 6 states that students should be able to "Describe the mass immigration and the reaction of nativism during the last quarter of the 1800s." Do a PowerPoint explaining how and why mass immigration led to nativism. More information on specific guidelines will be posted in the Appendix 1 – Papers document in the Course Materials tab of blackboard.

### **Paper - Dr. Seuss Goes to War Due 4/2/09 by Midnight**

MCCD Official Course Competency 18 states that students should be able to "explain how isolationism in America ended with the coming of WW II. Read examine the cartoons on the website <http://orpheus.ucsd.edu/speccoll/dspolitic/> and write a 5 paragraph essay answering the following question: **Are the editorial cartoons of Dr. Seuss a good source to use when examining American public opinion and/or culture leading up to and during the early years of World War II?** More information on specific guidelines will be posted in the Appendix 1 – Papers document in the Course Materials tab of blackboard.

### **Paper – Family and America Due 5/7/09 by Midnight**

Prompt: Think about how your family and its unique story matches up with the narrative the text has presented this semester.

Assignment: Conduct interviews of parents and/or grandparents or family members and compare/contrast your family's history with events or themes discussed in class in lecture/in the text. For example, has your family immigrated to America in the last century? How does their story compare to what we've discussed in class or in the readings? Did the cold war impact your

family? What about the women’s movement? Vietnam war? Desert Storm? You should cover at least three major events. In addition, you might want to compare your family to what was presented in the text in “diversity terms.” For example, geographical location, physical and mental health, ethnic background, biological, psychological, or social, racial background factors influencing one’s life, skin color, abilities and/or disabilities/handicaps /challenges, international issues/nationality, religion and religious background, occupation, spiritual background, working habits, family heritage and customs, societal heritage and customs, gender, sexual orientation, age, sexual identity, language and communication style, marital status, social-economic status, physical appearance, cognitive style, suburban, urban, or rural life. If you are not an American citizen describe the differences between your family’s experiences and the major events in American history. Was there a big discrepancy? There should be at least one family member over 50 – if you have no one to interview can you find a neighbor or a professor? Sorry! I’m not over 50 yet.... This is a 5 paragraph essay. More information on specific guidelines will be posted in the Appendix 1 – Papers document in the Course Materials tab of blackboard.

(Course competencies: <http://www.dist.maricopa.edu/cgi-bin/cpr.pl?trm=20082&crs=his104&inst=99>)

### Attendance

Attendance is very important to success in life! It is worth 150 points. Students receive 5 points for every class attended as long as they a) arrive on time and b) stay through the entire class. Late arrivals will receive fewer points. Students that leave early without first informing the instructor will not receive points that day. Please be respectful and be on time. Attendance grades will be updated in blackboard regularly.

*Students will be notified by the instructor of any changes in course requirements or policies.*

### Course Schedule

#### January

Tuesday	Thursday
20 Welcome and Go Over the Syllabus Begin Reconstruction	22 In-Class Assignments Reconstruction 440-450 (Chapter 17)
27 Reconstruction Read 450-463 (Chapter 17) <b>Homepage Due by Midnight</b>	29 The West/New South Read 464-480 (Chapter 18)

**February**

3 Middle Class, Business Read 481-492 (19) <b>Map Quiz</b>	5 Labor and Populism Read 492-503 (19)
10 Industrialization, Urbanization, Immigration Read 505-531 (20)	12 Industrialization, Urbanization, Immigration
17 Progressivism Read 533-546 (21) <b>PowerPoint Due by Midnight</b>	19 Progressivism Read 546-560 (21)
24 <b>Exam 1 in HT2 Pods</b>	26 Becoming a World Power 561-583 (22)

**March - March 6** Last day for Withdrawal without Instructor's Signature

3 World War I 585-599 (23)	5 World War I/1920s 599-622 (23/24)
10 1920s 622-637 (24)	12 Great Depression/New Deal 638-655 (25)
17 <b>Spring Break</b>	19 <b>Spring Break</b>
24 Great Depression/New Deal 655-671 (25)	26 World War II 672-686 (26)
31 World War II 687-698 (26)	4/2 World War II <b>Dr. Seuss Paper Due by Midnight</b>

**April**

7 <b>Exam 2 in HT2 Pods</b>	9 Containment 699-710 (27)
14 McCarthyism 710-725 (27)	16 Affluence and Anxiety 726-739 (28)
21 Affluence and Anxiety 739-754 (28)	23 The Great Society/Vietnam 755-765 (29)
28 Vietnam Protest 765-782 (29)	30 Late 20 <sup>th</sup> Century 783-810 (30)

April 27 – last day student initiated withdrawal

**May**

5 1970s and 1980s 811-844 (31)	7 Modern Politics/Review for Exam <b>Family Paper Due by Midnight</b>
12 <b>No Class – Finals Week</b>	14 <b>(Final) Exam 3 in HT2 Pods</b> <b>11-12:50</b>

THIS SYLLABUS IS SUBJECT TO CHANGE