

HISTORY 104/23716: United States II: 1865 to the Present

MWF: 8:00-8:50 a.m. -- CL12

PROFESSOR: Dr. Bonnie F. Saunders

E-mails: bonniesaun@aol.com and bonnie.saunders@gmail.com -- if you e-mail me: [1] 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 today; if you do not have one, get one free at GCC. I will e-mail you with any changes that occur in the Course Outline. If you are absent the day before a quiz or an essay exam, I will e-mail you to remind you.

OFFICE HOURS: MWF: Before class in classroom or by appointment after class

SYLLABUS AND COURSE OUTLINE

TEXT: James West Davidson et al. U.S.: A Narrative History. Volume Two of a Two-Volume Set. New York: McGraw-Hill, 2009.

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 and follow this Syllabus, attend class regularly, pay attention, and take notes on the lectures and discussions. Read the textbook assignments before class in order to discuss issues in class, demonstrating critical thinking.
2. Form educated opinions based on the facts. Write essay exams explaining these opinions.
3. Read a historical novel set in what is now the United States, 1877 to the present. Write a short paper summarizing the novel and reacting to the novel.
4. Study the items in the Study Guide in preparation for objective quizzes.

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: [50% of grade] *****

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

***** 1st Part of 1st Essay Exam: W:2/10 *****

***** 2nd Part of 1st Essay Exam: F:2/19 *****

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

***** 1st Part of 2nd Essay Exam: F:2/26 *****

***** 2nd Part of 2nd Essay Exam: M:3/8 *****

***** 3rd Part of 2nd Essay Exam: W:3/24 *****

c. ***** Final Essay Exam: W:5/12 - 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 of the essay exams. In order for me to arrange for makeup exams, you must talk with me about your emergencies and absences.

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. You may not use any paper that I do not provide. 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

(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. Be sure to back up the judgment and/or opinion with solid facts and generalizations. Write a persuasive essay of at least three or four paragraphs. The important element of your essay is how well you defend your opinions, not whether or not I agree with you.

2. Attendance and Class Participation:

a. You are expected to attend classes regularly. I take attendance. Perfect attendance will enhance your grade. Excessive unexcused absences (more than 3) will count against you. 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 not count them against you. If you must drop the course for any reason, please be courteous enough to let me know. Before October 9th, I reserve the right to drop you from the course if you are absent for more than three classes in a row without contacting me, especially if you miss a quiz or an essay exam. Before I drop you, however, I will always attempt to contact you by e-mail. After October 8th, I will not drop you unless you request that I do so.

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!!** Anything not mentioned herein shall adhere to the guidelines in the Student Handbook and Catalog.

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. Students are expected to participate in class discussions: ask and answer questions, discuss controversial issues, and form educated opinions**

f. Chew gun 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 please do not use them for any other reasons -- I reserve the right to forbid use of laptops by students who abuse this privilege.

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.

k. Any extra credit will enhance your Quiz Grade.

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-up quizzes, you must talk to me about your emergencies and absences. The Study Guide contains the answers to all of the quizzes that I give.

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.

c. Course content and timing of quizzes and exams may vary from this outline, but only if I have to make changes.

4. ** **Book Review: [25% of grade]** **

a. No later than ** **W:3/31**, ** you will choose a historical novel set in the United States, after 1877. Tell me about this novel or show me the book.

[1] Some acceptable authors, whom I know to be good ones and which you may choose: Philip Caputo, Willa Catha, Stephen Crane, Theodore Dreiser, F. Scott Fitzgerald, Graham Geene, Ernest Hemingway, Jack Kerouac, William Lederer, Arthur Miller, James Michener, John Steinbeck, Amy Tan, Edith Wharton. You may choose other authors and books.

b. You will write **a three-paragraph Book Review** on that historical novel.

[1] This Book Review is due no later than ** **F:4/30**. **

[2] This paper will consist of a total of 3 paragraphs:

[a] The 1st paragraph: the historical setting or context.

[b] The 2nd paragraph: a summary of the historical novel.

[b] The 3rd paragraph: your personal reaction to the historical novel. The 3rd paragraph is the most important paragraph.

[3] The final product will be typed, double-spaced, about 2-3 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. This paper must include a title page on which you must write your name and the full and correct citation of the historical novel: Author's Last Name, Author's First Name. Title of the Historical Novel. City of Publication: Publisher, date of publication. The content of this paper will count as 2/3 of the grade; the grammar/spelling/word usage will count as 1/3 of the grade. I will not accept the paper without the full citation on the title page.

GRADING POLICY:

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***** Essay Exams	50% *****
*** Quizzes	25% ***
** Research Paper	25% **

COURSE OUTLINE: In order for you to know what we will be talking about during each class period, it is imperative that you read the assignment ahead of the date listed and be prepared for the lectures and discussions. All page numbers are in the textbook.

W:1/20 - INTRODUCTION/EXPLANATIONS/EXPECTATIONS

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

F:1/22 - BACKGROUND: COLONIAL PERIOD THROUGH CIVIL WAR

M:1/25 - BACKGROUND: ORIGINAL CONSTITUTION, 1787

W:1/27 - BACKGROUND: THE BILL OF RIGHTS, 1791

F:1/29 - BACKGROUND: ORIGINAL CONSTITUTION, 1787; BILL OF RIGHTS, 1791
RECONSTRUCTION, 1865-77 - Read: 335-353

M:2/1 - RECONSTRUCTION, 1865-77; CONSTITUTIONAL AMENDMENTS 1865-77
Read: 335-353

W:2/3 - THE END OF RECONSTRUCTION, RACISM, AND JIM CROW, 1877-1919
Read: 354-361

F:2/5 - WESTWARD EXPANSION AND NATIVE AMERICANS, 1865-1900
Read: 361-375

M:2/8- *** **QUIZZES:** ***

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

W:2/10-***** **1st PART OF 1st ESSAY EXAM:** 2 essays: **What was the impact of Reconstruction on the former black slaves? What was the impact of Westward Expansion on the Indians?** *****

F:2/12 - INDUSTRIALIZATION, IMMIGRATION, LABOR, URBANIZATION, 1865-1900
Read: 376-397

M:2/15- INDUSTRIALIZATION, IMMIGRATION, LABOR, URBANIZATION, 1865-1900
Read: 398-421

W:2/17- INDUSTRIALIZATION, IMMIGRATION, LABOR, URBANIZATION, 1865-1900
Read: 422-443

F:2/19 - ***** **2nd PART OF 1st ESSAY EXAM:** one essay ***** **What was the impact of industrialization? What was the impact of immigration?**

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

M:2/22 - THE PROGRESSIVE MOVEMENT, 1880-1914: SOCIAL REFORM
Read: 446-458

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W:2/24 - THE PROGRESSIVE MOVEMENT, 1880-1914: POLITICAL REFORM
Read: 458-467

F:2/26- ***** 1st PART OF 2nd ESSAY EXAM: One essay on the Progressive Movement
*** QUIZ: *** The Progressive Movement

M:3/1 - AMERICAN IMPERIALISM - Read: 435-445, 468-473

W:3/3 - DIPLOMACY TO WORLD WAR I, 1890-1916 - Read: 474-477

F:3/5 - U.S. FIGHTING OF WORLD WAR I, TREATY OF VERSAILLES, 1916-1919
Read: 477-487

M:3/8 - ***** 2nd PART OF 2nd ESSAY EXAM: One essay on World War I and Versailles
*** QUIZ *** World War I and Versailles

W:3/10-PROSPERITY AND DIVISION, 1920-1929 - Read: 488-507

F:3/12 -THE STOCK MARKET CRASH AND THE GREAT DEPRESSION, 1929-1933
Read: 507-511

Spring Vacation: March 15-19: no classes

M:3/22-THE NEW DEAL, 1933-1939 - Read: 512-539

W:3/24-***** 3rd PART OF 2nd ESSAY EXAM: One essay on the impact of the New Deal.
*** QUIZ *** The New Deal

F:3/26-APPEASEMENT TO WORLD WAR II, 1933-1939 - Read: 540-547

M:3/29-THE U.S. AND WORLD WAR II IN EUROPE, 1939-1945
Read: 547-567: parts on WW II in Europe

W:3/31-THE U.S. AND WORLD WAR II IN THE PACIFIC, 1939-1945
THE ATOMIC BOMB AND MORALITY IN WAR: THE QUESTION
Read: 547-567: parts on WW II in Pacific and Asia
** Book Review: Choose book. **

F:4/2 - -*** QUIZZES *** Appeasement through World War II, posttest, U.S. map;
Constitution/Bill of Rights retake (if you need to, if you have time, and if you have not
already retaken it; if necessary, you may postpone the Constitution retake until 5/5 or 5/7)

M:4/5- DOMESTIC POLICY AND CIVIL RIGHTS, 1945-1961
Read: 575-578, 588-599, 610-616

W:4/7- JFK, LBJ, AND CIVIL RIGHTS, 1963-1969 - Read: 603-604, 617-621, 638-640

F:4/9 - LBJ AND THE GREAT SOCIETY, 1963-1969 - Read: 621-629

M:4/12-DOMESTIC POLICY AND CIVIL RIGHTS, 1969-2001

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Read: 642-653, 658-664, 666-670, 674-695

W:4/14-HARRY S. TRUMAN AND THE COLD WAR IN EUROPE AND ASIA, 1945-53

Read: 564-575, 578-584

F:4/16- EISENHOWER, THE COLD WAR, AND McCARTHYISM, 1953-1961

Read: 580-581, 584-587, 599-602

M:4/19- JOHN F. KENNEDY AND THE COLD WAR, 1961-1963 - Read: 603-609

W:4/21- RICHARD NIXON, HENRY KISSINGER, AND DETENTE, 1969-1974

Read: 641-642

F:4/23- JFK AND VIETNAM, 1961-1963 - Read: 630-633

M:4/26- LYNDON B. JOHNSON AND U.S. COMBAT IN VIETNAM, 1964-1969

Read: 633-640

W:4/28- NIXON, KISSINGER, VIETNAM, AND WATERGATE, 1969-1974

Read: 640-641, 651-653

F:4/30- DÉTENTE BACK TO COLD WAR TO THE END OF THE COLD WAR: 1974-2001

Read: 653-657, 664-666, 670-675, 686-687

**** Book Review Due. ****

M:5/3 - TERRORISM AND THE ISSUE OF MORALITY IN WAR - Read: 694-701

W:5/5 -***** QUIZZES *** Post-WW II Domestic Policy**

F:5/7 - ***** QUIZZES *** Post-WW II Foreign Policy**

W:5/12 -*** 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 U.S. foreign policy: [a] the impact of World War II on the U.S. and the impact of the U.S. on World War II; [b] the Cold War and the nuclear arms race; [c] the impact of the Vietnam War on the U.S.; [3] choice of one out of three questions on post WW II U.S. domestic policy: [a] the impact of the Great Society then and now; [b] and [c] the impact of the civil rights movement (two questions on this topic).

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.