



Syllabus

Course Number/Title: HI 177 01/American History 1865 to Present Year: Fall 2012

Department: Humanities

Credit Hours: 3

Required Text: Goldfield, David, et al. *The American Journey: A History of the United States*. Boston: Prentice Hall, 2011.

Usually we would have one to two more books to read, but I have included articles and primary documents instead. I did not have the opportunity to order the books in time from the bookstore, since I took over the course during the summer. The bibliography at the end of this syllabus has several great books that could have been included in the calendar for this course. At least two of these books will be included next semester.

Days/Time: TR 12:15-1:30

Instructor: Ray Nolan

Room #: BMC 710

Office Hours: Monday through Friday, 8am-12pm
and by appointment

Phone: 460-4610

Course Placement: FR/SO

Pre-requisite: None

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Rationale: The course fulfills one part of the humanities requirement for graduation. For history majors, HI 177 is part of the lower division requirement at all universities.

Course Description: The CCC catalog states, "This course is a survey of history of the United States from Reconstruction to the present, with emphasis on political, economic and social development."

Course Outline:

Unit 1: Reconstruction

8/21- Goldfield, Ch. 16, pp. 454-469

8/23- Goldfield, Ch. 16, pp. 470-479

8/28-President Grant Refuses to Aid Republicans in Miss; The Slaughterhouse Cases

Unit 2: Populism and the Gilded Age

8/31-Goldfield, Ch. 19, pp. 542-566

9/4-Goldfield, Ch. 20, pp. 570-593

9/6-Andrew Carnegie, "The Gospel of Wealth"; Terrence Powderly, "The Army of Unemployed"

9/11-Test 1

Unit 3: Progressivism

9/13-Goldfield, Ch. 21, 596-625

9/18-Goldfield, Ch. 22, 628-653; People's Party National Platform

Essay 1 due by midnight (email to instructor)

Unit 4: World War I

9/20-Goldfield, Ch. 23, 656-681

9/25-Woodrow Wilson, "War Message to Congress"; Bernard Baruch, "The War Industries Board"

9/27-Robert LaFollete, "Antiwar Speech"; W.E.B. DuBois, "Returning Soldiers"

10/2-Test 2

Unit 5: The Twenties

10/4-Goldfield, Ch. 24, 684-709

10/9-William Jennings Bryan and Clarence Darrow, Transcript of the Scopes Trial; Robert S. Lynd and Helen Merrell Lynd, "Remaking Leisure in Middletown"

Unit 6: The Great Depression

10/11-Goldfield, Ch. 25, 712-741

10/16-Herbert Hoover's Plan; Hard Times and Hoovervilles

10/18-Huey P. Long, "The Long Plan"; John Maynard Keynes, "An Open Letter to President Roosevelt"

10/23-Test 3

Unit 7: World War II

10/25-Goldfield, Ch. 26, 744-777

10/30-Norma Yerger Queen, Women Working on the Home Front; Franklin D. Roosevelt, Four Freedoms Speech

Unit 8: Cold War Beginnings

11/1-Goldfield, Ch. 27, 780-807

11/6-George F. Kennan, "Containment Policy"; Nikolai Novikov, "Telegram: A Soviet View of US Foreign Policy"

11/8-Joseph R. McCarthy, "Communists in the US Government"; Dwight D. Eisenhower, "Farewell Address"; Brown v. Board of Education

11/13-Test 4

Unit 9: Civil Rights

11/15-Goldfield, Ch. 27, 786; Ch. 28, 830-840; Brown v. Board of Education; Harry S. Truman, "Order to Desegregate the US Armed Forces; "The Southern Manifesto"

11/20-Goldfield, Ch. 29, 854-862; Malcolm X and Yusef Iman, "Black Nationalism; Lyndon B. Johnson, "The Next and More Profound Stage for the Battle for Civil Rights"

Unit 10: The Sixties and Vietnam

11/27-Goldfield, Ch. 28, 810-829; Michael Harrington, "The Other America"; Rachel Carson, "And No Birds Sing"

11/29-Goldfield, Ch. 29, 844-870; "The Tonkin Gulf Resolution"; Philip Caputo, "The Splendid Little War"

Unit 11: The Rise of Modern America

12/4-Goldfield, Ch. 29, 870-875 and Ch. 30, 878-892; Watergate; Taped White House Conversations; Jimmy Carter, "The National Crisis of Confidence"

12/6-Goldfield, Ch. 30, 893-910; Ronald Reagan, "Mr. Gorbachev, Tear Down this Wall";

Essay 2 due by midnight (email to instructor)

12/11, Goldfield, Ch. 31, 916-947; Francis Fukuyama, "The End of History"; George H.W. Bush, "Iraqi Aggression in Kuwait"

12/14 Final 10:15-12:15

Course Learning Objectives Assessed:

Explain how Reconstruction effected the development of modern America.

Identify Populism and the role populism had in the twentieth century.

Explain how Progressivism helped win or lose the World Wars and the effect it has on the US today.

Identify and explain the causes of the Great Depression and the reasons the Great Depression ended.

Identify and explain the causes of the Cold War, the Korean War and the Vietnam War.

Analyze the reasons for the stagflation of the 1970s.

Discuss the problems of the Reagan Administration

Explain the interaction between the United States and nations of the Middle East over the past forty years.

Course Competencies

The learning outcomes and competencies detailed in this syllabus meet, or exceed, the learning outcomes and competencies specified by the Kansas Core Competency Project for this course.

Upon completion of this course, the student will have been enlightened on:

HISTORICAL SKILLS

- 1. Analyze, synthesize and evaluate change over time*

Demonstrate Research Skills by:

- a. Utilizing primary and secondary sources*
- b. Evaluating the validity of sources and historical perspectives*
- c. Demonstrate written and oral communication skills*

HISTORICAL CONTENT

- 1. Describe and analyze the era of Reconstruction and its impact on America*
- 2. Evaluate the significant political, social economic and diplomatic impacts of reformist developments in modern industrial America*
- 3. Explain the causes, course and consequences of American Imperialism and the First World War*
- 4. Evaluate the political, social, cultural and economic developments of the Great Depression and the New Deal*
- 5. Evaluate and analyze the origins, nature and diplomatic causes of World War II*
- 6. Evaluate and analyze the causes of the Cold War period*
- 7. Explore the causes, course and consequences of the U.S. international role from World War II to the Vietnam era*
- 8. Explore the political, social, cultural and economic transformations from*

the Civil Rights movement through the Vietnam era

9. *Explore the causes, course and consequences of domestic and foreign policy*

trends and developments of recent America

Method of Instruction: *Lecture and discussion*

Method of Evaluation:

Tests and papers

- a. Four tests worth 100 pts each = 400 pts*
- b. Final is worth 200 pts and is cumulative = 200 pts*
- c. Two papers worth 50 pts each = 100 pts*
- d. Attendance is worth 50 pts = 50 pts*

Total points=750 pts

Course Requirements:

- 1. Essays are 500-1000 word essays based upon readings in the course. The grade is based upon the student's analysis of the reading and their writing proficiency. A further explanation will be provided in class.*
- 2. Tests may be essay, multiple choice, or a combination of the two styles.*

Assignment Policy:

Assignments are due on the date listed on the syllabus unless the instructor has changed the date in class. No late assignments are accepted.

Test Policy:

A missed test may NOT be made up unless arrangements have been made with the instructor prior to an EXCUSED absence on test day. An excused absence may be for the following reasons: funeral, sickness or college sponsored activity.

Attendance Policy:

The students are expected to attend every class. Students are allowed to miss classes that conflict with school sponsored activities. The student must make the instructor aware of an excused activity.

Academic Integrity Policy:

Colby Community College defines academic integrity as learning that leads to the development of knowledge and/or skills without any form of cheating or plagiarism. This learning requires respect for Colby's institutional values of quality, service and integrity. All Colby Community College students, faculty, staff, and administrators are responsible for upholding academic integrity.

Cheating is giving, receiving, or using unauthorized help on individual and group academic exercises such as papers, quizzes, tests, and presentations through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and college electronic devices.

Plagiarism is representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. It also includes citing work that is not used and taking credit for a group project without contributing to it.

The following procedure will be used for students who violate the policy:

First Offense – Student will receive a zero for the assignment and the student will be reported to the Dean of Academic Affairs.

Second Offense – The student will be reported to the Dean of Academic Affairs and removed from the class.

Third Offense – The student will be reported to the Dean of Academic Affairs and dismissed from the college.

Any questions about this policy may be referred to the Dean of Academic Affairs.

Assessment:

Colby Community College assesses student learning at several levels: general education, program, and course. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. An example of your work, a paper, some test questions, a presentation, or other work may be selected for assessment. This process will not affect your grade, will not require you do additional work and your evaluation will be confidentially handled. Results of these activities will be used to improve teaching and learning at Colby Community College.

Syllabus Information Disclaimer:

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students' responsibility to stay current with any changes, modifications, adjustments or amendments that are made to this document.

Accommodations for Students with Disabilities:

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or a physical disability and needs special accommodations, he/she should contact Student Support Services, which is located in the Student Union.

Equipment:

The students do not need to buy equipment. The students may bring their computers, iPads and other forms of technology for notes. If the students use these materials for things other than note taking and reading articles in class, the instructor will ask the student to put the item away in the student's bag.

Bibliography:

Cohen, Lizabeth. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America*. New York: Vintage Books,

2004.

Diner, Steven J. *A Very Different Age: Americans of the Progressive Era*. New York: Hill and Wang, 1998.

Dudziak, Mary L. *Cold War Civil Rights: Race and the Image of American Democracy*. Princeton: Princeton University Press,

2000.

Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper Row, 1988.

Greenhouse, Steve. *The Big Squeeze: Tough Times for the American Worker*. New York: Knopf, 2008.

Karnow, Stanley. *Vietnam: A History*. New York: Viking, 1983.

Keegan, John. *The First World War*. New York: Vintage, 2000.

_____. *The Second World War*. New York: Penguin, 1989.

Leuchtenburg, William E. *Franklin D. Roosevelt and the New Deal*. New York: Harper, 1963.

_____. *The Perils of Prosperity, 1914-32*. Chicago: University of Chicago Press, 1958.

Schaller, Michael. *Right Turn: American Life in the Reagan-Bush Era, 1980-1992*. Oxford: Oxford University Press, 2006.

Wiebe, Robert. *The Search for Order, 1877-1920*. New York: Hill and Wang, 1966.

White, Richard. *Railroaded: The Transcontinentals and the Making of Modern America*. New York: W.W. Norton, 2011.

Recommended Resources: *Infotrac.com, Firstsearch.com, LexisNexis.com*

Students have access to these websites through the college library.