

United States History 1865 to present

AMH 2020, Summer 2019, June 24 - July 26

Course & Faculty Information

Lecturer: TBA

E-mail: TBA

Time: Monday through Friday

Teaching hour: 45 (1.8 contact hours each day)

Office hours: 2 hours (According to the teaching schedule)

Credit: 3

Course Description:

This course traces the story of United States history from the post-Civil War era to the recent past, which probes political, diplomatic, economic, social, and cultural developments of the past century and a half. The course begins with the “Reconstruction” period and examines the problems of reunifying America. The nation’s industrial period gets close attention, as does the rise of American cities and their accompanying social and political problems. U.S. Imperialism and the Spanish-American War are examined. The “Progressive” period, which includes emphasis on the American Labor Movement and the demand for women’s rights, are included. World War I and its aftermath in the “Roaring Twenties” are analyzed. The Great Depression and World War II are detailed. The conflicts of the late twentieth century, including the Cold War, Korea, Vietnam and the American Civil Rights Movement are examined.

Textbook Information

James L. Roark, et. al., *The American Promise, Volume II: From 1865*, Value Edition (6th Edition). ISBN: 9781457687945

In addition to assigned reading from the textbook, you are also required to read documents available in the Course Packet. These consist of both primary and secondary sources. Primary sources are materials that provide us with an individual’s personal perspective of history. These are first-hand accounts that contain crucial information about the past to help historians achieve a developed understanding of historical events and ideas. Secondary sources are historians’ interpretations of the past. We will learn more about how to read primary and secondary sources in Lesson 1. You will turn in four writing assignments over the course of the semester. (See Requirements: Writing Assignments)

Course Objectives

1. Place contemporary events in historical context.
2. Understand the idea of causation.
3. Differentiate among historical sources (primary versus secondary sources).
4. Understand how economic & political ideas are translated into programs & policy.
5. Increase reading comprehension.
6. Write coherent essays on historical topics.
7. Think and write from a critical perspective.

Classroom Conduct

Disruptive behavior will not be tolerated. Cellular phones and pagers must be turned off before class. Students who engage in disruptive behavior, such as deliberate combativeness, excessive vulgarity, reading unrelated

materials, surfing the Internet, and texting will fail to earn credit for class participation, and are subject to dismissal from class.

Seminole State College of Florida is an institution of higher learning; therefore, students will be respectful of their fellow classmates. The goal in this classroom is to create a positive learning environment where people can safely ask questions, participate freely and learn effectively. In expressing viewpoints, students should raise questions and comments in a way that will promote learning, rather than defensiveness and conflict in other students. Any violation of class conduct policies will count as an absence from class.

Cheating/Plagiarism

Plagiarism is the use of another's words, ideas, or facts without giving proper and accurate credit to the author. Serious or overt plagiarism will result in an 'F' for the course. I will also write the college administration informing them that a student has been caught plagiarizing or cheating. This is true for ALL writing assignments in this course including any extra credit assignments. Plagiarism includes copying information from another student on any assignment. While I encourage students to study together, make sure that your work is your own. Do not write someone's essay or quiz answer for her or him. If two answers are exactly or nearly the same, both students will receive a failing grade for the assignment.

I distinguish between overt and accidental plagiarism. Overt plagiarism occurs when a student directly copies portions of information from another source and deliberately attempts to pass it off as her own. Overt plagiarism is an automatic failing grade for the course. I will also inform the college administration that a student has engaged in academic dishonesty. Overt plagiarism includes, but is not exclusive to, (1) copying information from the Internet (copyrighted or non-copyrighted) without providing citations; (2) taking information and/or copying from another person, even with that person's permission; (3) taking information, ideas, and/or writing from any source without proper citation and quotation marks.

There are wonderful primary and secondary sources available on the Internet. There are also many misleading, anachronistic, nonacademic, and problematic sources. While you will gain some skills in analyzing the credibility of sources, this is not a research methods class. Thus, *any use of information not assigned in this class without the instructor's permission will be considered overt plagiarism.*

Accidental plagiarism occurs when a student fails to provide adequate and proper citation, but it is also clear that the student's intentions were not malicious or deceptive. The professor will decide the severity of the penalty. Penalties for accidental plagiarism could result in points off or a failing grade for the assignment. If a receives a failing grade, she will be allowed to resubmit the assignment with proper citations and devoid of plagiarism. If the resubmitted paper contains any examples of plagiarism, the failing grade will remain. Because the final essay is graded at the end of the semester, it is up to the professor's discretion whether to assign a failing grade for accidental plagiarism or to dock points for accidentally failing to cite sources.

Course Requirements

Attendance/Class Participation: (15%): You will earn attendance points by attending the full class secession. If you leave class early or show up late, you will lose points. If you miss class, you can earn an excused absence and make up any work provided you do so within one week of missing class. All makeup assignments will incur a penalty. It is your responsibility to makeup all absences and work. Simply notifying the professor in advance that you will not be able to attend class is not enough. See "Excused Absence" section below.

In-Class Writing Assignments: (10%): You are required to complete two in-class writing assignments. I will give you the assignment at the beginning of class and you will submit it at the end of class. Evaluation will be based on the thought and effort you put into your response.

Writing Assignments: (40%): You will write four short 900-word essays based on readings available in the Course Packet. Your essay should answer the assigned question(s) and then provide specific examples from the reading to support your answer. Your essays are due at the beginning of the class period. They must be typed in 12-point font and double-spaced with one-inch margins. Evaluation will be based on your understanding of the material and your ability to draw on specific examples from the reading to defend your answer.

Final Exam: (35%): You will complete a Final Exam in class on the dates listed in the Course Schedule. The exam will consist of ten short-answer questions where you will demonstrate the extent to which you have mastered class material. A list of all potential short answer questions is available in your Course Packet.

Make-up Policy: It is your responsibility to makeup all work. Simply notifying the professor in advance that you will not be able to attend class is not enough. To make up work, you must stop by during office hours no more than one week after you missed class. Late assignments will **not** be accepted more than one week after the due date. Because a central goal of this course is to learn the importance of ethical work habits, all makeup assignments and excused absences will only receive partial credit. All assignments will be penalized one letter grade for every day it is late. The late policy can be waved if (1) student notifies professor well in advance of the due date; and (2) professor sees a clear need for student to miss a deadline. All makeup work is the student's responsibility. I will not distribute makeup work via e-mail. If you complete an assignment before class meets, you will not receive a late penalty. *All makeup assignments will be graded at the end of the semester.* This policy does not include the final exam, which cannot be made up for any reason.

Excused Absences: It is your responsibility to makeup all absences. Simply notifying the professor in advance that you will not be able to attend class is not enough. To earn an excused absence, you must stop by during office hours no more than one week after you missed class. I will then give you an assignment that must be turned in no more than one week after the missed class. The excused absence assignment will be assessed for quality. A high-quality response will earn full credit for the absence. Poor-quality responses will earn partial credit or no credit. *All excused absence assignments will be graded at the end of the semester.*

Grading Scale

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

Course Schedule

Monday, June 24
Introduction to the Course

Lesson #1: The Historian's Craft: In this lesson, we survey historical methodology and theory. Particular emphasis will be placed on distinguishing between primary and secondary sources as well as how to read both types of documents. We will also learn how historians avoid anachronism and seek to study the past on its own terms. Learning how to ask historical questions and read documents in context are central goals of this lesson.

Tuesday, June 25
Read Rampolla, *Pocket Guide* (Course Packet)
In-Class Writing Assignment due end of class

Lesson #1: Reconstruction, 1865-1877: This lesson explores the moment shortly after the American Civil War where it looked like the United States government might recognize equality among all citizens. That did not happen, however, as soon new systems were put in place to ensure white-male hegemony. We will also examine how African Americans used Reconstruction as an opportunity to create their own institutions and concepts of freedom.

Wednesday, June 26
Read Roark, *The American Promise*, Chapter 16 Reconstruction

Thursday, June 27

No reading assignment

Friday, June 28

Read Hunter, "Reconstruction and the Meanings of Freedom" (Course Packet)

Writing Assignment #1 due beginning of class.

Lesson #2: The Gilded Age, 1877-1900: This lesson examines the many responses to the mechanized production and the growth of industrial capitalism. Rural farmers, workers, and immigrant experiences will be highlighted. We will also look at the effects that U.S. imperialism had on both Americans and those the US sought to control.

Monday, July 1

Read Roark, *The American Promise*, Chapter 17 The Contested West

Tuesday, July 2

Read Roark, *The American Promise*, Chapter 18 Railroads, Business, and Politics in the Gilded

Lesson#3: The Progressive Era, 1900-1914: In this lesson, we continue to focus on the intensification of industrialization and the growth of the federal government. Rather than simply protect property, however, during the Progressive era, many voices emerged critical of the concept of "limited government." As a result, local, state, and federal governments became more active in promoting the welfare of citizens. powerful inequalities still remained in the nascent welfare-state, however.

Wednesday, July 3

Read Roark, *The American Promise*, Chapter 19 The City and it's Workers

Thursday, July 4

Read Roark, *The American Promise*, Chapter 20 & 21 Dissent, Depression and War & Progressivism from the Grass Roots to the White House

Lesson #4: The United States in World War I, 1914-1920: We will explore the causes of World War I as well as the United States reluctant and belated entry into the war. We will pay particular attention to the ways in which the US government worked to create a sense of urgency and shared identity while making its case for entry into the war.

Friday, July 5

Read Roark, *The American Promise*, Chapter 22 The progressive Crusade at Home and Abroad

Monday, July 8

Read Wheeler & Becker, Chapter 5 (Course Packet)

Writing Assignment #2 due beginning of class

Lesson #5: A New Era?, 1920-1929: We will discuss the years between World War I and the Great Depression. We will examine the conservative backlash against Progressivism but also how many Americans used post-war prosperity to cultivate art and a shared identity.

Tuesday, July 9

Read Roark, *The American Promise*, Chapter 23 From New Era to Great Depression

Wednesday, July 10

Film: *Against All Odds: The Artists of the Harlem Renaissance* (PBS)

In-Class Writing Assignment #2 due end of class

Lesson #6: The Great Depression and the New Deal, 1929-1940: In this lesson, we will examine the causes of the rapid economic growth the United States in the 1920s as well as the major decline known as the Great Depression. While causes of economic booms and busts are important, we will also look at how the economy affected Americans lives and how Americans responded to economic growth and travails.

Thursday, July 11

Read Roark, *The American Promise*, Chapter 24 The New Deal Experiment

Friday, July 12

Read Brown and Shannon, *Going to the Source*, Chapter 8 (Course Packet)

Writing Assignment #3 due beginning of class

Lesson #7: The United States in World War II, 1939-1946: This lesson will discuss the various causes of World War II as well as the US's role in the war.

Monday, July 15

Read Roark, *The American Promise*, Chapter 25 The United States and the Second World War

Tuesday, July 16

No reading assignment

Lesson #8: The Cold War, 1946-1960: This lesson will examine the development of anti-communism in the years after the War. Particular attention will be paid to how Americans experiences of both the war years and the post-war era differed based on race, class, and gender.

Wednesday, July 17

Read Roark, *The American Promise*, Chapter 26 Cold War Politics in the Truman Years

Thursday, July 18

Read Roark, *The American Promise*, Chapter 27 The Politics and Culture of Abundance

Lesson #9: The Long Sixties, 1955-1979: In this lesson, we will survey the growth of American consumer-orientated economy and culture as well as the rise of the Civil Rights Movement and the Counter-Culture. We will emphasize the many and varied, multiple, and conflicting challenges to American "conservatism."

Friday, July 19

Read Roark, *The American Promise*, Chapter 28 Reform, Rebellion, and Reaction

Monday, July 22

Read Roark, *The American Promise*, Chapter 29 Vietnam and the End of the Cold War Consensus

Lesson #10: The New Right, War, and Economic Crisis 1979-Present: This lessons explores the conservative backlash to the counter-culture movements and to the New Deal. We will focus on the rise of the New Right, the Iraq War, and the economic crisis of 2008-2009. Particular emphasis will be paid to the role that race played in creating conservative identity.

Tuesday, July 23

Read Roark, *The American Promise*, Chapter 30 & 31 America Moves to the Right & The Promises and Challenges of Globalization

Wednesday, July 24

Read Nadasen, "From Widow to 'Welfare Queen': Welfare and the Politics of Race" (Course Packet)

Writing Assignment #4 due beginning of class

Final Exam

Thursday, July 25
Review for Final Exam

Friday, July 26
Final Exam

Academic Integrity

As members of the Seminole State College of Florida community, students are expected to be honest in all of their academic coursework and activities.

Academic dishonesty, such as cheating of any kind on examinations, course assignments or projects, plagiarism, misrepresentation and the unauthorized possession of examinations or other course-related materials, is prohibited.

Plagiarism is unacceptable to the college community. Academic work that is submitted by students is assumed to be the result of their own thought, research or self-expression. When students borrow ideas, wording or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as the student's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized.

Students who share their work for the purpose of cheating on class assignments or tests are subject to the same penalties as the student who commits the act of cheating.

When cheating or plagiarism has occurred, instructors may take academic action that ranges from denial of credit for the assignment or a grade of "F" on a specific assignment, examination or project, to the assignment of a grade of "F" for the course. Students may also be subject to further sanctions imposed by the judicial officer, such as disciplinary probation, suspension or dismissal from the College.

Selected Studies in United States History 1865 to present

AMH 2931, Summer 2019, June 24 - July 26

Course & Faculty Information

Lecturer: TBA

Email: TBA

Time: Monday through Friday

Teaching hour: 15

Office hours: 2 hours (According to the teaching schedule)

Credit: 1

Course Description

This course is scheduled for individual students who wish to explore topics supplementary to the curriculum in United States History since 1865 (AMH2020).

Pre-reqs: To be taken in conjunction with United States History 1865 to present (AMH2020).

Measurable Course Objectives

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Place contemporary events in historical context.
- Understand the idea of causation.
- Differentiate among historical sources, e.g., primary as opposed to secondary sources.
- Understand how economic and political ideas are translated into programs and policy.
- Understand the challenges faced in America by minorities, especially American Indians, African Americans and women.
- Write coherent, fact based expository essays on historical topics.
- Think and write from a critical perspective.
- Identify and understand different points of view in a historical controversy

Textbook Information

There are no textbooks required for this course.

Attendance Policy

The College recognizes the correlation between attendance and both student retention and achievement. Per [College Policy 3.060](#) **Students are expected to attend all classes, actively participate and complete all assigned course work for all courses for which they are registered.**

Collegewide Student Learning Outcomes

The Collegewide Student Learning Outcomes assessed and reinforced in this course include the following:

- Communication
- Critical Thinking
- Scientific and Quantitative Reasoning

- Information Literacy
- Global Sociocultural Responsibility

Grading Scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

Course Content

Student will select a book to read from a list provided by the Professor. The student will read the book and write an essay. Toward the end of the semester, the student will present her/his findings to the class.

Course Schedule

Week 1

Student selects book in consultation with the professor

Week 2

Student reads book and works on essay

Week 3

Student read book and works on essay

Week 4

Students present to the class

Week 5

Students submit final essay

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