HISTORY 202-G11
American History: 1877 To The Present
Aims Community College
Spring 2009

Mondays, Wednesdays, and Fridays
Westview 682
11:10am to 12:00pm (noon)
Mr. Clint Heiner, M.A.
Office: Westview 697 B
Office Phone: (970) 339-6442
Office Hours: MWF = 10am to 11am
Tu/Th = 11am to Noon
E-mail: clint.heiner@aims.edu (the best way to contact me is via e-mail)

Required Books (Available for Purchase at The Aims Bookstore)

Eric Foner, *Give Me Liberty: An American History Volume II*, Second Edition, (Published by W.W. Norton and Company, 2008).

William Bruce Wheeler and Susan Becker, *Discovering the American Past: A Look at the Evidence Volume II Since 1865*, Sixth Edition, (Published by Houghton Mifflin Company, 2007)

Six Blue Book Exam Booklets (Must Have These for Exams)

Ideas About The Course/ Objectives

This course is a survey of American History from 1877 (The Reconstruction Era following the Civil War) to the present day. We will be covering a lot of material and a lot of history in a short time, so be sure to keep up on the readings and attend class often. Although it is a survey course, it will not focus primarily on mundane facts, names, dates, and figures. Although facts, names, dates, and figures are important in the study of history, what is more important is the ability to analyze, discuss, and interpret historical data. More profoundly, the central goal to the study of history is to bring the past to life; to try and put yourself in the shoes of the people who lived through the time period we are about to study. To that end, the main goal of this course is to help you develop oral and written communication and critical thinking skills concerning trends and ideas from this particular time period of American History. You will be asked to read valuable works about the period, to participate in class discussions and activities, and to be attentive listeners to lectures and films. Then it will be up to you to analyze the information and ideas and come up with your own interpretations of this most fascinating period in American History. Furthermore, this course, once completed with a passing grade, does satisfy general education competencies and requirements in critical thinking and writing.

Expectations

Reading

Reading is a critical component of this or any history course. If you do not like to read, or feel you have no time to read, this course is not for you! Each week, you will be expected to read one to three textbook chapters (about 25-30 pages per chapter). Furthermore, you will also have to conduct a good bit of research and do a lot of outside reading in order to complete two writing assignments. Writing assignment #1 will be a 5-6 page paper based upon text book readings and primary source readings. And writing assignment #2 will be a 5-6 page research paper. Both of these assignments will have hand outs and we will go over them together during the third week of class. The point here is: Be prepared to read this semester!!

Attendance and Participation

It is also very important that you attend every class session so that you do not miss any important material that will be covered on exams, and information that can help you on your writing assignments. Attendance and participation (coming to class, asking questions, participating in discussions, keeping up on the reading, and just overall involvement) will always make the difference between a poor grade and a grade you will be pleased with. Attendance and participation have the ability to improve your final grade, especially in borderline cases. If you do not attend class and participate often, it will show on your exams and essays, and of course, on your final grade. There is a direct correlation between students who attend class regularly and those who are pleased with their overall grade in the class. Again, there is a direct correlation between regular attendance and high academic achievement. Students who wish to do well in this course should attend class regularly and take good, detailed lecture notes.

Evaluation

The most important aspect of this course is learning how to utilize the processes and resources of historical data and inquiry (those critical thinking and writing skills I mention on page one). To that end, the central components of your evaluation and final grade will be based upon your performance on three exams, two 5-6 page writing assignments, and four interactive class discussion and group work opportunities (which count as extra credit!).

Exams

The majority of your grade will be determined by your performance on three exams. Each exam will be worth 20% of your final grade, worth 100 points each. Each exam will be comprised of two sections. Each exam (except the final exam, exam #3) will take two class periods to conduct. One class period will be used for the IDs section worth 40pts of 100pts, thus, the IDs section is worth 40% of each exam. The other class period will be used to take the essay portion of each exam. The essay portion is worth 60pts of 100pts of each exam, thus, worth 60% of each exam. To study for the IDs sections of every exam see "Important Terms and People" at the end of every note set, I will draw all ID material exclusively from those banks of terms. For the essay portion of each exam I will hand out study guides one week before every exam. We will discuss the exams and the exam format in thorough detail together during the third week of class.

Writing Assignments/ Analytical Essays

In addition to the three exams you will be expected to write two 5-6 page essays each worth 100 points, each worth 20% of your final grade. Late papers will be penalized one full letter grade for every day they are late. To avoid late penalties, always try and hand your papers in on time. Writing assignment #1 is a 5-6 page essay based upon the textbook and primary source readings. Writing assignment #2 is a 5-6 page research paper, with a proposal completed before any writing begins. Both of these assignments (three all together including the proposal for the research paper) will be handed out during the third week of class, and we will go over all of them and the exam format in detail, together.

Class Discussions and Extra Credit

Throughout the duration of the semester I will also offer four extra credit opportunities by way of contribution in four interactive class discussions/group activities (some will be group based activities and discussions, some will be discussions among the entire class; in either case, all of them will require and be based upon primary source readings). If you participate in all four of the class discussions you will receive ten extra credit points, equivalent to a whole letter grade. If you do not contribute in all four class discussions, each individual contribution will be worth two extra credit points.

Important Policy Reminders

(1) If you miss a class, it is your responsibility to find out what was covered and get a copy of the lecture notes from a classmate. You can talk with me about missed material and I will be glad to answer **any** questions, however, **I will not email or give out my lecture notes**.

(2) Late writing assignments will be penalized one full letter grade for every day they are late. The writing assignments will be due at the **beginning** of class on the days they are due, after that they will be considered one day late. Be sure to hand in the writing assignments on time to avoid penalties.

(3) **I do not offer make-up exams so make-up exams will not be given.** Be sure to show up on the appropriate exam days.

(4) If you have any special educational/disability needs or requirements talk to me, and more importantly, contact Barbara Crane in the Disability Access Center in Horizon Hall 327. Phone: 970-339-6388. E-mail: disabilities@aims.edu Fax: 970-506-6937.

(5) Turn off all cell phones and behave like an adult in class.

(6) **Plagiarism:** Plagiarism is the act of using someone else's words, ideas, or writing without giving them their deserved credit. Buying a paper off the internet, copying and pasting pieces of information from the internet into your paper, or retyping a paper your roommate or classmate used last semester are all considered forms of plagiarism (just to name a few). Students who plagiarize typically get caught. Each writing assignment submitted to me will be carefully screened for plagiarism. Students who plagiarize will fail this course and possibly face further disciplinary action from the Dean of Students. **DO NOT PLAGIARIZE!!!!**

Questions: Please see me if you have additional questions about the course or about materials covered in class. Also, be sure to inform me if you have any special educational/disability needs or requirements.

Grade Distribution

Writing Assignment #1 (Due at beginning of class on Monday, February 16th)….....100 points = 20%
Exam #1 (Friday, February 27th = IDs; Monday, March 2nd = Essay)……...100 points = 20%
Exam #2 (Wednesday, April 8th = IDs; Friday, April 10th = Essay)……..…...100 points = 20%
Writing Assignment #2 (Research Project) (Due at the beginning of class on Wednesday, April 22nd); Don't forget about the Proposal for Writing Assignment #2 (Due much earlier at the beginning of class on Monday, March 9th) Proposal worth 10pts, Research Project worth 90pts All of it together is worth…….....100 points = 20%
Exam #3 (Final Exam) (Monday, May 4th, from 11:10am to 1pm in WV 682)……....100 points = 20%

---
500 points total = 100%

AN "F" ON THE FINAL EXAM OR FAILURE TO TAKE THE FINAL EXAM WILL RESULT IN AN "F" FOR THE COURSE, REGARDLESS OF THE FINAL AVERAGE FOR THAT STUDENT

Course Assignments and Schedule:

The following schedule is tentative and subject to change. Because the changes will be announced in class, it is the student's responsibility to attend class regularly in order to learn of any schedule changes. Also, all readings must be completed before the days scheduled events, whether from the textbook or from the primary sources reader.

Week 1: M, January 12 = Introduction
W, January 14 = The Reconstruction Era
Read Foner, Chapter #15 All
Also Read Foner, Chapter #17, pages 646 to 654 and page 659 to gain a feel for the aftermath and environment Reconstruction created for African Americans (Jim Crow South)
F, January 16 = Finish Reconstruction THEN
Conquest of the West; Indian Wars and Assimilation
Short Clip from Ken Burns *The West*
Read Foner, Chapter #16, pages 602 to 615

Week 2: M, January 19 = NO CLASS FOR DR. MARTIN LUTHER KING, JR. DAY
W, January 21 = Continue with Conquest/Settlement of the American West
Still on Foner, Chapter #16, pages 602 to 615
F, January 23 = The Ghost Dance and Wounded Knee
Wounded Knee and Beyond?

Week 3: M, January 26 = VERY IMPORTANT Technical Day: We will discuss the exam format, in addition, I will hand out both writing assignments and we will go over everything, together!
W, January 28 = Finish with all technicalities and handouts on this day
F, January 30 = Tentative (we may or may not have class depending on whether I have to attend a conference)

Week 4: M, February 2 = Industrialization, Labor Violence, and Strikes
Read chapter #16 All (except for the portion on Indians and the West)
W, February 4 = Immigration and Urbanization; Nativism and Late Nineteenth Century Culture and Politics
Read Foner, Chapter #17, pages 634 to 661
F, February 6 = Briefly Mention Farmers and Populism (Beginning of Chapter #17)
American Imperialism, The Spanish American War, and the American Philippine War
Film: Documentary on American Imperialism in the Early Twentieth Century
Read Foner, Chapter #17, pages 661 to end (pages 673)

Week 5: M, February 9 = Finish American Imperialism
W, February 11 = Class Discussion #1: The Beginning of American Imperialism and Modern Foreign Policy. Is Imperialism Anti-American?
F, February 13 = The Progressive Era: Urbanization, Immigration, and Social Reform
Read Foner, Chapter #18 to page 707 "The Progressive Presidents"

Week 6: M, February 16 = **Writing Assignment #1 Due at the Beginning of Class**
Class Discussion #2: Class discussion based on WA #1
Analytical Essays Based on Primary Source Documents (Reconstruction Era)
W, February 18 = The Progressive Presidents: Teddy Roosevelt and Woodrow Wilson
Read Foner, Chapter #18 Finish (Page 707 to 715)
Also, start reading Foner, Chapter #19 up until page 724
F, February 20 = America and the Great War (World War I)
Read Foner, Chapter #19 All

Week 7: M, February 23 = Finish with WWI
Hand Out Study Guide #1
W, February 25 = Class Discussion #3: World War I Propaganda at Home
In Class Group Activity (Reading and Discussion)
Read Wheeler and Becker (primary sources), Chapter #5 All (pages 124 to 157)
F, February 27 = **Exam #1 (ID SECTION)**

Week 8: M, March 2 = **Exam #1 (ESSAY SECTION)**
W, March 4 = The "Roaring" Twenties; 1920s America: Good and Bad Dichotomy
Re-Read Foner, Chapter #19, pages 748 to the end
Read Foner, Chapter #20 to page 790, stop at "The Great Depression"
F, March 6 = The Great Depression and 1930s America
Read Foner, Chapter #20, pages 790 to finish (page #799)

Week 9: M, March 9 = **Proposal for Writing Assignment #2 (Research Project) Due at Beginning of Class**
Franklin Delano Roosevelt and the New Deal
Read Foner, Chapter # 21 All
W, March 11 = Finish with FDR and the New Deal
F, March 13 = The Global Crisis: World War II 1920s to 1941
Origins of World War II in Europe and Asia
Read Foner, Chapter #22, to page 851, stop before "The War in the Pacific"

Week 10: March 16-20 = NO CLASS ALL WEEK FOR SPRING BREAK

Week 11: M, March 23 = The American Homefront during World War II:
Women, African, Mexican/Latino, Indian, and Asian Americans at Home and Abroad During WWII
Read Foner, Chapter #22, pages 855 to 878
W, March 25 = Catch Up Day
F, March 27 = WWII: The War in Europe 1930s to 1945
Films: *Saving Private Ryan* and *Band of Brothers*
Read Foner, Chapter #22, pages 852 to 855, "The War in Europe"

Week 12: M, March 30 = America and the Holocaust 1930s to 1945 and Today?
Films: *Schindler's List* and *Band of Brothers*
W, April 1 = WWII: The War in the Pacific 1930s to 1945
Read Foner, Chapter #22, pages 851 and 852, "The War in the Pacific"
Hand Out Study Guide for Exam #2
F, April 3 = The End of WWII: The Legacy of the Good War
Read Foner, Chapter #22, pages 878 to finish (page 885)

Week 13: M, April 6 = Class Discussion #4: Hiroshima, Nagasaki, the Use of the A-Bomb, and Enola Gay; In Class Group Activity (Reading and Discussion)
Read Wheeler and Becker (primary sources) Chapter #8 All (pages 203 to 238)
W, April 8 = **Exam #2 (IDS SECTION)**
F, April 10 = **Exam #2 (ESSAY SECTION)**

Week 14: M, April 13 = The Origins of the Cold War: 1945 into the 1950s
The Korean War and McCarthyism
Read Foner, Chapter #23 All

W, April 15 = 1950s America: Culture, Conflict, and Cold War
Film: *Atomic Café*
Read Foner, Chapter #24 All

F, April 17 = The Rise of Liberalism:
John Fitzgerald Kennedy, Lyndon Baines Johnson, and the 1960s Cold War (excluding its central feature: Vietnam)
Read Foner, Chapter #25 Part I: pages 973 to 982

Week 15: M, April 20 = Catch Up Day (Get done with JFK and LBJ on this day)

W, April 22 = **Writing Assignment #2 (Research Project) Due at the beginning of Class**
The Civil Rights Movement: 1954 to Present
Non Violence to Violence if Necessary: MLK to Malcolm X and the Black Panthers; Today??
Read Foner, Chapter #25 Part II: pages 968 to 972 and 982 to 985 (stop at Vietnam and the New Left)

F, April 24 = The Vietnam War: 1945 to 1968 (Origins to Tet)
Foner, Chapter #25 Part III A: pages 985 to finish (page 1007)
Film: *Forrest Gump*
Hand Out Study Guide for Final Exam (Exam #3)

Week 16: M, April 27 = The Vietnam Era 1965 to 1975: My Lai, the War at Home, the Anti-War Movement, the Rise of the New Left and the Counter Culture, Hippies and Woodstock, and the Mobilization of Minorities (Civil Rights, AIM, Latinos, Gay Liberation, and New Feminism)
Read Foner, Chapter #25 Part III B: same as above, pages 985 to 1007 (end)

W, April 29 = Nixon and Vietnam: Kent State and Anti-War Fervor, the End of Vietnam, and the Vietnam Legacy; Watergate and the Fall of Richard Nixon
The Sixties Legacy
Read Foner, Chapter #26, pages 1010 to 1022, stop at “The End of the Golden Age”

F, May 1 = Catch Up Day

Topics we would have covered if we had time:

* The Triumph and Collapse of Communism in Europe (Cold War Part II)
* Jimmy Carter and the 1970s Cold War
* The 1980s: The Rise of New Conservatism, Ronald Reagan, Reaganomics, and the Waning of the Cold War (Berlin Wall Goes Down in 1989, Communist Collapse in Eastern Europe and Russia 1989-1991)
* Legacy and Impact of the Cold War (Globalization and Terrorism Replace the Cold War as the International Structure and System of the Global World)
  Read Foner, Chapter #26, pages 1022 to finish, and, the first couple pages of Chapter #27 to page #1054, stop at "The Gulf War"
* George Bush I and the Persian Gulf War (Gulf War I)
* America at the Turn of the Twenty First Century
* Legacy and Aftermath of the Age of Super Powers
* Cold War Legacy: Europe Domination, To Collapse, World De-Colonization
* Only U.S. and Soviets Left, Leads to Rise of Wars of Independence Globally, and Terror Against the West (Especially after Soviet Union Collapses) because both Fill the Power Vacuum Once filled by Europe; Once Soviets Gone, U.S. Only Remaining Superpower
* Globalization (Pros and Cons)
* The Rise and Threat of Global Terrorism
* Bill Clinton: The Age of Genocide, War, and Diplomacy
* 9/11 and Its Aftermath
* An American Empire Today?
* War In Iraq Today (Persian Gulf War II)
* America, The West, and the Future: Triumph or Tragedy? Right or Wrong?
* Is Western Civilization in a State of Decline? Is America in Decline?

*** Note on the Final: Both ID and Essay Sections will be completed since you have one hour and fifty minutes to complete the final**

Exam #3 (Final Exam):

Monday, May 4th, from 11:10am to 1:00pm in Westview 682