

SYLLABUS

History 2020 – American History II – Since 1877

Dr. Wolar

Fall, 2008

M 6:00 – 9:00 p.m.

Room 145

RECOMMENDED TEXT:

George B. Tindall and David E. Shi, America: A Narrative History. Brief Seventh Edition. (New York: W.W. Norton, 2007).

RECOMMENDED RESOURCE:

Howard Zinn, A People's History of the United States, 1492-Present (New York: HarperCollins, 2003).

CATALOG DESCRIPTION:

A survey of American history since the Reconstruction that includes a social, cultural, political, intellectual, and economic analysis of the following major issues: industrialized corporate capitalism and its struggle with labor, Gilded Age politics, Populism, the continued settlement of the frontier West and its resistance, immigration, imperialism and the Spanish-American War, Progressivism, World War I and paradoxes of the interwar period, the Great Depression, the New Deal, World War II, post-war prosperity, cultural disillusionment and the civil rights movement, the conflicts in Korea and Vietnam, the Reagan Revolution, and America as the dominant contemporary world power.

OBJECTIVE:

To critically analyze the political, social, economic, and cultural issues attending the history of the United States since the end of Reconstruction in 1877. Background material to the Reconstruction era will be introduced in order to view the beginning of the course in proper historical context.

OUTCOMES:

The student will be intellectually exposed to a variety of cultural values, institutions, and traditions. The student will demonstrate historical knowledge and critical thinking skills in preparation for transfer to a four-year college or university. Additionally, the student will acquire rudimentary library skills and apply effective writing skills in pursuance of the above-stated objectives.

SCHEDULE OF READING:

Week of August 25: Tindall/Shi, chapter 19: "New Frontiers: South and West."

Week of September 1: Tindall/Shi, chapter 20: "Big Business and Organized Labor."

Week of September 8: Tindall/Shi, chapter 21: "The Emergence of Urban America."

Week of September 15: Tindall/Shi, chapter 22: "Gilded-Age Politics and Agrarian Revolt."

Week of September 22: Tindall/Shi, chapter 23: "An American Empire."

Week of September 29: Tindall/Shi, chapter 24: "The Progressive Era."

Week of October 6: Tindall/Shi, chapter 25: "America and the Great War;" and, chapter 26: "The Modern Temper."

Week of October 13: Tindall/Shi, chapter 27: "Republican Resurgence and Decline;"

Week of October 20: Tindall/Shi, chapter 28: "New Deal America."

Week of October 27: Tindall/Shi, chapter 29: "From Isolation to Global War."

Week of November 3: Tindall/Shi, chapter 30: "The Second World War."

Week of November 10: Tindall/Shi, chapter 31: "The Fair Deal and Containment."

Week of November 17: Tindall/Shi, chapter 32: "Through the Picture Window: Society and Culture, 1945-1960."

Week of November 24: Tindall/Shi, chapter 33: "Conflict and Deadlock: The Eisenhower Years."

Week of December 1: Tindall/Shi, chapter 34: "New Frontiers: Politics and Social Change in the 1960s";

Week of December 8: Tindall/Shi, chapter 35: "Rebellion and Reaction in the 1960s and 1970s."

Week of December 15: Final Examination Week.

EXAMINATION/CRITICAL REVIEW SCHEDULE:

First Critical Book/Film Review – September 22

First Midterm Examination – October 6

Second Midterm Examination – October 13

Second Critical Book Review – December 1

- Final Examination Review Session – December 13 (Sat.) at 10 a.m.

INSTRUCTIONAL METHODS:

The course will be conducted predominantly in a lecture format, with Socratic questioning and discussion incorporated within the course presentation. Occasional use will be made of computer-assisted materials, handouts, and maps.

EVALUATION:

The midterm examinations are worth 25% of the course grade. The critical book reviews are worth 35% of the course grade. The final examination is worth 40% of the course grade.

The midterm examinations will consist of identification of names/terms/interpretive perspectives. The final essay examination, comprehensive in nature, will be written on examination "blue books" on sale at the campus bookstore.

The critical book reviews will consist of critical analyses of two scholarly monographs pertinent to the subject matter and chronology of this course. Appropriate books may be chosen from the book list included with this syllabus or from the further reading section at the conclusion of each chapter of the text. Prior approval of your book choice must be obtained from the instructor. If you cannot find a suitable book from the above, see the instructor for further advice.

The critical book reviews are to be formally organized according to the parameters of the Chicago Manual of Style (summarized in Kate Turabian's Manual for Writers). Therefore, each paper is to be double-spaced, footnoted (endnotes are an acceptable

alternative), and reflect appropriate margin spacing. Each paper is to be 6-8 pages in length. Students taking the course WI will be expected to write two 8-10 page critical book reviews.

All critical reviews are to be turned in during the class period of the appropriate deadline date, unless alternatively advised by the instructor.

--- Optional Evaluative Track: The student may choose to write a 3-5 page critical film review in lieu of the first critical book review. The film will be chosen from the list of films at the end of the reading list. The required subsequent book review must be on the identical topic as the reviewed film. For example, if the student chose to review the film “Mississippi Burning”, the student’s subsequent book review would need to be on the American civil rights movement of the 1950s-1960s. The critical film review is worth 15% of the course grade, while the subsequent critical book review is worth 20% of the course grade under this Optional Evaluative Track. The student must notify the instructor in writing, by September 8, of the student’s wish to pursue the Optional Evaluative Track. Note: This optional opportunity does not apply to students taking the course WI.

Make-up examinations are NOT given, except under extraordinary circumstances and with the prior approval of the instructor.

All critical film/book reviews are to be turned in during the class period of the appropriate deadline date, unless alternatively advised by the instructor. Email submissions are acceptable, as long as the email submissions are forwarded no later than 9:00 p.m., C.S.T., on the appropriate deadline date. Critical film/book reviews may be mailed through the USPS, but must be postmarked no later than the appropriate deadline date. Late critical film/book reviews will NOT be accepted – no exceptions.

For evaluative purposes, the student is accountable for ALL assigned reading and ALL class presentations. Therefore, to maximize your potential in the course, you are strongly advised to regularly attend class.

All electronic recording devices are prohibited in class unless the instructor grants, upon good cause, prior consent for such use. Turn cell phones off during class.

For evaluative purposes, the following grade scale is applicable:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 50-59

The instructor views the above grades as indicative of the following academic standard of achievement:

An “A” grade is an honor grade indicating excellence, and is equivalent to a consistently superior performance in the course. The issuance of an “A” grade reflects the instructor’s professional judgment that the student has mastered the essential facts, issues, and themes of the college-level history course and the interconnections between such facts, issues, and themes in proper chronological sequence.

A “B” grade is an honor grade equivalent to a competent performance that is less than the substantive mastery expected for an “A” grade, yet clearly above the average performance expected within the confines of a “C” grade. The issuance of a “B” grade reflects the instructor’s professional judgment that the student has a good, but not superior, grasp of the relevant facts, issues, and themes, as well as the interconnections between such facts, issues, and themes in proper chronological sequence.

A “C” grade is equivalent to an average or satisfactory performance in the course and professionally reflects an adequate comprehension of the essential facts, issues, and themes, as well as the interconnections between such facts, issues, and themes. The issuance of a “C” grade indicates that the student has exhibited sufficient ability to warrant entering sequential courses in the discipline of history.

A “D” grade is equivalent to a passing, but less than satisfactory, performance in the course and reflects no more than a minimal comprehension of the essential facts, issues, and themes, and no more than a minimal comprehension of the interconnections between such facts, issues, and themes. The issuance of a “D” grade indicates that the student is not likely to be successful in a higher level history course and would not meet prerequisite requirements.

An “F” grade is a failed performance that reflects neither a minimal comprehension of the essential facts, issues, and themes of the course, nor any viable comprehension of the interconnections between such facts, issues, and themes of a college-level history course.

WITHDRAW FROM CLASS PROCEDURE:

If the student fails to attend class, he/she must complete the withdrawal form with the Student Services office. A “W” will appear on the transcript. Students failing to formally withdraw from the course may receive an “F” as a letter grade on the permanent transcript.

PLAGIARISM:

Students are encouraged to review page 29 of the MPCCA 2008-2009 Student Handbook, re: plagiarism. Plagiarism occurs when a student secures the ideas and/or writings of another without attribution to the original author. Plagiarism jeopardizes the integrity of the scholarly experience and is not to be tolerated.

DISCLAIMER:

This syllabus is not a contract and the instructor retains the right to make changes in the course schedule, policies, and requirements as necessary so long as those changes are consistent with the policies of MPCC and do not affect transferability.

DISABILITIES:

Mid-Plains Community College is committed to providing a discrimination-free environment for its students with disabilities. Students with learning or physical disabilities are encouraged to request assistance from administrative staff at: 535-3710, 535-3706, 535-3637, or 345-8128.

OFFICE HOURS:

MWF / 10 a.m. to 10:50 a.m.

T/Th – 8:30 to 9:20 a.m.

Room 145A

308-535-3763

wolarg@mpcc.edu

<http://www.geocities.com/gwolar/>

If the above office hour is unsatisfactory, please arrange to meet me at another time. Leave a phone number or email address by which you can be reached. Alternatively, arrange to meet with me immediately prior to, or immediately subsequent to, class. If you are experiencing academic difficulty, do not hesitate to contact me as soon as it becomes apparent to you.

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