History 102: History of the United States Post Civil War
Spring 2014

Section 5612—Enochs High School
August 28, 2014—Dec. 11, 2014
Thursdays 6:30 P.M.—09:35 P.M.
Office: Modesto Junior College East Campus, Founders Hall, Rm. 120G
Office hours: After class, or by appointment
R. Vanden Bosch, Instructor
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Additional Materials: Scantron Form 882-E (16 answer sheets)

CLOs: History 102: History of the United States Post Civil War

Objective #1
Students will be able to explain the development of American Industrialization and its economic, political, and social impact (1860-1945).

Objective #2
Students will be able to analyze the rise of the United States as a global power from the Spanish-American War to World War II.

Objective #3
Students will be able to explain the impact of race, gender, and class in Post-Civil War America.

Objective #4
Students will be able to explain the rise and development of social justice movements in Post-World War II America.

Objective #5
Students will be able to analyze and explain the Cold War at home and abroad.

Course Outline and Objectives

This course provides an introduction to the important events and leading themes of Post-Civil War U.S. History through to the present. The study of history is the study of different stories and different perspectives. This class covers a great deal of time and space, so we can cover only some of the many events, periods and important issues relevant to U.S. History. This course, therefore, cannot be comprehensive, but is meant as a starting point to introduce students to topics that they may want to pursue further on their own. We will look at different ways to consider the past—political, social, cultural or economic. The primary objective of this course is to develop and expand the historical literacy of its participants. This does not mean rote memorization of names and dates. Rather, it involves interacting with historical content to extract from it larger meaning and significance. Historical inquiry is an active pursuit that is meant to be engaged by those who study it. The benefits of such an approach offer students not only a keener understanding of American history, but the enhancement of critical skills applicable far beyond the scope of this class.

Upon successful completion of the course, the student will be able to:

- Identify and apply historiographic analysis.
- Compare historiographic analysis with analytic methods of other social sciences.
- Analyze the impact of immigration on American society and culture.
- Compare and contrast regional Western, Southern, and North Eastern political, social and economic developments after the Civil War.
- Analyze the political and social effects of Reconstruction and its abandonment.
- Trace post-reconstruction political development including Constitutional interpretations such as Plessy v. Ferguson and Congressional actions such as the Chinese Exclusion Act, and analyze the social effects.
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- Identify regional cause and effect relationships between technological and industrial developments of the nineteenth century and Native American Wars.
- Identify and analyze causal factors that produced populism, progressivism and socialism in America.
- Trace the origin and development of American warfare and analyze their political, social, and economic ramifications. Topics include, but is not limited to, the Spanish-American War and the “Philippine Insurrection,” WWI and WWII, The Korean War, The Vietnam War, and the Gulf Wars.
- Evaluate American Nativism.
- Compare the Roaring 20s and Harlem Renaissance in the Republican Era.
- Trace the origins and development of the Great Depression and analyze the effectiveness of the New Deals.
- Analyze the causal relationships between World War II and the Cold War.
- Analyze the relationship between California as harbinger to National movements and political action such as Japanese internment, anti-communism, and citizen initiatives on immigration restriction.
- Trace the origins and development of the various Civil Rights movements including but not limited to the various ethnic civil rights movements, second wave feminism, the gay rights movement, and major Supreme Court Constitutional interpretations such as Brown v. Board of Ed., Topeka, Kansas, Miranda v. Arizona, Roe v. Wade.
- Define the late 20th century as a post 9/11, “anti-terrorism” social, cultural, and political phenomenon.
- Evaluate the role of technology in 20th and 21st century America.
- Evaluate California and Federal Constitutions as judicially interpreted documents of protection, inclusion and exclusion.
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Course Requirements and Grading

1. Please do not disturb other students by coming late or leaving early. Turn off or silence all portable electronic devices once class begins, and leave them off throughout the class. Using electronic devices during class will void all participation points—no exceptions.

2. You are expected to attend class regularly, to keep up with the reading assignments, and to participate in class discussion and group activities. Be realistic with your schedule—I only want seats filled by those who can complete the course.

3. Quizzes will be given during the first fifteen minutes of class, and cannot be made up, so please don’t ask. Your lowest two scores will be dropped. Perfect attendance (you do not arrive late, leave early, or use electronic devices during class) will enable you to drop three more quiz scores.

4. After you have finished the quiz, hand in only the Scantron sheet (not the quiz questions). Be extremely quiet until the timer goes off—other students deserve a quiet environment in which to take their quizzes.

5. Purchase eighteen (18) Scantron Form 882-E answer sheets by the second day of class for use throughout the semester.

6. Examination make-ups are given only under extraordinary circumstances. I should be notified prior to the examination. Please e-mail me, but do not call the History Office.

7. If you have any type of learning disability, please inform me after the first class so we can make arrangements to create an appropriate learning environment in conjunction with the Disabilities Office.

8. Copying material/answers from another source or student (i.e. quizzes, tests, information for the brief off the Internet) without authorization is cheating. You are expected to be honest and honorable in your fulfillment of assignments and in quiz/test-taking situations. Plagiarism and cheating are serious forms of academic misconduct. Cheating may result in an automatic grade of “F” for the course, no matter what the quality of your other class work is. You may also be referred to the Division Office for further disciplinary action. At the very least you will be given a “O” on the assignment without any opportunity to make it up.

9. You have a responsibility to help create a classroom environment where all may learn. At the most basic level this means you will respect the other members of the class and the instructor, and treat them with the courtesy you expect to receive in return. Do not talk while the instructor is lecturing, and work quietly while the timer is running before class. Differences of opinion will occur, but be respectful.

10. The schedule provided is subject to change. My lectures will address the subject of that week’s reading. It will be mandatory to read the materials before coming to class in order to get more from the lectures and to do well on the quizzes. Examination questions will be drawn from lectures, videos, supplemental materials, and assigned readings.

Grading (subject to change)

- **Quizzes** 125 pts. (the lowest 2 scores will be dropped; perfect participation can skip 5)
- **Primary Source Act.** 90 pts.
- **DBQs** 120 pts. (Three papers submitted via turnitin.com)
- **Trimester #1 test** 80 pts.
- **Trimester #2 test** 80 pts.
- **Final** 150 pts.
- **Notebooks** 135 pts. (Include answers to discussion questions—due final day of class)
- **Participation** 90 pts. (6 pts. per class x 15 classes—you must sign in to get credit)

Total 870 pts. (approximately)

- **A** = 90 to 100% (764–870)
- **B** = 80 to 89.9% (698–783)
- **C** = 70 to 79.9% (612–782)
- **D** = 60 to 69.9% (526–611)
- **F** = below 59.9% (Below 525)
Chapter 25: Transition to Modern War in 1917.

In 1915, the British steamship Lusitania was sunk by a German submarine off the coast of Ireland with 1,200 fatalities, horrifying Americans. The tragedy embroiled the United States more deeply in the European crisis, and despite Wilson's commitment to peace and neutrality, America went to war in 1917. Discussion questions (4)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. No PS document. Annenberg 18: TR and Wilson

DBQ #1: Imperialism—due by the beginning of class (submit via turnitin.com—Class: 8297313; Password: 1234)

Chapter 25: Transition to Modern America (no quiz)

The 1920s were marked by rapid economic and urban growth as well as rapid social change, inspiring tensions as rural America resisted many of these far-reaching changes. Based on mass production, the moving assembly line, and the marketing of consumer goods, the economy of the 1920s...
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experienced phenomenal growth. Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. Annenberg 20: The Twenties

Chapter 26: Franklin D. Roosevelt and the New Deal (quiz)

After a great rise in the stock market, the 1929 crash brought about an economic depression, which had to be dealt with first by Hoover, and then by Franklin Delano Roosevelt. Political cartoon analysis questions (3) and Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. PS documents: Herbert Hoover’s Speech and Franklin Delano Roosevelt’s Speech—due at the beginning of class. Use complete sentences, and include the question in your answer. Annenberg 21: FDR and the Depression

10/23: Chapter 27: America and the World, 1921–1945 (quiz)

Refusing to assume an important role in world affairs after the end of World War I, the United States became more and more isolationist throughout the 1920s. In the 1930s, as conflict brewed in Europe and Asia, the United States’ commitment to isolationism grew deeper until 1941 when Nazism and Japanese imperialism forced a foreign policy reversal and entrance into the second World War. At the conclusion of World War II, the United States remained highly involved in world affairs and took a leading role in maintaining world order. Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. PS documents: Charles Lindbergh, Radio Address and FDR’s, Annual Message to Congress—due at the beginning of class; use complete sentences and include the question in your answer. (Annenberg 23: The Fifties—same as C. 29)

DBQ #2: The Cold War—due by the beginning of class (submit via turnitin.com—Class: 8297313; Password: 1234)

10/30: Chapter 28: The Onset of the Cold War (quiz)

Postwar antagonism gradually led the United States and the Soviet Union into the Cold War. The contrasts between the countries were dramatically represented in their leaders—Truman, who believed in the innate goodness of America, and Stalin, the hard-headed realist who was determined to protect Russia’s wartime conquests. Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. PS document: Ronald Reagan’s Testimony—due at the beginning of next class; use complete sentences and include the question in your answer. (Annenberg 23: The Fifties—same as C. 29)

11/6: Chapter 29: Affluence and Anxiety (quiz)

In postwar America, new affluence replaced the poverty and hunger of the Great Depression, and people flocked to suburbs like Levittown to escape the city and to raise their growing families. International events and the possibility of nuclear war contributed to increasing feelings of anxiety among the populace. The 1950s also saw the beginning of African Americans’ push for equality in the face of the nation’s growing affluence. Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. No primary source document for chapter 29. Annenberg 23: The Fifties

Chapter 30: The Turbulent Sixties (quiz)

The 1960s was an era of angry protests, violent demonstrations, and sweeping social change. Under both Kennedy and Johnson, significant domestic reforms occurred while the continued American involvement in Vietnam led to escalation and eventually stalemate. PS document: JFK, Cuban Missile Address—due at the beginning of class; use complete sentences and include the question in your answer. Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. Annenberg 24: The Sixties

11/13: Trimester #2 Test (Chapters 21–28)


The Nixon administration’s inordinate fear of political enemies led to numerous illegal activities by Republican officials and campaign supporters, including plans to break into the Democratic national headquarters in the Watergate building. Nixon probably did not have advance knowledge of the break-in, but he committed a criminal act by authorizing a far-reaching cover-up. No discussion questions. PS document: Jimmy Carter, The “Malaise” Speech—due at the beginning of class; use complete sentences and include the question in your answer.

Chapter 31B: To a New Conservatism: The Republican Resurgence, 1980–1992 (quiz)

A charismatic politician who stressed reduced government, balanced budgets, protection of family values, and peace through increased military spending, Reagan capitalized on suburban middle-class resentment against increased taxes, welfare expenditures, and government regulation and emerged as the perfect Republican candidate. Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers.

11/27 Thanksgiving—no class


The United States in the 1990s was characterized by a growing economy, changing demographics, and new foreign policy concerns. The nineties saw an economic boom that emerged from increased consumption and consumer confidence as well as technological innovations that made higher productivity possible without causing inflation. While the American population continued to shift toward the Sunbelt, the growing ethnic diversity caused by an influx of immigrants from Latin America made many Americans anxious. With the tragic events of September 11, 2001, the threat of international terrorism emerged as the primary national concern. Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. Annenberg 25: Contemporary History; Review for final

DBQ #3: Reagan—due by the beginning of class (submit via turnitin.com—Class: 8297313; Password: 1234)

12/11: Final Exam—notebooks due
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**DBQ #1:** The United States became a major leader in world affairs at the end of the nineteenth century and beginning of the 20th century. The majority supported American expansion as a national and moral imperative; others disagreed. Evaluate the validity of each position. Include long-term consequences of each point of view.

**DBQ #2:** “The Cold War was induced by the rigid policies of President Truman towards the Soviet Union, rather than the actions of the Soviet Union itself.” Assess the validity of this statement.

**DBQ #3:** To what extent did the presidency of Ronald Reagan restore the United States to economic prosperity and world leadership? Assess the validity of this argument.

**Grading Rubric**

**32–40 Essay**
- Contains a clear, well-developed thesis.
- Presents an effective analysis of all aspects of the question, although treatment may be somewhat uneven.
- Effectively uses a substantial number of documents (6+)
- Develops the thesis with substantial and relevant outside information.
- May contain minor errors that do not detract from the quality of the essay; is well organized and well written.

**23–31 Essay**
- Contains a partially developed thesis.
- Provides some analysis of the topic, but treatment of multiple parts may be uneven.
- Effectively uses some documents (3–5)
- Supports the thesis with some relevant outside information.
- May contain errors that do not seriously detract from the quality of the essay; has acceptable organization and writing.

**14–22 Essay**
- Contains an unfocused or limited thesis.
- Deals with the question in a general manner; simplistic, superficial treatment of the subject.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information or lists facts with little or no application to the question.
- May have major errors; may be poorly organized and/or written.

**13–Below Essay**
- Contains no thesis or a thesis that does not explain the prompt.
- Has little or no understanding of the documents, or ignores them completely.
- Contains little or no outside information or lists facts with no application to the question.
- Has numerous errors; is organized and/or written so poorly that it inhibits understanding.

Submit the essays via turnitin.com. The information for submission is:

1. www.turnitin.com
2. HIST 102-5612: Fall 2014
3. Class: 8297313; Password: 1234

Due on the due date listed above before the class starts—no exceptions.