History 102: History of the United States Post Civil War  
Spring 2012

Section 1423—Forum 102  
January 11, 2012—April 26, 2012  
Wednesdays 06:00 P.M.—09:05 P.M.  
Office hours: After class, or by appointment  
Forum Bldg, Modesto Junior College East, Room 102  
R. Vanden Bosch, Instructor  
Email: vandenboschr@mjc.edu  
Website: http://vandenboschr.faculty.mjc.edu/index.html

Additional Materials: Scantron Form 882-E (19 answer sheets)  
http://vandenboschr.faculty.mjc.edu/index.html

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 Rather, it involves interacting with historical content to extract from it larger meaning and significance.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.
- 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 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 your cell phone during class) will enable you to skip three more quiz scores. Once you finish your 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.

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

5. 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 BBSS Office.

6. 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.

7. 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.

8. 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.

9. 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, panel discussions, videos, supplemental materials, and assigned readings.

Grading (subject to change)

- Quizzes 125 pts. (the lowest two scores will be dropped; perfect attendance—lowest five)
- Brief 80 pts. (one paper—due 3/21)
- Primary Source Activities 130 pts.
- Trimester #1 Test 80 pts.
- Trimester #2 Test 80 pts.
- Final 140 pts.
- Notebooks 135 pts. (include answers to discussion questions/political cartoons—due 4/25)
- Participation 90 pts. (6 pts. per class x 15 classes)

Total 860 pts. (approximately)

- A = 90 to 100%
- B = 80 to 89.9%
- C = 70 to 79.9%
- D = 60 to 69.9%
- F = below 59.9%

Extra Credit Opportunities: tba
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Reading Assignments and Course Outline

1/11  Review course syllabus; discuss briefs; textbook website link: http://wps.ablongman.com/long_divine_appbrf_6/0,9208,1401946,-00.html

1/18:  Chapter 17: The West: Exploiting an Empire
In 1865, Americans, who believed expansion was their Manifest Destiny began moving westward across the continent, subduing the Native Americans through various means, creating a North American empire. Political cartoon analysis questions (3) and Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. Primary Source (PS) documents: Six Months in the Gold Mines & An Overland Journey—due at end of class; use complete sentences and include the question in your answer. Annenberg 16: The West

1/25:  Chapter 18: The Industrial Society
By 1876, Americans were rapidly developing their industrial society, which had a great impact on American culture and society. Government also fostered economic growth by providing monetary and resource grants to companies, stability, and freedom from regulation. 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: The Gospel of Wealth and The National Grange—due at end of class; use complete sentences and include the question in your answer. Annenberg 13: America at the Centennial

2/1:  Chapter 19: Toward an Urban Society: 1877–1900
The development of American cities radically altered the nation's social environment and problems. In the late nineteenth century, the city became a symbol of American life and people flocked to it, drawn by the hope of economic opportunity and the promise of a more exciting life. 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: The Jungle and The Growth of Cities—due at end of class; use complete sentences and include the question in your answer. Annenberg 14: Industrial Supremacy

2/8:  Chapter 20: Political Realignments in the 1890s
Economic depression dominated the 1890s and reshaped political alignments and attitudes. [Political cartoon analysis questions (3)—skip spring 2011] and Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. PS document: The People's Party Platform—due at end of class; use complete sentences and include the question in your answer.

Chapter 21: Toward Empire
As the American frontier “closed,” the United States in the 1890s acquired island colonies intended as naval bases and commercial outposts for the expansion and protection of American markets. Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. PS documents: Theodore Roosevelt, Third Annual Message to Congress and Henry Cabot Lodge, The Business World vs. the Politicians due at end of class; use complete sentences and include the question in your answer.

2/15:  Chapter 22: The Progressive Era
In late 1902, journalists, dubbed “muckrakers” by Theodore Roosevelt, contributed to a broad reform movement called “progressivism.” From the mid-1890s through World War I, progressives challenged the status quo and sought changes in the nation’s society, politics, economy, culture, and environment. Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. PS documents: Platform Adopted by the National Negro Committee—due at end of class; use complete sentences and include the question in your answer. Annenberg 19: A Vital Progressivism Trimester #1 test (Chapters 17–21)

2/22:  Chapter 23: From Roosevelt to Wilson in the Age of Progressivism
Presidents Roosevelt, Taft, and Wilson all espoused the progressive spirit of reform in the legislation that they championed and in their view of the federal government’s role in the life of the nation. Despite trying to continue with Roosevelt’s basic policies and directions, Taft’s presidency was far from smooth, and a bitter rift developed between the two men and within their party opening the door for Democrat Woodrow Wilson. Political cartoon analysis questions (2); Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. PS documents: National American Woman Suffrage Association, Mother's Day Letter (1912)—due at end of class; use complete sentences and include the question in your answer. Annenberg 18: TR and Wilson

Chapter 24: The Nation at War (needs to be by itself next time)
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 emboldened 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 documents. Annenberg 18: TR and Wilson

2/29:  Chapter 25: Transition to Modern America
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 experienced phenomenal growth. Discussion questions (2)—write down the questions in your notes, and answer each question thoroughly. Circle your answers. PS documents: Comprehensive Immigration Law. Annenberg 20: The Twenties

Discussion questions
The People's Party Platform—due at end of class; use complete sentences and include the question in your answer.

Discussion questions
The Jungle and The Growth of Cities—due at end of class; use complete sentences and include the question in your answer. Annenberg 14: Industrial Supremacy

Discussion questions
The People's Party Platform—due at end of class; use complete sentences and include the question in your answer. PS documents:
Chapter 26: Franklin D. Roosevelt and the New Deal
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 end of class; use complete sentences and include the question in your answer. Annenberg 21: FDR and the Depression

Chapter 27: America and the World, 1921–1945
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 end of class; use complete sentences and include the question in your answer. Annenberg 22: World War II

Chapter 28: The Onset of the Cold War
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 end of class; use complete sentences and include the question in your answer. (Annenberg 23: The Fifties—same as C. 29)

Brief due

Chapter 29: Affluence and Anxiety
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. Annenberg 23: The Fifties

Trimester #2 Test (Chapters 21–28)

Chapter 30: The Turbulent Sixties
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 end 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

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 end of class; use complete sentences and include the question in your answer.

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. PS document: Ronald Reagan, Address to the National Association of Evangelicals—due at end of class; use complete sentences and include the question in your answer.

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. http://www.cnn.com/ALLPOLITICS/resources/1998/lewinsky/; Annenberg 25: Contemporary History

Review for final

Final Exam—notebooks due
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Brief Format

The brief is a succinct synopsis and outline of the book’s central argument. This is not a book report or a summary, so please do not summarize the chapters. The total length of the paper should not exceed six pages. It should include, in order, the following elements:

- an exact quote of the book’s overarching thesis (quote the thesis exactly how it appears in the text—put the thesis in quotation marks). Give the page number (parenthetical reference) and a brief explanation of what the thesis means (approximately 50 words).
- an explanation of the book’s title (and subtitle, if there is one; approximately 50 words). Why did the author choose the title he or she did? What is the significance of the title?
- a statement of the author’s method (historical questions raised and answered), but more importantly, what does the author use as evidence (published accounts, such as primary-source books, pamphlets, or newspapers; unpublished material, such as chronicles, diaries, correspondence; official documents, such as court records and trial transcripts, church records, etc. Be specific—name examples) (approximately 100 words)
- an exact quotation of each chapter’s thesis (quote the thesis exactly how it appears in the text—put the thesis in quotation marks). Give the page number and a brief explanation of what the thesis means, not a summary of the chapter. Include introductory chapters and conclusions/epilogues (approximately 100 words per chapter—reduce words if there are a lot of chapters, or increase if fewer chapters).

Minus ____ (if not long enough or too long): total length: 1200–1500 words

Minus ____ Conveying your thoughts clearly requires grammatically correct writing, so grammatical correctness is an important part of this assignment. Grammatical problems will be pointed out in the evaluation process and, insofar as they detract from clarity, will be considered in the assignment of a score. Check your paper carefully and/or taking it to the Writing Center for evaluation before submitting if you feel uncertain about your grammar and/or spelling.

Brief Template

Book Title: Write the title out and explain what the title means.

Thesis: Identify and quote the thesis and parenthetically footnote the page on which it appears. Succinctly explain what the thesis means.

Author’s Method: What evidence does the author use to promote his or her point? Be specific—if primary sources are used, then what specific primary sources are used (give a few samples); if secondary sources are used, then what specific secondary sources are used (give a few samples)? Are sources documented throughout the book, or are endnotes used?

Chapter 1: Title and subtitle of the chapter (if there is or are subtitles)
Thesis: (quote it verbatim in quotation marks and parenthetically footnote the page) and what does it mean?

Chapter 2: Title and subtitle of the chapter (if there is or are subtitles)
Thesis: (quote it verbatim in quotation marks and parenthetically footnote the page) and what does it mean?
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### List of Acceptable Books for the Brief


*Other books will require pre-authorization and approval by me before you start reading, and must be scholarly in nature.*

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**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.