



The U.S. Since World War II

CRN 32714 * HIS K213 * Sec T1 * Tues. 6:30pm – 9:15pm * Room D221

SYLLABUS and AGENDA

Course Description

The U.S. Since World War II is a survey course that chronicles the events from the Great Depression and New Deal Era to our 21st Century “Global Society”. Students and instructor will journey through a historical process that has shaped our social structure, our values and norms, our perceptions, our relationships, and our societal and global conflicts. The course will also provide a window into the issues of race, sexism, ethnocentrism, immigration, homophobia, poverty, and an American society that is being molded by a historic shifting of national and global demographics.

This course is designed to present each student with a perspective of American history as it pertains to the growth and development of the American culture. History is a process that involves change over a period of time – change that is paramount to the relationships between people of different cultures and different heritage. The essential essence of history is interaction: how people relate to each other, to their community environment, their society, and to the larger world in which they live. History helps us to understand where we have been and how we have arrived in our present human condition; indeed, history helps us to understand our humanity and the issues that threaten our world and existence. Hopefully, we can learn from the historical past to understand our present condition and to better prepare for our future.

History is not simply reading about the past. History is questioning, searching, discovering, and culminating in discussion. It is essential that each student completes the readings, participates in class, and questions the various interpretations of history that are provided in the text, in documentaries, and through primary source readings that provide first-hand accounts of historic social, political, and economic change. Historical research will help each student to develop problem solving and critical thinking skills, as well as reading comprehension and writing abilities: skills that are essential no matter what field you are endeavoring to pursue. However, the essence of understanding is learning the essential questions and discovering how to find the answers. History is not merely memorizing the facts. History is discovering **why**, along with the **who**, **where**, and **when**.

The U.S. Since World War II will explore the political, social, economic, cultural, and foreign diplomacy changes that have guided Americans through the second half of the Twentieth Century, and into the dawning of a new age in the Twenty-first Century. The main focus will not just center on what historians refer to as “political” history from the top down which focuses on American Government, capitalist entrepreneurs, and the wealthy corporations whose actions affect the structure of American values, norms, and collective behavior. This course will also peer into the actions of the American working class, the struggles of immigrants to assimilate, or sometimes reject, American culture and society, and societal groups that have

been oppressed, disenfranchised, and marginalized and have demanded and fought for their constitutional and human rights, many of whom who are continuing to struggle today in the 21st Century.

Students will explore the expectations of Americans as they looked forward to the birth of a new age following World War II; an age of economic prosperity and domestic stability, secure in the strength of Western Civilization, led by the United States of America to prevent further military conflict. Unfortunately, Americans were in for an unpleasant surprise with the rise of the Communist Soviet Union, the expansion of communism into Asia, and the development of conflict in the Middle East, South America, and in various other Third World Nations. In addition, Americans' domestic stability would be shattered, and the true meaning of "**Liberty and Justice for All**" tested as disenfranchised Americans demanded their fair share of the American Dream.

Students will further explore the consequences of World War II, the rise of the Cold War manifested in Korea and Vietnam, the Civil Rights Movements, the Women's Movements, the Native American Indian Movements, and the revolutions of the 60's that eventually led to a dangerous anti-government militarism. In addition, the course will explore the issue of continued immigration into the United States of America and the social, economic, and political consequences. At the foundation of the predominance of the global economy and the continued rise of capitalism is the story of the American Working Class; a multi-layered diverse society of immigrants that have been seeking a new life and a new beginning since the voyage of the Mayflower in 1620 transported a group of Puritans to the "New World" seeking religious freedom from persecution. Subsequent voyages continued to transport various groups of immigrants: Europeans, Jews, Scandinavians, Africans, Asians, Middle Eastern; some willingly, others not. In the end, they all shared the distinction of building an America that is rather unique in its ability to withstand the continued cultural conflict which precipitated protests, rebellions, coming very close to revolution, yet still maintaining a democratic Capitalist Federal Republic that elected an African American into the office of President of the United States. The American culture shares some common values, norms, and ideologies: the desire for freedom and economic opportunity. And, many conflicting perceptions: the ability to truly engage in religious freedom, equal opportunity, social equality, and the definition of who is truly an American.

As you can see, the class has an exciting, though somewhat bumpy, journey ahead; and, if you focus and allow your instructor to guide you, it will be a rewarding journey!

COURSE OBJECTIVES

Students will engage in the following learning activities:

- Students will **seek to discover** the essence of a developing 20th Century American culture within the context of a multicultural diverse nation with roots that began with Native American, European, and African, but eventually extended to the emergence of new cultures within a new milieu. Students will further explore the development of shifting demographics that became increasingly evident in the 21st Century Global Society
- Students will **explore and discuss** the development of American norms and values and the process of socialization and assimilation of the continuous waves of immigration into the United States

- Students will **analyze** primary source writings by people who were a part of the historical process; students will then **engage in discussions** to **comprehend** and **evaluate** the primary sources and **debate** the various interpretations of how the sources explain the events of the past
- Students will **compose** their own interpretations of the historical past by **writing** analytical essays to **incorporate** the voices of the past with historical events and **create** a comprehensive narrative **synthesis** of those events
- Students will **complete** concept maps and multicultural diversity worksheets to **comprehend** how history is a part of the development of societal and cultural belief systems and apply that information to **analyze, comprehend,** and **evaluate** the evolution of American societal institutions
- Students will **participate in class discussions** to **articulate** their understanding of the historical past and **apply** that knowledge to **analyze** the development of current political, economic, social, and global issues

CORE COMPETENCIES AND STUDENT LEARNING OUTCOMES:

“History is a set of evolving rules and tools that allows us to interpret the past with clarity, rigor, and an appreciation for interpretative debate. It requires evidence, sophisticated use of information, and a deliberative stance to explain change and continuity over time. As a profoundly public pursuit, history is essential to active and empathetic citizenship and requires effective communication to make the past accessible to multiple audiences. As a discipline, history entails a set of professional ethics and standards that demand peer review, citation, and toleration for the provisional nature of knowledge.” (AHA History Discipline Core)

Students will:

- 1. Engage in historical inquiry, research, and analysis:**
 - Understand the dynamics of change over time
 - Explore the complexity of the human experience, across time and space
 - Evaluate a variety of historical sources for their credibility, position, and perspective.
 - Read and contextualize materials from the past with appropriate precision and detail.
- 2. Practice historical empathy:**
 - Develop a body of historical knowledge with range and depth.
 - Interpret the past in context; contextualize the past on its own terms.
- 3. Understand the complex nature of the historical record:**
 - Distinguish between primary and secondary materials and decide when to use each.

4. **Generate significant, open-ended questions about the past and devise research strategies to answer them:**
 - Use a variety of sources that provide evidence to support an argument about the past.
5. **Craft historical narrative and argument:**
 - Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed.
 - Write effective narrative that describes and analyzes the past for its use in the present.
6. **Practice historical thinking as central to engaged citizenship:**
 - Engage a diversity of viewpoints in a civil and constructive fashion.

ADDITIONAL STUDENT LEARNING OUTCOMES

After successfully completing this course each student should have the following skills and knowledge:

Political Development:

- Evaluate and analyze the changing political character of the United States of America with its shifting demographics, the transformation of the Republican and Democrat Parties, and the emergence of Socialist Parties based on Marxist ideology
- Understand the importance of maintaining a political voice through voting rights and representation, and becoming positive participating members of American society and the larger global community
- Understand the political and social essence of the Great Depression, the New Deal, World War II, Cold Wars, Terrorism, and the continued civil wars in the Third World and Middle East and America's role and global identity

Global Awareness:

- Identify, evaluate, and analyze the critical issues occurring in the world today, their historic origins and social and political evolution, and their impact on American society, foreign nations, and individuals around the world
- Identify, evaluate, and explain the links between individuals and nations around the globe, and as it pertains to American foreign policy
- Demonstrate an advanced understanding of different cultural perspectives and explain how these perspectives influence how diverse groups of people see, experience, and act in their world
- Cultural Self-Awareness: Recognize, identify, and assesses the impact of one's own cultural values, norms, and biases on one's own actions and beliefs, and the effect on other groups and cultures
- Understand and comprehend the historical development of and changes to racism, ethnocentrism, and gender inequality in American society and relationships to foreign nations

Critical Thinking and Problem Solving:

- Develop the ability to analyze social disorganization, which includes the historical changes in societal norms and values, and apply these perceptions to the historical development of social issues and continued existence in the 21st Century
- Develop an understanding of the historical process of inequality in American society and the consequences for the dominant and subordinate groups, and apply this understanding within our 21st Century global society

Research and Inquiry:

- Development of the strategy of research-based inquiry through the reading of primary source material and understanding the historical process from one's own perspective, while attempting to decide from a historian's perspective the points of view of the various "voices of the past"

Written Communication:

- Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
- Uses appropriate, relevant, and compelling content that illustrates mastery of the subject that shapes the whole work
- Demonstrate detailed attention to and highly successful execution of the writing task, including organization of content, presentation, formatting, and stylistic choices.
- Demonstrate skillful use of high-quality, credible, relevant, and primary sources to develop ideas that are appropriate for historical analytical writing.
- Uses language that skillfully communicates meaning to readers with clarity and fluency, utilizing proper grammar, sentence structure, and phrasing
- Demonstrate the ability to summarize and synthesize the information and present a persuasive argument

Technology Literacy:

- Evaluate, analyze, and describe the historical development of technology that supports society and how all individual elements and systems are interconnected.
- Evaluate, analyze, and describe the historical role and impacts of the development of infrastructure and technological advances in American society and within global interactions
- Evaluate, analyze, and describe the ethical implications of technology in society
- Apply the use of technological products and systems to evaluate, research, and communicate to fully meet one's academic, personal and professional needs.

Required Reading (3)

1. **Main Text:** *The American Promise: A History of the United States, Volume 2 From 1865, Value Edition, Fifth Edition*; James L. Roark, Michael P. Johnson, Patricia Cline Cohen, Sarah Stage, and Susan M. Hartmann (Boston: Bedford/St. Martin's Press, 2012)
2. **Supplemental:**
 - *The Movements of the New Left, 1950 – 1975: A Brief History with Documents*; Van Grosse (Boston: Bedford/St. Martin's Press, 2005)

- *The Rise of Conservatism in America, 1945-2000: A Brief History with Documents*; Ronald Story and Bruce Laurie (Boston: Bedford/St. Martin's Press, 2008)

Methods of Evaluation

1. **Two (2) Take-home exams**: a Mid-Term and Final each worth 17% of the total grade for a total of 34%. Material for exam purposes will come from a combination of lectures, discussions, video presentations, handouts, and the required readings. The exams consists of a combination of true/false and multiple choice questions each worth two points, and short essays each worth ten points. **The essay portion of the Exams MUST BE TYPED.**
2. **Two (2) short Quizzes** worth 6% of the total grade for a total of 12%.
3. **Three (3) Homework Assignments** each worth 6% of the total grade for a total of 18%. Homework Assignment Questions will come from the Main Text "*the American Promise.*" **Each homework Assignment should be typed.**
4. **Two (2) Analytical Essays** in the Explanatory and/or Persuasive mode that pertains to certain historical issues. Each is worth 12% of the total grade for a total of 24%. Utilizing critical thinking and problem solving techniques you must develop a historical interpretive perspective about an issue based on the various arguments and perceptions of particular primary source readings. Students may utilize the explanatory method (explains or informs using ideas and facts), and/or the persuasive method (convince the reader to agree with your point of view using facts and opinions). In writing a Historical Interpretive Analytical Essay each student should state the issue, the various arguments and perceptions surrounding that issue, formulate your own interpretive perspective arriving at a conclusion based on the evidence, and write an essay. The Essay should be **professional** in format and in content; you are approaching the assignment as a **historian!** Each **Analytical Essay** should be **eight (8) to ten (10) typed pages double-spaced**. These essays should **not** be based on your emotional experience or your personal bias; the essays must be written from a Historical perspective utilizing data, research evidence, and primary sources, with reference to particular readings that have been assigned. The Instructor will choose topics for these essays.

All essays must be typed, double spaced, and in the **APA Format**. (If you do not have an APA Handbook please log onto the internet and access numerous sites providing "writing techniques")

<https://owl.english.purdue.edu/owl/resource/560/01/>

Analytical Essays may be re-written for a better grade.

5. **Class Participation represents 6% of each student's grade.** The Class Participation may include in-class assignments based on discussions, videos, and readings. Class participation may also include a verbal discussion of the Analytical Papers on the last night of class. Each student is expected to participate in the discussion.
6. **Up-loaded Digication of the two Analytical Papers represents the final 6% of each student's grade.**

Assignment Due Dates:

The due dates for assignments are designated and explained in this syllabus. Due dates are now **YOUR** responsibility. If you lose this syllabus, ask for another or look online in the TRCC Website on Blackboard Learn. Loss of the syllabus is not an excuse for not knowing due dates. No more than **two (2) total assignments will be accepted after December 15th**, the official last night of class, unless the student has notified the instructor the week before with an acceptable reason. In other words, you should be completing assignments during the semester; you cannot pass in all of the assignments on the last night of class! **No assignments will be accepted after December 21th** which is the **official last day of all classes**, unless you have first notified the instructor and provided an acceptable reason and explanation of the late nature of the assignments; in this instance you may be assigned an **Incomplete**. However, in order to be eligible for an Incomplete, **students must complete and sign an Official Incomplete Form** that must also be signed by the Professor and by the Academic Dean. Grades are due in the registrar's office on Monday, December 28th. If there is an issue, you must talk to me before or on the official last night of class, December 15th. Do not wait until after the last night of classes to discuss issues that may prevent you from passing in the assignments and may prevent you from receiving a passing grade!

Grading: Homework and exams

Mid-Term and Final Exams are graded for **content and correct answers**. Grammar, sentence structure, and paragraph structure are also graded on the Mid-Term and Final Exam essay questions. Homework Assignments must be typed and are graded on providing a correct response, and on sentence structure and grammar.

Grading: Analytical Essays

All Historical Analytical Essays are graded for **grammar, sentence structure, and paragraph structure**. In addition, the Essays are graded for Historical content, accuracy, and interpretation including the proper use of sources and the structure of the Historical thesis. Analytical Essay Papers should be written in the APA format (American Psychological Association). An example is provided in this syllabus with the description of the Analytical Essay Paper topics. In addition, there is information in the Course Content Tab of Blackboard Learn. Further information on the APA format can be obtained online at <https://owl.english.purdue.edu/owl/resource/560/01/>

Analytical Essays may be re-written for a better grade.

The Instructor will do all that is possible to help you improve your writing skills. The Instructor has office hours to provide assistance and is willing to remain after class if necessary. In addition, all students have access to the Three Rivers Community College Writing Center tutors. Students are expected to utilize an introduction, main thesis, and a unifying conclusion.

MAKE-UP POLICY

Mr. Derr expects that all students will attend class and complete **all required assignments**. A passing semester grade and credit is dependent upon the successful acquiring of a passing grade based on the percentages listed below. If you miss an exam or quiz see me at the next class. **This is your responsibility**. All make-up exams and quizzes must be conducted at the instructor's convenience. The make-up exams and quizzes may be different than the regular exam or quiz.

WRITING-TUTORING CENTER

Three Rivers Community College has tutors in the TASC / Writing Center. In addition, there is an Online Writing Lab that can be contacted at TRWritingCenter@trcc.commnet.edu. Or, access writing tools and information at <http://trccwritingcenter.wordpress.com/>. In addition, students can take advantage of the computer labs and the library to gain assistance in successfully completing their courses at a high level. And, utilize your guidance counselor! Do not hesitate to utilize all of these resources.

ATTENDANCE

Students are expected to be in class and participate in discussions. Absences will have a detrimental effect on a student's understanding of the material, the level of achievement on exams and papers, and achieving Student Learning Outcomes.

Students who miss class are missing valuable information. The Instructor will not stop a current class lecture to repeat information provided the previous week for those who have missed the class: those students who have missed a class must speak to the Instructor during break or request a meeting at the end of the evening's class or perhaps arrange a special meeting on another day or evening.

The Instructor cannot guarantee that students can speak to the Instructor before class begins. However, the Instructor is willing to meet with the student at other times to provide extra assistance to understand the material.

If students were in attendance the previous week and are confused about some points of history or an assignment, feel free to speak-up and ask for clarification. Students may receive additional help by scheduling a meeting ahead of time, for either before class or after class.

Students who disappear from class for consecutive classes without notifying the professor are missing valuable assignments and information and will be in danger of not achieving Student Learning Outcomes. The Instructor may not have the time to catch the student up on all of the missed information. **This is NOT a correspondence course: students are expected to be in class**. Do not assume that you can pass the course without attending class; that is unfair to the professor and the other students who attend every week; and, it is unfair to you in not providing yourself every opportunity to succeed.

The instructor is reluctant to receive all assignments for the entire semester on the LAST night of class that should have been completed and passed-in on previous class nights throughout the semester. This could result in the student receiving an Incomplete. If there are issues,

please speak to the instructor, or email or telephone. Communication is the best solution for many of life's exigencies!

Grade	Equivalent	Quality Points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

STUDENT PROGRESS REPORTS

The Instructor will provide Student Progress Reports for students throughout the Semester. The Progress Reports will include a list of completed assignments, grades, and grade point averages up to the time of the Report. The Report will also include missing assignments, attendance, and possible suggestions for those students falling behind or increasingly absent from class.

Posting of "F" Grades

The online grading process requires additional information whenever a grade of F is assigned. To record a failing grade, the instructor is asked to select one of the following codes:

- **F:** This grade is reserved for students who have, in the judgment of the instructor, completed assignments and/or course activities throughout the term sufficient to make a normal evaluation of academic performance possible, but who have failed to meet course objectives.
- **UF (unearned F):** This notation is awarded to students who were enrolled in a course, did not officially withdraw, but who failed to participate in course activities through the end of the term. It is used when, in the judgment of the instructor, completed assignments and/or course activities were insufficient to make normal evaluation of academic performance possible. Students who receive this notation will have reported on their behalf a "last date of participation" by the assigning faculty member. **When saved on the grade roster, this notation will immediately convert to a regular**

grade of F on the student's transcript. It will be punitive and count in the GPA.

The UF notation is used for internal reporting and will not appear on the student's transcript.

SEMESTER GRADE OF "INCOMPLETE"

Sometimes students have legitimate reasons for not completing the required assignments on-time. In those cases, the Semester may come to a conclusion and the student is missing required assignments. If the student has been communicating throughout the semester with the Instructor and the Instructor is aware of the issues that have prevented the student from completing all of the assignments, an "**Incomplete**" could be assigned and the student would have an "extension" that would extend into the next semester to complete the assignments.

However, an agreement must be completed between the student and the Instructor **no later than the final night of classes**; a "**Formal Agreement to Complete Missed Assignments**" must be completed and **SIGNED** by the student and Instructor and submitted to the Academic Dean for the agreement to be legitimate. Without this signed agreement, students who are missing assignments at the end of the Semester will receive a failing grade.

PROFESSOR / INSTRUCTOR EVALUATIONS

Evaluations of professors and instructors are completed in class with pen and paper.

CIVILITY IN THE CLASSROOM

Ideally, a classroom is a safe environment of learning. In an ideal setting all opinions are heard and respected, although you may disagree. In this class we want to create as safe an environment for learning as possible. Thus, there will be no sexist or racist insults tolerated in the class. Neither physical nor verbal abuse nor violence in any form will be tolerated in class. Students must **RESPECT** each other and follow the rules and guidelines set down in class. Anybody diverging from these guidelines, or disrespecting anyone in the class, will **NOT BE TOLERATED**, and may be asked to leave the classroom.

ACADEMIC INTEGRITY POLICY

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a student's ability to succeed in the classroom and in life. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and throughout your academic career, present only your own best work: clearly document the sources of the material you use, and act at all times with honor. If you ever present someone else's work as your own, cheat on an assignment or exam, or plagiarize written essays or research papers you will automatically fail the class.

CELL PHONES

Cell phones are only allowed in class or in the Learning Resource Center if they are turned off or turned to a silent mode. Vibrating mode is not allowed as it can sometimes be heard. Under no circumstances are you to answer your phone or text message in class. If I see you answering your phone or text messaging, I will ask for the phone to hold until the end of the class. Failure to relinquish the phone or recurring issues with the phone will result in your dismissal from the classroom.

Certain exigencies of life often exist: if there are extenuating circumstances that require that a student be available by phone, the student should speak to the Instructor prior to class, so that together we can arrive at an agreement.

EXPECTATIONS OF STUDENT CONDUCT

Students are expected to maintain a safe learning environment for the obtaining and transmission of knowledge that will assist students to achieve success in their academic endeavors. This includes the need to *“demonstrate respect for others by: refraining from conduct that constitutes a danger to the personal health or safety of one’s self or other members of the College community and guests or licensees of the College, including intentionally causing or attempting to cause injury; refraining from conduct that obstructs or seriously impairs or attempts to obstruct or seriously impair College-sponsored or College-authorized activities; and refraining from harassment, which is defined as conduct that is abusive or which substantially interferes with a person’s pursuit of his or her customary or usual affairs.”*

The entire explanation of Student Codes of Conduct, as well as other necessary information such as the Writing/Tutoring Center, Library resources, Counseling Services and other pertinent information can be found in the Student Handbook which is available at no cost online.

Students who disrupt this classroom or engage in behavior that impairs the ability of other students to learn will be asked to leave the classroom. Students who ignore or refuse the request or directions of the instructor will be removed from the classroom by Three Rivers Community College Security.

COLLEGE WITHDRAWAL POLICY

A student who finds it necessary to discontinue a course must complete a withdrawal form obtained from the **Registrar’s Office**. Students who fail to properly withdraw, yet discontinue coming to class with their name still appearing on the student roster at the end of the semester, will be assigned an “F” for a grade. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar. Verbal withdrawals, meaning the student simply telling the professor that they are withdrawing, are not official withdrawals.

COMMUNICATION

The instructor is dedicated to guiding each student toward an understanding of the course material and connecting the past with the present and gaining an understanding of where humankind is proceeding for the future. The instructor is committed to helping each student in any way possible to pass the course and achieve success in her/his college experience. Communication is the only means possible for this success. The instructor’s email is listed in the heading of the Syllabus: EDerr@trcc.commnet.edu as well as a telephone

number: **860.215.9255** **Contact** the instructor in cases of emergencies and difficulties. The instructor is prepared to make pre-arranged appointments for extra help. Please take advantage of your college educational opportunities – let your mind take flight and prepare yourself for the future. And, always hold on to your dreams.

OFFICE HOURS: Admissions-Welcome Center in the A-Wing

Tuesdays: 5:00pm – 6:00pm

Wednesdays: 5:00pm – 6:00pm

Or by Appointment: EDerr@trcc.commnet.edu * 860.215.9255

LEARNING DISABILITIES STATEMENT

If you have a hidden or visible disability that may require classroom or test-taking modifications, please see the Instructor as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough. It is imperative that the student speaks to the Instructor during the very first session and explains the particular issue so that an adequate strategy for modification can be ascertained. If the student waits too long, chances for successful completion of the course are diminished.

DISABILITIES POLICY

Board of Trustees

http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf

The Board of Regents of Community Colleges and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the Community Colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on a Community College Campus or in the Central Office of the Board of Trustees.

The Board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role.

Higher education is therefore especially important to people with disabilities, since it aims to increase every student's access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, and attitudinal; it also means taking care not to erect new barriers along the way.

DISABILITY SUPPORT SERVICES

Chris Scarborough, Learning Disabilities Specialist (Students with learning disabilities or ADHD)
860.215.9289

CScarborough@trcc.commnet.edu

Matt Liscum

860.215.9265

MLiscum@trcc.commnet.edu

Students with a documented disability are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and referral information.

Weighted Assignments

Mid-Term Exam	17%	}	34%
Final Exam	17%		
Analytical Essay 1	12%	}	24%
Analytical Essay 2	12%		
Homework 1	6%	}	18%
Homework 2	6%		
Homework 3	6%		
Quiz 1	6%	}	12%
Quiz 2	6%		
Class Participation	6%	}	12%
Up-loaded Digication	6%		
Total Percentage			100%

ASSIGNMENT SCHEDULE

Assignments	Percentage	Points	Due Dates	
Homework 1	6.00%	100	Week 4	Sep 22
Homework 2	6.00%	100	Week 7	Oct 13
Homework 3	6.00%	100	Week 13	Nov 24
Quiz 1	6.00%	10	Week 5	Sep 29
Quiz 2	6.00%	10	Week 10	Nov 3
Analytical Essay 1	12.00%	100	Week 9	Oct 27
Analytical Essay 2	12.00%	100	Week 15	Dec 8
Mid-Term Exam	17.00%	100	Week 8	Oct 20
Final Exam	17.00%	100	Week 16	Dec 15
Class Participation	6.00%	10	Week 16	Dec 15
Up-Loading				
Digication	6.00%	10	Week 16	Dec 15
	100.00%	740		

Final Grades are due in the Registrar's Office Monday, December 28, 2015

HOMEWORK ASSIGNMENTS:

Week 4, September 22

HOMEWORK 1: Text, Chapter 26: "Cold War Politics in the Truman Years, 1945-1953" page 807:

- Review Question 1
- Making Connections questions 1 & 2

Week 7, October 13

HOMEWORK 2: Text Chapter 28, "Reform, Rebellion, and Reaction, 1960-1974"; page 873:

- Review Questions 3 & 4
- Making Connections questions 2 & 3

Week 13, November 24

HOMEWORK 3: Chapter 31, "The Promises and Challenges of Globalization, Since 1989"; page 974:

- Review Questions 1 & 4
- Making Connections questions 3 & 4

September 22

- Homework 1

September 29

- Quiz 1

October 13

- Homework 2

October 20

- Mid-Term Exam

October 27

- Analytical Essay 1

November 3

- Quiz 2

November 24

- Homework 3

December 8

- Analytical Paper 2

December 15

- Final Exam

ANALYTICAL ESSAY DESCRIPTIONS**Analytical Essay 1: Due October 27, 2015*****“An Era of Reform, Rebellion, and Revolution: The Rise of the ‘New Left’, 1950 – 1975”***

Describe the emergence of the **“New Left”** with the development of the Civil Rights Movements in the 1950s through to the creation of the Student Non-violent Coordinating Committee (SNCC), Students for a Democratic Society (SDS), Black Panthers, the National Organization of Women, the Mexican American Movement, the American Indian Movement, and the Weather Underground, among other Left-wing liberal reformist and revolutionary groups of the 1960s and 1970s.

Your essay will explore the primary source documents listed below as well as the historical process and background described in the text, class discussions, and media presentations. What was the status of America following the end of World War II that created the foundation for the reform movements and revolutionary ideology that pervaded the era from 1950 through 1975? What were the issues, who were the disenfranchised protagonists and who and what were their target of change?

In addition, please describe the transformation of the Modern Civil Rights Movement as it moved from a non-violent multicultural search for African American equality to a militant toned expression of anger and frustration by African Americans shouting “Black Power,” along with white student protests against the Capitalist Imperialistic American Military Establishment, and other Militant groups that included the Black Panthers, Stokely Carmichael’s Militant SNCC, and the Weather Underground.

And finally, what were the influences of the “hippie movement”, the music of rock and roll, rhythm and blues, soul, and folk, the drug culture, the Cold War, the war in Vietnam, and the deaths of men such as John F Kennedy, Medgar Evers, Martin Luther King, and Robert Kennedy on the reform movements and revolutionary ideology of the 1960s?

Your Analytical Paper should be a “historical synthesis” that brings together the developing ideas of reformers, rebels, and revolutionaries who sought to change the Nation and the world into a more equitable environment with economic, social, and political inclusion for all peoples. In addition, include the historical events occurring in the Nation and around the world that fueled the revolutionary fervor.

- Eight (8) to ten (10) pages typed and double space
- APA (American Psychological Association) style
<https://owl.english.purdue.edu/owl/resource/560/01/>
- Works Cited Page (Bibliography)
- Utilize **all of the documents** listed for this Analytical Essay Paper

Utilize the following primary source readings from **The Movements of the New Left, 1950-1975: A Brief History with Documents** as a foundation for your essay:

- **“Forward,”** page v.
- **“Preface,”** pages vii – ix
- **“Introduction: A Movement of Movements,”** pages 1 – 38
- **Document 3: “Jo Ann Robinson, ‘Letter to Mayor W. A. Gayle,’ May 21, 1954,”** page 44
- **Document 4: “Rosa Parks, ‘The Montgomery Bus Boycott: Talk at the Highlander Folk School,’ March 1956,”** page 46
- **Document 7: “Student Nonviolent Coordinating Committee, ‘Statement of Purpose,’ May 14, 1960,”** page 54
- **Document 11: “Tom Hayden and Students for a Democratic Society, ‘The Port Huron Statement,’ August 1962,”** page 65
- **Document 13: “Martin Luther King Jr., ‘Letter from Birmingham Jail,’ April 16, 1963,”** page 72

- **Document 22:** “Black Panther Party for Self-Defense, ‘*The Ten-Point Program: What We Want / What We Believe,*’ October 1966,” page 103
- **Document 23:** “National Organization for Women, ‘*Statement of Purpose,*’ October 29, 1966,” page 107
- **Document 24:** “Stokely Carmichael and Charles V. Hamilton, ‘*Black Power,*’ 1967,” page 110
- **Document 27:** “Martin Luther King Jr., ‘*Declaration of Independence from the War in Vietnam,*’ April 4, 1967,” page 114
- **Document 32:** “Mike Klonsky, ‘*Toward a revolutionary Youth Movement,*’ December 23, 1968,” page 129
- **Document 34:** “Young Lords Party, ‘*Thirteen Point Program and Platform,*’ 1969,” page 134
- **Document 37:** “Indians of All Tribes, ‘*Proclamation,*’ November 1969,” page 145

APA Examples: Short quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Long quotations

Place direct quotations that are 40 words, or longer, in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Summary or paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners. APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

Analytical Essay 2: Due December 8, 2015***“The Rise of Conservatism in America, 1945 – 2000: The Counter Revolution to Return and Uphold True American Values”***

- Eight (8) to ten (10) pages typed and double space
- APA (American Psychological Association) style
<https://owl.english.purdue.edu/owl/resource/560/01/>
- Works Cited Page (Bibliography)
- Utilize **all of the documents** listed for this Analytical Essay Paper

Many historians and political observers would argue that the true rise of conservatism in America can be traced to a backlash against the **“New Deal Liberalism”** instituted by President Franklin D. Roosevelt as a strategy to counter the Great Depression of the 1930s. Conservatives have argued that this was the beginning of large amounts of money expended on “entitlements” such as social security and welfare, entitlements that were later expanded by President Lyndon B. Johnson through the creation of Medicaid and Medicare.

Other historians cite the growing reform movements of the 1950s and 1960s that transformed America from Jim Crow discrimination and segregation to a Nation on the brink of equality and equity for all Americans. Many in America saw the development of the Civil Rights Movement as a threat to their way of life, the Women’s Movement as a threat to marriage and family, and the Gay Rights Movement as a threat to Christian family values.

Indeed, when the reform movements of the 1950s gave way to rebellion and drugs in the 1960s, and then transformed into aggressive revolutionary movements in the late 1960s and early 1970s, many Americans were frightened that America’s democratic Christian way of life was being attacked by Socialist Communist radical anarchists determined to trample on the Constitution and drag the glorious American flag through the mud of riots and violence.

Examine the following documents in ***The Rise of Conservatism in America, 1945 – 2000: A Brief History with Documents***, and analyze the status of the American Nation just before World War II and the decades following. Consider the underlying foundations that led to the Modern Civil Rights Movement and the transformation that led to the other movements that you wrote about in Analytical Essay Paper 1. Through historical interpretation explain the reason that many “conservative” Americans believed that the “era of reform, rebellion, and revolution” from 1950 through 1975 was a dangerous threat to the existence of the true American way of life and the liberties and freedoms expounded in the Declaration of Independence and the Constitution.

Further explain the pronouncements of States’ Rights that have been echoed from the 19th Century debates on slavery through to today in debates about affirmative action, gay marriage, public school busing, and immigration. As the 1970s turned the corner into the 1980s explain the significance of the elections of Ronald Reagan and George H. W. Bush. Explore the continued development of conservative strategies, agendas, and continued fears of assaults on the institutions of family, marriage, Christian values, and the Constitution.

The Rise of Conservatism in America, 1945 – 2000: A Brief History with Documents

- **“Forward,”** page v
- **“Preface,”** page vii
- **“Introduction: The Making of a Movement,”** pages 1 – 32

- **Document 1: “David Lawrence: ‘America Turns the Corner,’ July 11, 1947,”** page 35

- **Document 2: “Strom Thurmond: ‘Platform of the States’ Rights Democratic Party,’ 1948,”** page 38

- **Document 7: “National Review: ‘Why the South Must Prevail,’ August 24, 1957,”** page 52

- **Document 9: “Barry Goldwater: From ‘The Conscience of a Conservative,’ 1960,”** page 59

- **Document 12: “Ronald Reagan: ‘Rendezvous with Destiny,’ October 24, 1964,”** page 69

- **Document 15: “Spiro Agnew: ‘Two Speeches,’ October 10, 1969, and October 30, 1969,”** page 77

- **Document 19: “Jeff MacNelly: ‘You in a Heap o’ Trouble, Son,’ March 17, 1972,”** pages 89-90

- **Document 20: “Richard M. Nixon: ‘Labor Day Radio Address,’ 1972,”** page 90

- **Document 24: “Phyllis Schlafly: ‘Interview with the Washington Star,’ January 18, 1976,”** page 103

- **Document 28: “Paul Weyrich: ‘Building the Moral Majority,’ August 1979,”** page 114

- **Document 29: “Ronald Reagan: ‘Nomination Acceptance Speech,’ 1980,”** page 118

- **Document 33: “Southern Baptist Convention: ‘Resolution on Abortion,’ June 1984,”** page 132

- **Document 39: “Southern Baptist Convention: ‘Resolution on Homosexual Marriage,’ June 1996,”** page 153

- **Document 41: “Tim LaHaye: ‘Anti-Christ Philosophy Already Controls America and Europe,’ September 1999,”** page 160

Additional Documents on Blackboard Learn:

- Teaparty.org <http://www.teaparty.org/about-us/>
- Virginia Tea Party

SCHEDULE & AGENDA

WEEK 1 – SEPTEMBER 1

- **Syllabus**
- **Current Events**
- **Introduction: The Impact of History**
- **How to write an Analytical Paper**

Text:

- Chapter 23: “From New Era to Great Depression, 1920-1932”
 - Chapter 24: “The New Deal Experiment, 1932-1939”
-

WEEK 2 – SEPTEMBER 8

In-Class Assignment: What is a Syllabus?

Text:

- Chapter 23: “From New Era to Great Depression, 1920-1932” _____ Continued . . .
 - Chapter 24: “The New Deal Experiment, 1932-1939” _____ Continued . . .

 - Chapter 25: “The United States and the Second World War, 1939-1945”
-

WEEK 3 – SEPTEMBER 15

Text:

- Chapter 25: “The United States and the Second World War, 1939-1945”
- Chapter 26: “Cold War Politics in the Truman Years, 1945-1953”

Possible Video:

- “The World at War” (44 minutes)
- “The Perilous Fight: America’s World War II in Color”

Class Participation: Concept Web

The Movements of the New Left, 1950-1975: A Brief History with Documents:

- “**Forward,**” page v.
 - “**Preface,**” pages vii – ix
 - “**Introduction: A Movement of Movements,**” pages 1 – 38
-

WEEK 4 – SEPTEMBER 22

- **HOMEWORK 1: Text, Chapter 26: “Cold War Politics in the Truman Years, 1945-1953” page 807:**
- **Review Question 1**
- **Making Connections questions 1 & 2**

Text:

- Chapter 26: “Cold War Politics in the Truman Years, 1945-1953” continued

The Movements of the New Left, 1950-1975: A Brief History with Documents:

- **Document 3: “Jo Ann Robinson, ‘Letter to Mayor W. A. Gayle,’ May 21, 1954,”** page 44
- **Document 4: “Rosa Parks, ‘The Montgomery Bus Boycott: Talk at the Highlander Folk School,’ March 1956,”** page 46

WEEK 5 – SEPTEMBER 29**Quiz 1****Text:**

- Chapter 27: “The Politics and Culture of Abundance, 1952-1960”

Possible Videos:

- **Voices of Civil Rights: “Martin Luther, King Jr.” and “Thurgood Marshall”** (106 minutes)
- **MLK “I Have a Dream”** (60 minutes)
- **“Freedom Riders”** (120 minutes)

Class Participation: Concept Web**The Movements of the New Left, 1950-1975: A Brief History with Documents:**

- **Document 7: “Student Nonviolent Coordinating Committee, ‘Statement of Purpose,’ May 14, 1960,”** page 54
- **Document 11: “Tom Hayden and Students for a Democratic Society, ‘The Port Huron Statement,’ August 1962,”** page 65
- **Document 13: “Martin Luther King Jr., ‘Letter from Birmingham Jail,’ April 16, 1963,”** page 72

WEEK 6 – OCTOBER 6**Text:**

- Chapter 27: “The Politics and Culture of Abundance, 1952-1960”

Possible Videos:

- “Hippies” (100 minutes)
- “1968” with Tom Brokaw (94 minutes)

Class Participation: Concept Web**The Movements of the New Left, 1950-1975: A Brief History with Documents:**

- Document 22: “Black Panther Party for Self-Defense, ‘*The Ten-Point Program: What We Want / What We Believe,*’ October 1966,” page 103
 - Document 23: “National Organization for Women, ‘*Statement of Purpose,*’ October 29, 1966,” page 107
 - Document 24: “Stokely Carmichael and Charles V. Hamilton, ‘*Black Power,*’ 1967,” page 110
-

WEEK 7 – OCTOBER 13**HOMEWORK 2: Text Chapter 28, “Reform, Rebellion, and Reaction, 1960-1974; page 873:**

- Review Questions 3 & 4
- Making Connections questions 2 & 3

Text: Chapter 28: “Reform, Rebellion, and Reaction, 1960-1974”

Possible Videos:

- “Woodstock”
- “The Weather Underground” (92 minutes)
- “Black Power Mixed Tapes”

Class Participation: Concept Web**The Movements of the New Left, 1950-1975: A Brief History with Documents:**

- Document 27: “Martin Luther King Jr., ‘*Declaration of Independence from the War in Vietnam,*’ April 4, 1967,” page 114
 - Document 32: “Mike Klonsky, ‘*Toward a revolutionary Youth Movement,*’ December 23, 1968,” page 129
 - Document 34: “Young Lords Party, ‘*Thirteen Point Program and Platform,*’ 1969,” page 134
 - Document 37: “Indians of All Tribes, ‘*Proclamation,*’ November 1969,” page 145
-

WEEK 8 – OCTOBER 20

Mid-Term Exam Due

Text:

- Chapter 28: “Reform, Rebellion, and Reaction, 1960-1974”

The Rise of Conservatism in America, 1945 – 2000: A Brief History with Documents

- ***“Forward,”*** page v
 - ***“Preface,”*** page vii
 - ***“Introduction: The Making of a Movement,”*** pages 1 – 32
 - **Document 1: “David Lawrence: ‘America Turns the Corner,’ July 11, 1947,”** page 35
 - **Document 2: “Strom Thurmond: ‘Platform of the States’ Rights Democratic Party, 1948,”** page 38
-

WEEK 9 – OCTOBER 27

Analytical Paper 1 Due

Text:

- Chapter 29: “Vietnam and the End of the Cold War Consensus, 1961-1975”

The Rise of Conservatism in America, 1945 – 2000: A Brief History with Documents

- **Document 7: “National Review: ‘Why the South Must Prevail,’ August 24, 1957,”** page 52
 - **Document 9: “Barry Goldwater: From ‘The Conscience of a Conservative,’ 1960,”** page 59
 - **Document 12: “Ronald Reagan: ‘Rendezvous with Destiny,’ October 24, 1964,”** page 69
 - **Document 15: “Spiro Agnew: ‘Two Speeches,’ October 10, 1969, and October 30, 1969,”** page 77
-

WEEK 10 – NOVEMBER 3**Quiz 2****Text:**

- Chapter 29: “Vietnam and the End of the Cold War Consensus, 1961-1975”

The Rise of Conservatism in America, 1945 – 2000: A Brief History with Documents

- Document 19: “Jeff MacNelly: ‘*You in a Heap o’ Trouble, Son,*’ March 17, 1972,” pages 89-90
 - Document 20: “Richard M. Nixon: ‘*Labor Day Radio Address,*’ 1972,” page 90
-

WEEK 11 – NOVEMBER 10**Text:**

- Chapter 30: “America Moves to the Right, 1969-1989”

The Rise of Conservatism in America, 1945 – 2000: A Brief History with Documents

- Document 24: “Phyllis Schlafly: ‘*Interview with the Washington Star,*’ January 18, 1976,” page 103
 - Document 28: “Paul Weyrich: ‘*Building the Moral Majority,*’ August 1979,” page 114
 - Document 29: “Ronald Reagan: ‘*Nomination Acceptance Speech,*’ 1980,” page 118
-

WEEK 12 - NOVEMBER 17**Text:**

- Chapter 30: “America Moves to the Right, 1969-1989”

The Rise of Conservatism in America, 1945 – 2000: A Brief History with Documents

- Document 33: “Southern Baptist Convention: ‘*Resolution on Abortion,*’ June 1984,” page 132
 - Document 39: “Southern Baptist Convention: ‘*Resolution on Homosexual Marriage,*’ June 1996,” page 153
 - Document 41: “Tim LaHaye: ‘*Anti-Christ Philosophy Already Controls America and Europe,*’ September 1999,” page 160
-

WEEK 13 – NOVEMBER 24

HOMEWORK 3: Chapter 31, “The Promises and Challenges of Globalization, Since 1989”;
page 974:

- **Review Questions 1 & 4**
- **Making Connections questions 3 & 4**

Text:

Chapter 31: “The Promises and Challenges of Globalization, Since 1989”

Possible Videos:

- “A Place at the Table” (84 minutes)
- “Food, Inc.” (91 minutes)
- “The End of Poverty?”

Class Participation: Concept Web

WEEK 14 – DECEMBER 1

Quiz 3

Text:

Chapter 31: “The Promises and Challenges of Globalization, Since 1989”

WEEK 15 – DECEMBER 8

Analytical Paper 2 Due

Text:

Chapter 31: “The Promises and Challenges of Globalization, Since 1989”

WEEK 16 – DECEMBER 15

Final Exam Due

A final examination of Left-wing Liberalism, Right-wing Conservatism and the up-coming presidential election.

In-Class Participation: Concept Web