

U.S. HISTORY II



THREE RIVERS COMMUNITY COLLEGE ~ SPRING SEMESTER 2010 PROFESSOR EDWARD A. DERR

US History II * 11644 * History K202 * T01 * Tuesday 6:30 p.m. – 9:15 p.m. * Room D104
Phone (860) 823-4256 * Fax (860) 892-4377 * e-mail EDerr@trcc.commnet.edu

SYLLABUS

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 environment, 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 where we are going.

History is not simply reading about the past. History is discussion and searching. It is essential that **EACH STUDENT PARTICIPATE IN CLASS** and complete the reading. 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 asking questions and learning how to find the answers. History is not merely memorizing the facts. History is discovering **WHY**, along with the **who**, **where**, and **when**.

COURSE DESCRIPTION

US History 2 is a survey course that will explore the development of the United States from the Civil War and Reconstruction to the present day. This course will focus on the political, social, economic, cultural, and foreign diplomacy changes that have guided Americans through the Twentieth Century, and what many people consider, close on the heels of the dawning of a new age. Students will explore the expectations of Americans as they looked forward to the birth of a new 20th Century Age, and compare that to the expectations of present day Americans as they celebrated, not quite accurately, the dawning of the New Millennium. Students will explore the “War to End All Wars,” the Jazz Age of the 1920s, the Great Depression, World War II, the Korean and Vietnam Wars, the Civil Rights Movements, the Women’s Movements, the Native American Indian Movements, and the peace and love revolution of the 60’s. Some of the questions to be answered are: “who are Americans,” “what does America stand for,” “what is America’s place in the larger world environment,” and “how has the historical process shaped the American landscape?”

REQUIRED READING

- *Main Text:* **The American Promise, A History of the United States, Volume II, From 1865**
- *Supplemental:* **Reading The American Past, Volume II, From 1865**

METHODS OF EVALUATION

1. **Tests:** There will be a total of two (2) Take-home exams: a Mid-Term and Final. Material for exam purposes will come from a combination of lectures, discussions, video presentations, handouts, and the required readings. The exams may vary: an exam may consist of a combination of true/false and multiple choice questions, each worth two points, identifications/short essays, each worth five to ten points, or a thirty point essay; or, an exam may consist only of essay questions. **The essay portion of the Exams MUST BE TYPED!!!!**
2. **Analytical Papers:** Each student must complete three (3) **Historical Interpretive Analytical papers** in the Explanatory and/or Persuasive mode that pertains to certain historical issues. 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 professionals, educators, writers, and the “voices of the past” of people who lived during a particular time. 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 paper 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 paper should be **professional** in format and in content; you are approaching the assignment as a **historian!** Each student must **complete all three (3) Historical Interpretive Analytical papers** consisting of **three (3) to five (5) typed pages**. These papers should **not** be based on your emotional experience or your personal bias; the papers must be written from a Historical perspective utilizing data, research evidence, and primary sources, with reference to particular readings that have been assigned. The professor will choose topics for these papers.

All papers must be typed, double spaced, and in the **MLA Format**. (If you do not have an MLA Handbook for Writers of Research Papers go online and access numerous sites providing “writing techniques”)

Students with a semester grade point average consisting of a 95 or higher may be exempt from the Final Exam; there are NO exemptions from the three (3) **Historical Interpretive Analytical papers**.

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. Loss of the syllabus is not an excuse for not knowing due dates. No more than **two (2) total assignments will be accepted after May 11th**, the official last night of classes. In other words, you should be completing assignments during the semester; you cannot pass in all of the assignments on the last night of classes! **No assignments will be accepted after May 14th** unless you have first notified the Professor and provided an acceptable reason and explanation of the late nature of the assignments; in this instance you may be assigned an **Incomplete**. Grades are due in the registrar's office on Friday May 21. If there is an issue, you must talk to me before or on the official last night of classes, May 11. Do not wait until after the last night of classes to discuss issues that may prevent you from passing in the assignments or from receiving a passing grade!

GRADING: CONTENT

All assignments are graded with equal weight. Mid-Term and Final Exams are graded for **content and correct answers**. Grammar, sentence structure, and paragraph structure are **not** graded on Mid-Term or Final Exam essay questions.

GRADING: THE WRITING PROCESS

All Historical Analytical papers given two numerical grades: one for grammar, sentence structure, and paragraph structure; the second grade is for Historical content and interpretation including the proper use of sources and the structure of the Historical thesis. The two grades are then averaged and a final grade given.

The professor does not have time to teach you how to write; you may be given the suggestion to access the Three Rivers Community College Writing Center and/or a tutor. Students are expected to write at the College Level utilizing an introduction, main thesis, and a unifying conclusion.

MAKE-UP POLICY

Professor Derr expects that all students will complete **all required assignments**. A passing semester grade and credit is dependent upon the completion of all assignments and Professor Derr will issue an incomplete or an "F" to any student who has not completed all assignments even if that student is only missing one (1) assignment. All exams must be made up and all required papers completed. If you miss an exam see me at the next class. **This is your responsibility.** All make-up exams must be conducted at the professor's convenience. The make-up exams may be different than the regular exam. In addition, each student must complete ALL Historical Analytical papers.

ATTENDANCE

Students are **expected to be in class** and participate in discussions. Absences will have a detrimental effect on a student's finale grade. Three absences are allowed, not counting weather cancellations. Every absence over three may result in a drop in your grade, for instance from a B+ to a B for one additional absence, and a B to a C+ for two, etc. **ATTENDANCE IS ESSENTIAL!**

Students who miss class are missing valuable information. The professor 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 professor during break or request a meeting at the end of the evening's class. The professor could be busy before the start of class, and thus there is no guarantee that the student can speak to the professor before class begins. (If students were in attendance the previous week and are confused about some points of discussion or reading, or an assignment, feel free to speak-up and ask for clarification)

If a student disappears from class for more than 1 week (2 consecutive classes) without notifying the Professor, that student must meet with the Professor to discuss attendance. If a student misses more than 2 consecutive classes, even with notification, that student will be required to have a meeting with the Professor. **This is NOT a correspondence course: students are expected to be in class**. Assuming you can pass the course without attending class is unfair to the professor and the students who attend every week.

Leaving Class Early:

It is rude and disrespectful for a student to disappear prior to the end of the evening class. If for any reason a student must leave early, please notify the Professor prior to the start of class. Graded papers and exams are handed back to students at the end of the class period; if a student leaves early he or she may be unable to receive their graded assignment until the next class meeting time.

Again, if there are issues, please speak to the professor, 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
F	0-62	0.0

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**.

COLLEGE WITHDRAWAL POLICY

A student who finds it necessary to discontinue a course **MUST** complete a withdrawal form obtained from the Registrars Office. Students may withdraw from class anytime during the first ten weeks of the semester without being in good standing or obtaining prior permission of the instructor. After that period, a student wishing to withdraw must obtain written authorization of the instructor to receive a "W" grade for the course. Students, who fail to properly withdraw, and discontinue coming to class, will be assigned an "F" grade. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar. Verbal withdrawals will not be accepted.

LEARNING DISABILITIES STATEMENT

If you have a hidden or visible disability that may require classroom or test-taking modifications, please see the Professor 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 Professor Derr during the very first session and explains the particular issue so that an adequate strategy for accommodation can be ascertained. If the student waits past the 2nd week, it may be too late to implement a strategy for success.

COMMUNICATION

The Professor 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 Professor 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 Professor's daytime number is listed in the Syllabus heading (860-823-4256) as well as the email address. This provides each student ample opportunity to contact the Professor in cases of emergencies and difficulties. The Professor 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.

SCHEDULE & AGENDA

There are fourteen (14) weeks of classes from Tuesday, January 26 to Tuesday, May 11, 2010.

Analytical Papers Schedule:

1. Due February 23
2. Due March 30
3. Due May 4

Exam Schedule:

1. Mid-term Due March 23
2. Final Due December May 11

ANALYTICAL PAPER 1: DUE FEBRUARY 23: Utilizing the reading from *“Reading the American Past”* interpret the differences in the needs of the newly freed slaves to that of White Southerners and Northern Republicans.

Readings for Analytical Paper # 1

1. **“Black Codes Enacted in the South: *Mississippi Black Codes, November 1865”***
2. **“Black Convention in Alabama: *Address of the Colored Convention to the People of Alabama, 1867”***
3. **“Klan Violence Against Blacks: *Elias Hill, Testimony before Congressional Committee Investigating the Ku Klux Klan, 1871”***
 - a. What is the meaning of the Mississippi Blacks Codes?
 - b. What is the purpose of the Black Codes and who do the Codes benefit?
 - c. What is the purpose of the Black Convention in Alabama?
 - d. What do the Southern Blacks want for their future life in the South?
 - e. What is the perception of the Southern Blacks to the efforts of Northern Republicans?
 - f. Who is Elias Hill and why was he fearful of the Ku Klux Klan?
 - g. What were the perceptions, expectations, and needs of the Ku Klux Klan?
 - h. What do all three essays tell historians about the relationships between Southern Blacks, Southern Whites, and Northern Republicans in the Post-Civil South?

ANALYTICAL PAPER # 2: DUE MARCH 30

Compare three (3) Readings from *Reading the American Past*:

1. **“Swedish Immigrants on the Kansas Prairie, 1870-1874”** page 45
 2. **“A Romanian Jew Emigrates to America”** page 68
 3. **“Labor Contractors and Italian Immigrants”** page 72
- a. What does each author have to say about the expectations of European Immigrants to the United States of America?
 - b. How did European Immigrants fit into the emerging industrial society?
 - c. What were the reasons for the immigrants coming to America?
 - d. Did the immigrants describe their perceptions of Native Americans or African Americans? If so, what were those perceptions?
 - e. Compare the experience of Immigrants journeying into the rural West against those seeking to settle in the industrial Northeast.
 - f. What were the differences between the varying experiences of each of the Immigrants with native-born white Americans?

ANALYTICAL PAPER # 3: DUE MAY 4

Compare the following readings from *Reading the American Past*:

1. **“The War Between the Sexes”** page 198
2. **“Edith M. Stern Attacks the Domestic Bondage of Women”** page 223
3. **“Equal Rights for Women: National Organization for Women, Statement of Purpose, October 29, 1966”** page 254
4. **“Roe v. Wade and Abortion Rights”** page 290

The following questions are a **GUIDE** to create an essay that interprets, compares and contrasts the above readings.

- a. What battle is Willard Waller referring to in **“The War Between the Sexes”**? What are the three areas that the battle will cover?
- b. Compare Edith M. Stern’s aggressive attack on the “role of women” in 1949 with the demands of women in 1966 as expressed by the National Organization for Women (NOW).
- c. Compare the role of women according to Edith M. Stern and the role of women according to Willard Waller.
- d. How has the language and demands for reform changed over the 17 years between 1949 and 1966?
- e. Did NOW want the same social changes for gender equality as Edith Stern? Were the goals the same?
- f. Both documents make reference to Black social issues: what are the references and how does each document relate to Black social issues?
- g. Consider the atmosphere of 1949 as compared to that of 1966: what historical events were occurring that may have affected the language, content, and tone of each document?
- h. How did the Supreme Court Decision of *Roe v. Wade* benefit women’s fight for equal rights?
- i. Make sure your conclusion brings together all four readings!

SCHEDULE & AGENDA

SESSION 1 – JANUARY 26

- Syllabus
 - Current Events
 - Introduction: The Impact Of History
 - How to write an Analytical Paper
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SESSION 2 – FEBRUARY 2

- *Text: Reconstruction* _____ Chapter 16
 - *Reading the American Past:*
 - 📖 **“Black Codes Enacted in the South”**
 - 📖 **“A Black Convention in Alabama, 1867”**
 - 📖 **“Klan Violence against Blacks: Elias Hill: Testimony before Congressional Committee Investigating the Ku Klux Klan, 1871”**
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- **ANALYTICAL PAPER 1: DUE FEBRUARY 23:** Utilizing the reading from *“Reading the American Past”* interpret the differences in the needs of the newly freed slaves to that of White Southerners and Northern Republicans.

Readings for Analytical Paper

- 📖 **“Black Codes Enacted in the South: *Mississippi Black Codes, November 1865*”**
 - 📖 **“Black Convention in Alabama: *Address of the Colored Convention to the People of Alabama, 1867*”**
 - 📖 **“Klan Violence Against Blacks: *Elias Hill, Testimony before Congressional Committee Investigating the Ku Klux Klan, 1871*”**
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SESSION 3 – FEBRUARY 9

- **Reconstruction** continued
- *Text: Business & Politics in the Gilded Age 1870-1895* _____ Chapter 17
- *Reading the American Past:*
 - 📖 **“William Graham Sumner on Social Obligations”**
 - 📖 **“Andrew Carnegie Explains the Gospel of Wealth”**

NO CLASS FEBRUARY 16

SESSION 4 – FEBRUARY 23 **ANALYTICAL PAPER # 1 DUE**

- *Text: “The West in the Gilded Age”* _____ Chapter 18
- *Reading the American Past:*
 - 📖 **“Swedish Immigrants on the Kansas Prairie, 1870-1874”**
 - 📖 **“In-mut-too-yah-lat-lat Describes White Encroachment: Chief Joseph’s Speech to a White Audience, 1879”**

SESSION 5 – MARCH 2

- *Text: The City and Its Workers, 1870-1900* _____ Chapter 19
- *Reading the American Past:*
 - 📖 **“A Romanian Jew Emigrates to America”**
 - 📖 **“Labor Contractors and Italian Immigrants”**
- *Text: Dissent, Depression, and War, 1890-1900* _____ Chapter 20
- *Reading the American Past:*
 - 📖 **“Pinkertons Defeated at Homestead”**
 - 📖 **“Conflicting Views about Labor Unions”**

ANALYTICAL PAPER # 2: DUE MARCH 30




Compare three (3) Readings from Reading the American Past:

1. **“Swedish Immigrants on the Kansas Prairie, 1870-1874”**
2. **“A Romanian Jew Emigrates to America”**
3. **“Labor Contractors and Italian Immigrants”**
 - a. What does each author have to say about the expectations of European Immigrants to the United States of America?
 - b. How did European Immigrants fit into the emerging industrial society?
 - c. What were the reasons for the immigrants coming to America?
 - d. Did the immigrants describe their perceptions of Native Americans or African Americans? If so, what were those perceptions?
 - e. Compare the experience of Immigrants journeying into the rural West and those seeking to settle in the industrial Northeast.
 - f. What were the differences between the varying experiences of each of the Immigrants with native white Americans?


NO CLASSES MARCH 9

SESSION 6 – MARCH 16

- **MID-TERM DISTRIBUTED**
 - ***Text: Progressivism from the Grass Roots to the White House, 1890-1916***

Chapter 21
 - *Reading the American Past:*
 -  **“Jane Adams on Settlement Houses”**
 -  **“Booker T. Washington on Racial Accommodation: *The Atlanta Exposition Address, 1895*”**
 -  **“W. E. B. Du Bois on Racial Equality: *Booker T. Washington and Others, 1903*”**
 - **Tentative Video on W. E. B. Du Bois**
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SESSION 7 – MARCH 23**MID-TERM DUE**

- *Text: World War I: The progressive Crusade at Home and Abroad, 1914-1920* _____ Chapter 22
 - *Reading the American Past:*
 **“Eugene Debs Attacks Capitalist War Mongers 1918”**
-

SESSION 8 – MARCH 30**□ ANALYTICAL PAPER # 2 DUE**

- *Text: From New Era to Depression 1920-1932* _____ Chapter 23
 - *Reading the American Past:* **“Ku Klux Klan Defends Americanism 1926”**
 - *Text: New Deal Experiment 1932-1939* _____ Chapter 24
 - *Reading the American Past:* **“Huey Long Proposes Redistribution of Wealth 1935”**
-

SESSION 9 – APRIL 6

- *Text: The United States & the Second World War 1939-1945* _____ Chapter 25
 - *Reading the American Past:*
 **“Holocaust: A Journalist Reports on Nazi Massacres of Jews 1942”**
 **“The War Between the Sexes, 1945”**
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ANALYTICAL PAPER # 3: DUE MAY 4



Compare the following readings from *Reading the American Past*:

1. **“The War Between the Sexes”** page 198
2. **“Edith M. Stern Attacks the Domestic Bondage of Women”** page 223
3. **“Equal Rights for Women: National Organization for Women, Statement of Purpose, October 29, 1966”** page 254
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- f. Both documents make reference to Black social issues: what are the references and how does each document relate to Black social issues?
- g. Consider the atmosphere of 1949 as compared to that of 1966: what historical events were occurring that may have affected the language, content, and tone of each document?
- h. How did the Supreme Court Decision of *Roe v. Wade* benefit women’s fight for equal rights?
- i. Make sure your conclusion brings together all four readings!

SESSION 10 – APRIL 13

- *Text: Cold War Politics in the Truman Years 1945-1953* _____ Chapter 26
- *Text: Politics & Culture of Abundance 1952-1960* _____ Chapter 27
- *Reading the American Past:*
 -  **“Senator Joseph McCarthy Hunts Communists: Speech Delivered in Wheeling, West Virginia, February 9, 1950”**
 -  **“Edith M. Stern Attacks the Domestic Bondage of Women, 1949”**

SESSION 11 – APRIL 20

- *Text: Reform, Rebellion, and Reaction, 1960-1974* _____ Chapter 28
 - *Reading the American Past: Reading the American Past:*
 - 📖 **“President Lyndon B. Johnson Describes the Great Society: Address at the University of Michigan, May 22, 1964”**
 - 📖 **“Martin Luther King, Jr. Explains Nonviolent Resistance”**
 - 📖 **“Black Power: Chicago Student Non-Violent Coordinating Committee Leaflet, 1967”**
 - 📖 **“Equal Rights for Women: National Organization for Women, Statement of Purpose, October 29, 1966”**
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SESSION 12 – APRIL 27

- *Text: Vietnam and the Limits of Power 1961-1975* _____ Chapter 29
 - *Reading the American Past: “An American Soldier in Vietnam”*
-

SESSION 13 – MAY 4**ANALYTICAL PAPER # 3 DUE**

- *Text: America Moves to the Right, 1969-1989* _____ Chapter 30
- *Text: End of the Cold War and the Challenges of Globalization, Since 1989* Chapter 31
- *Reading the American Past:*
 - 📖 **“The Watergate Tapes: Nixon, Dean, and Haldeman Discuss the Cancer within the Presidency”**
 - 📖 **“Roe v. Wade and Abortion Rights”**
 - 📖 **“President Ronald Reagan Defends American Morality”**
 - 📖 **“George w. Bush receives CIA Warning about Al Qaeda and Addresses Congress after 9/11 Terrorist Attacks”**

Sociological-Historical Reflection: American Society and the World Today

SESSION 14 – MAY 11: LAST NIGHT OF CLASSES**FINAL EXAM DUE**

Sociological-Historical Reflection: American Society and the World Today