

Barstow Community College
History 2B
Spring 2008
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Course Description:

Political, economic and social development of the United States since the end of the Civil War. Foreign policy and America's part in the international arena of the 20th Century.

Textbook:

America: a Narrative History, by George Brown Tindall and David Emory Shi. Vol. 2 (7th ed).

Availability:

I will be available to talk to students before and after the class meets. If you have a question that you would like feedback on during the week, feel free to email me at the above email address.

Learning Outcomes:

Upon successful completion of this course students will be able to understand and explain the value of the political, economic and social development of the United States since the end of the Civil War. Students will specifically be able to:

1. Discriminate between Presidential and Congressional Reconstruction.
2. Analyze the achievements and failures of the Grant administration, and trace the major developments, in both foreign and domestic affairs, that took place during his two terms in office.
3. Review the Western Indian Wars and determine what could have been done to avoid conflict.
4. Discuss the great United States entrepreneurs of the 19th century and decide if they should be called "Robber Barons" or "Captains of Industry."
5. Evaluate the Gilded Age and the farm problem.
6. Decide if American Imperialism was justified and review the contributions of the Progressive Movement.
7. Consider the impact of U.S. entrance into WWI.
8. Debate the changes to America during the Roaring Twenties.
9. Compare and contrast the Great Depression and the New Deal.
10. Examine the major events of WWII and decide if unconditional surrender and the use of the atomic bomb were mistakes.
11. Judge the Fair Deal and the causes of the Cold War.
12. Explain the important developments during the Eisenhower administration.
13. Differentiate between Kennedy and Johnson.
14. Compare and contrast Nixon, Ford and Carter.
15. Explain the differences between the Reagan, Bush and Clinton administrations.

16. Understand the significance of women and diverse ethnic groups and their contributions to the course of history.
17. Understand the evolution of the Constitution through amendments, Legislative and Judicial actions over the period of time being covered.

Grading:

Final grades will be allotted according to the following percentage scale:

A	90%
B	80%
C	70%
D	60%
F	below 60%

The different types of assignments are given below, with the percentage points assigned to each category. All assignments will be given a number grade, which will then be factored in according to the following ratios, to determine the final grade.

Participation	5%
Tests	50% (25% for each of two tests)
Essays	30% (15% for each of two essays)
Essay writing assignment	5%
Primary source reflections	10%

Tests

The tests will be short-answer and essay questions. We will have two such tests during the semester, each worth 25 percent of the total grade. Each will cover only the material since the previous test, i.e., none will be cumulative. They will take up the entire class period. The short-answer and essay questions will cover material from lectures, the text, and the primary sources readings.

No electronic media are allowed at all during tests—no cell phones, no mp3 players, no cds or headsets at all. If a student is caught looking at printed materials, or on another student's exam, their test will be given an automatic 0, regardless of whether they choose to continue taking that test or not. When taking any test, you will need to put any papers, books, or other materials inside a closed binder, folder, or backpack. I will not give a test to any student who has loose papers lying on their desk, or anywhere else nearby them. Students who fail to comply with this will not be given extra time to complete that particular exam, nor will they be allowed to make up the exam at a later point in time.

You will need a few blank sheets of paper (Blue Books acceptable but not necessary) and **pens** to write with. **Tests written in pencil will be photocopied, and then returned to the student to be transcribed in pen.**

Essays

There will be two essays assigned during the semester. Both essays need to be 4 pages long (at the rate of 250 words per page). See the accompanying guide to writing a term paper. This 4 pages includes a half-page introduction and another half-page conclusion. Essays need to reference at least 3 books or articles, in MLA format. The essays have to deal with some topic within the content and time frame of this class: world history (which means pretty much anything, anywhere), from 1600 to the 1990s. If you are in any way unsure as to whether your topic fits these constraints, ask the instructor.

Essays written before this semester started, or submitted to other classes, are not acceptable.

For term papers that deal with contemporary topics, make sure that you are doing a history essay, and not a paper on a contemporary problem. For example, essays on steroids in sports, or insomnia, would be more appropriate for a PE or Psychology class. However, if you would like to do the history of steroids in sports (i.e., how it got so bad), or the history of research on depression, that would be just fine.

Essay Writing Assignment

The essay writing assignment is two forms; one that will guide you in writing a one-page essay, the other, to get a signature from a tutor in the Writing Lab, that you have taken your essay to them for review. As part of this assignment, you will need to select one academic source, and either take it, or the bibliographic data, to the writing lab (part of the assignment includes correctly citing that source according to MLA format). Then, you will need to fill out the Essay Writing Assignment form that I will give you. Both these forms are to be turned in, on the due date. N.B.: this essay writing assignment can be used when you turn in your first essay (because it will save you some time and effort, I would recommend that you use it as the basis of your essay, although you certainly don't have to).

Reflections

These will consist of four short primary source readings, and a one-page reflection *in your own words* on what was the most important thing mentioned in the reading, or your reaction to it. This is rather unstructured, and the idea here is simply to expose you to historical documents and get you to think about them.

Participation

Participation counts for 5 percent of the overall grade. Your participation scores will be added up and averaged for the days we actually meet. To get a participation grade for each class period, students must be in attendance [no more than 10 minutes after class begins]. Your participation grade will be lowered or eliminated if your cell phone or pager goes off when class is in session, **or if your demeanor or behavior is such that I have to ask you to stop what you are doing (such as talking, etc.).**

Cell phones: Keep in mind that if your pager or cell phone goes off, it disturbs the instructor, and many if not most of the students. If you have an emergency that requires your attention, you should probably attend to the emergency and not show up at class. If you have to have a cell phone go off, please set it to vibrate, and walk out of class before speaking. Talking on your cell phone, or having a cell phone or pager go off, can/will result in losing the participation grade for that class period. Regardless of the reason for taking a call, there is never any good reason for disturbing the rest of the class by talking on it in the classroom—all you need to do is quickly and quietly walk out the door, and then begin your conversation. Please be considerate of others in this regard. Also, please do not bring children or other guests into the classroom. If you have children and absolutely have to have them here, let them sit outside the classroom close to the door; you can sit right in the doorway and keep an eye on them. This way, distractions will be minimized.

Plagiarism

Plagiarism and other forms of cheating is not permitted, and can result in receiving a 0 on the paper or other assignment, without the option to submit the assignment again. Students are liable for the fullest penalty possible per college policy.

Late Work and Makeup Work Policy

The Due Date is the Due Date is the Due Date. Work can be turned in up to two weeks late (i.e., 14 calendar Days after the due date), and will be given half credit. The **ONLY** way to avoid this penalty is to provide me with some documentation of an emergency (a towing receipt, a bill from your hospital for the x-rays, your death certificate, etc.). The only exceptions to a two-week extension are the final exam and the second essay--neither of those can be turned in late.

Makeup tests will be administered the week *prior* to finals week. Any student wanting to take a makeup test must put their name on a list I will circulate during the week of May 19-21; alternately they can email me a request with “test makeup” in the subject line. I will place the makeup tests in campus-designated testing area, and allow the student to take that test at any point during that week immediately prior to finals week.

Absolutely no assignments will be accepted after the final exam itself is administered!

Class Schedule

- Apr. 7: Introduction to class: syllabus, term paper; Civil War and the issues that caused it
- Apr. 8, 9: Ch. 18 “Reconstruction: North and South”: Reconstruction
- Apr. 10: Ch. 19 “The South and West Transformed” **Frederick Douglass reflection due**
- Apr. 14, 15: Chapter 20 “Big Business and Organized Labor,” Industrialization and the Union Movement
- April 16: Ch 22 (pp. 838-52) & Ch 24 (pp. 893-910) Progressivism **writing form due**
- April 17: Chapter 23 “An American Empire” American imperialism at the turn of the century
- Apr. 21: Chapter 25 “America and the Great War” World War I **first essay due**
- Apr. 22: Ch. 27 “Republican Resurgence and Decline”; 1920s
- Apr. 23-24: test prep, mid-term
- May 12, 13: Chapter 28 “New Deal America” Isolationism and the New Deal
- May 14, 15: Chapter 30 “The Second World War,” World War II **second reflection assignment due**
- May 19: Chapter 33 “Conflict and Deadlock: The Eisenhower Years,” Truman and Eisenhower Administrations **second essay due**
- May 20: Chapter 34 (pp. 1232-51) and Chapter 36 (pp. 1314-31) Johnson’s Great Society, the Civil Rights movement, and the Reagan Years
- May 21: test prep
- May 22: **final exam**