

Coffeyville Community College

HIST-103

COURSE SYLLABUS

FOR

RECENT UNITED STATES HISTORY

Megan Manley

Instructor

COURSE NUMBER: HIST-103 **COURSE TITLE:** Recent United States History

CREDIT HOURS: 3

INSTRUCTOR: Megan Manley

OFFICE LOCATION: 107 Weinberg Hall

OFFICE HOURS: See schedule posted on office door

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PREREQUISITE(S): None

**REQUIRED TEXT
AND MATERIALS:**

Brinkley, Alan. *The Unfinished Nation, Volume II: From 1865,*
5th ed. New York: McGraw Hill, 2008.

**COURSE
DESCRIPTION:**

The emergence of modern America from 1865 to the present presented in chronological sequence with emphasis on those political, social, and economic events that shaped our modern history.

**EXPECTED LEARNER
OUTCOMES:**

By the completion of Recent United States History the students will:

1. Have a clear view of America's past and understand how these developments led to the unique character and identity of the United States today.
2. Be able to trace the social diversification in America, and understand the strengths and weaknesses caused by the nation's multi-cultural and ethnic background.
3. Become more capable of understanding the issues in America today and have the tools to become more active and responsible citizens.
4. Have a clearer view of America and its place in the World Community.

**LEARNING TASKS
AND ACTIVITIES:**

1. Lecture
The majority of the information in this course will be delivered in the form of lecture. Because of this, it is strongly recommended that the students come to all classes and be

attentive. Due to the amount of material that will be covered this semester it is suggested that the students take notes from the lecture material.

2. Reading

The textbook, as well as outside readings to be announced in class, provides a supplement and framework for the lecture material. The students are responsible for reading the corresponding material prior to the lectures, so the students will be prepared for class.

3. Class Discussion/Participation

Class discussion, ranging from informal talks to organized discussion days, will be an important part of the class. It is vital that the students participate in class in order to receive the maximum benefit from the course.

4. Instructional Aids

Varied instructional aids, including audio-visual, supplementary documents and readings, and Internet assignments will be used to furnish additional information in class.

UNIT SCHEDULE:

- I.** Reconstruction
 - a. Necessary rebuilding
 - b. Amendment and legal changes
 - c. Politics in the Post-Civil War Era
- II.** Agricultural Revolution
 - a. Results
- III.** Industrialization
 - a. Causes
 - b. Results
 - c. Lifestyle changes
- IV.** Urbanization
 - a. Causes
 - b. Life in Cities
- V.** The West
 - a. General changes
 - b. Defining the West
 - c. Myth V. Reality
 - d. The West in Film
- TEST
- VI.** America as a world power
 - a. Reasons for overseas expansion
 - b. Spanish/American War
- VII.** The Progressive Era
 - a. New Reforms
- VIII.** World War I
 - a. Causes and events

- b. New Technologies
- c. Changes to American society
- d. Wilson's Fourteen Points
- IX.** The Twenties
 - a. Women's Issues
 - b. Racism
 - c. Prohibition
 - d. Lifestyle changes
- X.** The Thirties
 - a. Stock Market crash
 - b. Depression
 - c. The New Deal
- TEST
- XI.** World War II
 - a. Causes and events
 - b. Personalities
 - c. The Big Three
 - d. The United Nations
- XII.** The Fifties
 - a. Beginnings of the Cold War
 - b. New conflicts
 - c. McCarthyism and the Red Scare
 - d. The Brown decision
 - e. The Civil Rights Movement
- XIII.** The Sixties
 - a. New attitudes
 - b. Continuing conflict
 - c. Changes in Civil Rights
 - d. New minority issues
- XIV.** The Seventies
 - a. Politics and issues
 - b. Watergate and changes in the American identity
 - c. The Middle East
- TEST

FINAL EXAM

**ASSESSMENT OF
OUTCOMES:**

Grades will be based on the following scale:

90%-100%	= A
80%-89%	= B
70%-79%	= C
60%-69%	= D
59% and below	= F

Incomplete grades will only be given under special conditions upon consultation with the instructor prior to final exams. If an incomplete grade is given, the remaining coursework must be completed within a specified period of time, usually six weeks from the end of the semester or summer session. If the work is not completed within the given time the student will receive a failing grade for the course.

**COURSE
REQUIREMENTS:**

Quizzes

At the end of each section a quiz will be given.

In and Out of Class Assignments

Several extra assignments will be assigned during the semester. Some will be done while in class, some will be completed outside of class.

Exams

There will be three exams, not including the final exam, during the semester. The information on the exams will be drawn primarily from the lecture material, but can include any information from the text, supplemental readings, or instructional aids. At the end of the semester the lowest test grade will be dropped (Not Including The Final Exam). Because of this, **No Make-Up Exams Will Be Given.**

The only exception to this policy is if a student will miss a test due to a Coffeyville Community College sponsored event. Examples would include: CCC sporting events, a band trip, a field trip in another class, etc. If a student will miss a test due to a school sponsored activity, he or she may take the test **EARLY. The student must make arrangements with the instructor at least 48 hours prior to the test that will be missed.** Only early tests will be given (no tests will be given late, no matter what the reason).

Final Exam

Classroom rules and expectations:

(The following behavior can result in a loss of points or being dropped from the class.)

- ❖ Use of cell phones and pagers are prohibited during class (unless discussed with instructor prior to class)
 - This includes texting!

- ❖ Use of laptops will be prohibited (unless discussed with instructor prior to class)
- ❖ Listening to any music device during class will be prohibited.
- ❖ Disruptive talking.
- ❖ Disruptive behavior.
- ❖ Arriving late (unless discussed prior to class)
- Leaving early (unless discussed prior to class)

**PLAGIARISM
AND CHEATING:**

Plagiarism is using someone else's words or ideas without giving the person credit. It is essential that the student correctly cite any sources that are directly quoted or paraphrased. **Any student who intentionally plagiarizes or is believed to be cheating will be given a failing grade for the semester.**

**ATTENDANCE
POLICY:**

Attendance is expected. Coffeyville Community College's attendance policy reads as follows:

Students are expected to attend all classes. Regular class attendance is necessary for maximum success in college. It is the responsibility of the students to make definite arrangements for all work before going on field trips or other College-sponsored trips. School-sponsored activities will be counted as excused absences providing students complete all necessary assignments as designated by the instructors and the activity sponsors notify the instructors at least three days prior to the day(s) the student will be absent. Excused absences are to include academic competition, judging team competition, music events, official athletic events, field trips, convocations, and other college-sponsored events as approved by the Vice President of Learning. A student may be withdrawn from any class for excessive absences. (See "Withdrawal from Classes for Non-Attendance.")

This syllabus is subject to revision during the semester with prior notification to the student by the instructor.

COMPETENCIES:

HAVE A CLEAR VIEW OF AMERICA'S PAST AND UNDERSTAND HOW THESE DEVELOPMENTS LED TO THE UNIQUE CHARACTER AND IDENTITY OF THE UNITED STATES

1. Describe the physical and social arrangements of the industrial city and neighborhood life. (Knowledge)
2. Describe important changes in middle-class life. (Knowledge)
3. List three ways in which big business contributed to the economic growth and three reasons why business contributed to economic stability. (Knowledge)
4. Point out the different positions taken by workers on the pace of production, individualism, and union activity. (Analysis)
5. Describe two major incidents of working-class activism and their outcomes. (Knowledge)
6. Explain the extent and importance of occupation mobility for the American working class. (Comprehension)
7. Explain why working class Americans were reluctant to join union. (Comprehension)
8. Define the following terms: Gospel of Wealth, social Darwinism, Social Gospel, and Gilded Age. (Knowledge)
9. Analyze the significance of the election of 1896 as a response to the crisis of the pivotal 1900s. (Analysis)
10. Explain each of the four major motivations for American expansionism in the late 1890's. (Comprehension)
11. Explain and briefly describe several reform goals of the Progressives and their views on child labor, working women, education, and vice. (Evaluation)
12. Compare and contrast the political philosophies of Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom. (Evaluation)
13. Assess the success of the progressive movement by analyzing its achievements and limitations. (Evaluation)
14. Assess Wilson's successes at the Versailles Peace conference and his failures at home. (Evaluation)
15. Name several technological inventions and influential ideas of the Gilded Age and their impact on social and economic life. (Knowledge)
16. Describe the postwar mood in America and the strikes, race riots of 1919-1920. (Knowledge)
17. Outline the development, distribution, and discrepancies of prosperity in the 1920s. (Knowledge)
18. Describe the presidential styles and administrations of Harding and Coolidge. (Knowledge)
19. Outline the foreign policy currents of the U.S. during the 1920s. (Knowledge)
20. Analyze the impact of the automobile and other technological developments on American social and economic life in the 1920s. (Analysis)
21. Explain the major paradoxes and contradictions of the 1920s. (Comprehension)
22. Describe the election of 1928 and the stock market crash. (Knowledge)
23. Give three reasons for the deepening economic depression and three measures Hoover took to stop the Depression. (Comprehension)
24. Evaluate the first New Deal and name several measures of relief, recovery, and reform passed in the first hundred days. (Evaluation and Knowledge)

25. Show how the Social Security Act and the Works Progress Administration exemplified the move of the second New Deal toward goals of social reform and social justice. (Application)
26. Explain the significance of the Wagner Act and its impact on organized labor. (Evaluation)
27. Describe the postwar economic boom and its effects in the corporate world, worker's world, and agricultural world. (Knowledge)
28. Evaluate Truman's Fair Deal. (Evaluation)
29. Describe the economic developments of the 1950s and explain the importance of the auto industry and the pattern of business concentration. (Knowledge)
30. Analyze the religious life of America in the 1950s. (Analysis)
31. Describe the consumer culture of the 1950s, the ways the media promoted it, and some of the results. (Knowledge)
32. Evaluate the impact of the Cold War on domestic events. (Evaluation)
33. Explain the Red Scare of the 1950s and define McCarthyism. (Comprehension)
34. Define the meaning of JFK's "New Frontier" and describe the tone, achievements, and failures of his administration. (Comprehension and Knowledge)
35. Define Lyndon Johnson's "Great Society" and describe how well it achieved or failed to achieve its goals. (Comprehension and Knowledge)
36. Describe the goals and style of leadership under the Republican administrations of Richard Nixon and Gerald Ford. (Knowledge)
37. Analyze the goals, styles, achievements, and limitations, of the presidential administrations of Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, and Carter. (Analysis)

<p>BE ABLE TO TRACE THE SOCIAL DIVERSIFICATION IN AMERICA, AND UNDERSTAND THE STRENGTHS AND WEAKNESSES CAUSED BY THE NATION'S MULTI-CULTURAL AND ETHNIC BACKGROUND</p>

38. Show how late nineteenth century industrialism changed the composition of the work force and state why working class Americans often had to depend on the labor of their children. (Application)
39. Evaluate the role ethnicity played in working-class life. (Evaluation)
40. Analyze the New Deal's programs for minority groups. (Analysis)

<p>BECOME MORE CAPABLE OF UNDERSTANDING THE ISSUES IN AMERICA TODAY AND HAVE THE TOOLS TO BECOME MORE ACTIVE AND RESPONSIBLE CITIZENS</p>
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41. Critique Gilded Age politics, party campaigns, and the political parties, and briefly describe the major national political issues of the late nineteenth century. (Evaluation)
42. Describe the Progressive Party and its programs. (Knowledge)
43. Describe the presidential styles and administrations of Harding and Coolidge. (Knowledge)
44. Evaluate the New Deal and its relevance on today's society. (Evaluation)
45. Assess the accomplishments of the WPA in Kansas and identify some of the jobs it completed in Kansas. (Evaluation and Knowledge)

46. Describe the Civilian Conservation Corps and give examples of its accomplishments in Kansas. (Knowledge)
47. Identify the roots of some enduring trends of contemporary American society. (Knowledge)
48. Explain the rise of the welfare state during the administrations of Truman and Eisenhower. (Comprehension)
49. Identify the arguments for and against strong assertions of governmental power in the 1960s and 1970s. (Knowledge)
50. Explain and analyze the strength and weaknesses of the liberal state in the 1960s and 1970s. (Comprehension and Analysis)

<p>HAVE A CLEARER VIEW OF AMERICA AND ITS PLACE IN THE WORLD COMMUNITY</p>

51. Explain the principles of Theodore Roosevelt's foreign policy and describe the role of the U.S. in Asia, Europe, and the Caribbean between 1890 and 1912. (Comprehension)
52. Assess the effectiveness of Theodore Roosevelt's foreign policy. (Evaluation)
53. Outline the foreign policy currents of the US during the 1920's. (Knowledge)
54. Explain why the U.S. was reluctant to enter World War II. (Comprehension)
55. Describe the Lend-Lease Act and explain its purpose and effectiveness. (Knowledge)
56. Explain why the U.S. used the atomic bomb and evaluate the decision militarily, diplomatically, and morally. (Comprehension)
57. Describe the conflicting political and economic goals of the U.S. and the USSR for the postwar world, and how did these clashing aims launch the Cold War. (Knowledge)
58. Define containment and explain the development and meaning of the Truman Doctrine, the Marshall Plan, and NATO. (Knowledge)
59. Outline the major events and give significance of the confrontations in Cuba under Kennedy. (Knowledge)
60. Outline the major events and give significance of the confrontations in the war in Vietnam under Johnson and Nixon. (Knowledge)
61. Outline the major events and give significance of the confrontations in the improvement of relations with China and Russia under Nixon. (Knowledge)