History 109 Online
Modern American History – Fall 2013

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Office Hours: M,W 12:15-2:15; and by appointment. Of course, you can mail me anytime and I will answer all of your questions that way too. When you email, please sign your full name and tell me what class you’re in.

COURSE DESCRIPTION

History 109 is a general survey of modern American history from Reconstruction to the present. We will explore the social, political, and economic transformations of this nation, paying close attention to the impact of such transformations on the everyday lives of its diverse peoples. We will also focus on America’s very important interaction with the world from the nineteenth to the twenty-first centuries.

This online class will be conducted entirely in BLACKBOARD -our web management system- and McGraw Hill’s Connect History. You will be able to access all of McGraw Hill’s Connect History resources and activities through Blackboard. Because all of our communication will be in writing, you must be comfortable expressing your thoughts in writing in a clear and articulate manner. Having passed English 110 or its equivalent is highly recommended.

I also highly recommend you do the Blackboard orientation before the class begins. It is located at: http://www.gcccd.net/online/orientation.htm (includes a video tutorial on how to login to Blackboard).

To access our History 109 online course in Blackboard follow the link through Grossmont College’s page from Online Services, or go directly to http://gcccd.blackboard.com/

When you enrolled in this class, you were automatically loaded onto Blackboard. Your username is the same as your WebAdvisor login. Usually, this is: first name dot last name in this format: firstname.lastname (all lower case). Your password is a 6 digit PIN - birth date in this format: MMDDYY (this you can always change yourself). You will be able to access this course through Blackboard the evening before the first day of classes (that’s when it is “activated”).

Professor Carlos Alberto Contreras
Log in problem? Tech Problems? Please go to the GCCCD Online orientation page located at: http://www.gcccd.net/online, they have answers to most login problems. If you are still having problems after you go there, call Grossmont’s tech support at 619-644-7383.

It is absolutely important that your current e-mail address that you check frequently is in WebAdvisor, and by extension, Blackboard. If you use the Grossmont email address and forgot how to check it, follow this link: http://www.grossmont.edu/campus_email/

If you want to use your own email address, just make sure the correct one is in WebAdvisor.

Put my email address: carlos.contreras@gcccd.edu on your “safe senders” list so that my messages to you do not wind up in your “junk” folder. It is very important that you receive our class announcements.

BROWSER: Blackboard works best with Firefox. It also works well with Chrome and Safari. Blackboard does NOT work well with Explorer. Please make sure you use Firefox, Chrome, or Safari.

ANNOUNCEMENTS: I post and email all announcements about our course material, our quizzes and assignments. It is very important that you check the announcements page in Blackboard on a regular basis.

REQUIRED READING

The books listed below are required reading for this course and are available for purchase at the Grossmont College bookstore. You may also want to contact Ross books [(619) 698-2665] at the LA Fitness shopping center on Navajo and Fanita. You should also check online used book dealers such as amazon.com, bookfinder.com, abebooks.com, alibris.com, half.com, buy.com, dealoz.com, or http://www.textbookx.com/. You can also rent them through our bookstore (check their website).


This one should be $5.00 when bundled with the textbook and purchased through our bookstore. The ISBN for the bundle is: 9780199933792 and should be $50.95 for both books (if you buy it here).

Again, feel free to shop around and get each book individually if you can get a better deal- but you do need them both to do well in this class.

I’ll give you a copy of these two articles, which are also required (I put them in Blackboard for you- in Course Content):

3) Contreras, Carlos Alberto, “The United States and Latin America since the end of the Nineteenth Century”

I will post an additional set of web-based resources for all of our topics in Blackboard (film clips, radio reports, primary documents, maps, paintings, political cartoons, to name a few). These will be organized by topic. They are all required as well.

**I highly recommend good dictionary** (or a good dictionary ap!).

To keep up with the world I recommend:

**On radio**: National Public Radio (KPBS 89.5 in San Diego), especially “The World”; and BBC’s “The Changing World” at 10:30 am on Friday mornings ([http://www.bbcworld.com](http://www.bbcworld.com))

**TV**: KPBS, especially “The News Hour” at 7pm every night; and “Frontline” (Thursday nights, usually at 9pm)

**Newspapers**: The Los Angeles Times ([http://latimes.com](http://latimes.com))
The Economist ([http://www.economist.com](http://www.economist.com))

**GOALS**: One of our goals is to develop “the power to grasp what kind of world we are living in,” as George Orwell put it. To this end, our readings and lectures are designed to help you grapple with global interactions, global connections, and to see the “big picture.” We will identify the patterns of human activity and then add layers of complexity with more details and examples. Otherwise, we run the danger of not seeing the forest for the trees and we’ll be faced with a frustrating exercise in trying to sort through seemingly endless lists of names, dates, places, etc..... **Consistent reading and participation in discussion forums is absolutely essential** to understanding the course themes, the readings and films, and of course, to performing well in the class.

**Student Learning Outcomes**: Our major goals for the semester are not only to become familiar with the vast sweep of Modern American History, but also to use a variety of primary sources in interpreting and analyzing history, and to learn to think critically about the analyses and interpretations of other historians (secondary sources).

In particular, each student will be able to do the following upon completion of this course:
1) Evaluate primary and secondary sources in support a thesis statement.
2) Explain relationships between the causes of historical events and their effects.
3) Describe significant people in history and events and explain their significance in historical and historiographical context.

**Special Accommodations**: Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact Disabled Students Programs and Services (DSP&S) early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in room 110 or by phone at 619-644-7112 (voice) or 619-644-7119 (TTY for deaf).
The counseling center periodically has valuable workshops on topics ranging from effective note-taking, test-taking, and reading strategies. See their bulletin board/web site for dates and times.

**ACADEMIC INTEGRITY-- READ THIS CAREFULLY!**

Cheating and plagiarism (using as one's own ideas writings, materials, or images of someone else without acknowledgement or permission) can result in any one of a variety of sanctions. CLIPPING AND PASTING FROM ONLINE SOURCES AND PASSING THEM OFF AS YOUR OWN IS CHEATING! Such penalties may range from a failing grade on the particular exam, paper, project, or assignment (all of which may lead to a failing grade in the course) to, under certain conditions, suspension or expulsion from a class, program or the college. **Cheating on a test or paper will result in an automatic 0 for that particular assignment/paper/test and a referral to the Associate Dean.**

For further clarification and information on these issues, please consult with your instructor or contact the office of the Associate Dean of Student Affairs.

**COURSE REQUIREMENTS, EXPECTATIONS, AND GRADES**

1. ESSAYS and CLASS PARTICIPATION in the DISCUSSION BOARD. (20% of course grade)

“That is no thought without words.”  Ferdinand de Saussure

In order to fully comprehend the complexities of all of our material and to see how each of our themes or topics fits into the “larger picture,” you will have a series of essays that ask you to make connections between your primary documents, your films and the rest of your readings and course materials. You will post these in the Discussion Board, read those of your classmates, and offer your own thoughtful response, based on our readings, to some of the issues your classmates bring up. **This is formal writing.** In these responses, you are showing your understanding of the concepts and themes being explored in the course and how your readings relate to them.

I will give you the topics or questions beforehand as well as more detailed instructions once you’re in Blackboard. Some of the essay topics are already listed in the outline below; others are not there yet. They will be announced.

For these essays, you'll provide the historical context and deep analysis of the topic in question. You will also show connections to your other readings and provide quotes from your readings. You will show complexity and critical thinking. And lastly, you'll show a thorough understanding of the concepts in question. You will post your essays in the Discussion Board to the appropriately named forum by the due date. You will not receive credit posting your essays and/or responses late. To post your original essay, click “create thread” in the appropriate discussion forum.

You are also required to respond to at least one other student’s original essay during the same time period. You can amplify on a point made, raise a related point, discuss the issue in relation to other documents, agree or disagree with supporting evidence (in a constructive way), and/or raise new informed questions that we should all think about. One or two thoughtful, well-developed, and well-supported paragraphs should suffice for your response. Be aware of the due date for that as well. To reply to a classmates’ posting, click “reply” to that posting.
You will receive feedback from me on your discussion postings over the course of the designated discussions. I will read everyone’s responses and respond to blocks of 5 entries, addressing certain points and guiding the course of the discussion. It is important that you read all of my entries because they will contain important information that will help everyone.

Remember that this is a college classroom discussion and this is formal writing so craft your postings with a great deal of thought and care. Please, no text messaging language!

I will not tolerate disrespectful, rude or foul language in any of your entries or responses. You will maintain the highest standard of respect in all of your written responses. You can be removed from an online class just as a regular class for inappropriate behavior.

2. QUIZZES and assessments (all quizzes combined- 15% of course grade)- They cover material from your readings, your assigned primary documents and our films. They are designed to follow our textbook and primary sources, on a chapter-by-chapter basis. All quizzes and assessments are in “Assignments.

The quizzes are all open-book and you can use your readings for them- most of the quizzes are multiple-choice, true/false and/ or matching.

Careful with the due dates! (and again, use Firefox- Blackboard with Explorer is unstable)

3. PAPER: Primary Source Analysis (15% of course grade)- A 4 to 5 page analysis of a group of primary sources that you have been assigned to read, or a group of related documents. First, choose a set of documents that you have not written about in your Discussion Board Essays (a minimum of 2 to 3 documents). You will then proceed to place these documents into historical context, assesses their strengths and weaknesses as historical documents, and discuss the ways that these documents contribute to our understanding (or lack of understanding- primary sources can do that) of the history of the region at that time. Feel free to consult me at any time during the course of your writing this paper. I’d be happy to provide you with feedback. There will be a longer, fuller explanation of this assignment in Blackboard under Assignments.

Paper Due Electronically: through Safe Assign in Blackboard- see due date in outline below.

4. MIDTERM EXAM (25% of your course grade). This exam has two parts:

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. This one is timed- once you open it, you have 45 minutes to complete it and submit your answers. (Part I is worth 25% of the midterm grade)

Part II- Essay portion: some short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Because you have all of the material right in front of you, be sure to back up your arguments with specific examples drawn from your readings. Be expansive. Show complexity. The midterm covers material from our lectures, films, and readings since day one. (Part II is worth 75% of the midterm grade)

I will email you the midterm and final reviews and post them under “Assignments”- then “Exam Reviews” in Blackboard. The reviews include your possible midterm essay questions.

5. FINAL EXAM (25% of the course grade). The format is the same as the midterm except that this one covers material since the midterm only.

This exam has two parts:

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. This one is timed- once you open it, you have 45 minutes to complete it and submit your answers. (Pt I is worth 25% of final exam grade)
Part II - Essay portion: some short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be sure to back up your arguments with specific examples drawn from your readings. Be expansive. Show complexity. The final covers material from our lectures, films, and readings since the midterm. (Pt. II is worth 75% of your final exam grade)

I will email you the midterm and final reviews and post them under “Assignments”- then “Exam Reviews” in Blackboard. The reviews include your possible final essay questions.

GRADING Rubric for Essays, Discussion Posts and Exams- Read this before writing anything!
Your discussion postings, papers and exams will be graded on how well you achieve the following. Remember, this is formal writing.

90-100  A range. Provides a solid argument with deep historical background and strong connections to readings. References readings - quotes or paraphrasing- with citations. Shows thorough understanding of concepts in question. Shows deep analysis of topic. Shows complexity and critical thinking.
(The rest of the numbers below are gradations of what I just stated above)
80-89  B range. Provides a coherent argument with historical background and connections. References some readings and shows a good understanding of the concepts in question.
70-79  C range. Student’s basic effort. Restates topic with little background and analysis. Need to go beyond summary and recitation and make connections to the rest of your readings. Need to reference readings. Need to show more complexity.
60-69  D range. Need for improvement. See the points above.
59 and below:  F. Needs to re-read the material in question.

To do well in this class and on my exams, you need to:
• Read, keep up with the material, be dutiful about your quizzes, take great care in preparing your discussion essays and exams, and participate meaningfully in discussions. Knowledge is something you must grab and make yours, and critical thinking takes practice and work.

ATTENDANCE: Your taking our course quizzes and assessments and participation in the discussion board is your attendance. Just like in an on campus class, you will be dropped for excessive absences. I will drop you after 2 unexcused absences.

COURSE OUTLINE
(Tentative. Changes to our outline will always be announced.)

The tab “Course Content,” on your left as you login, contains all of our notes, films, articles, and resources. They are all organized by topic, on a week-by-week basis.

Week 1
8/19-8/25 Introductions in Blackboard; then “How do we know what we know?” Read the assigned articles and think deeply about the following quotes and the multiple ways they force us to think about what we “know” and the ways that we have come to “know what we know”.

Read: Articles in Blackboard:
“Twenty-first Century Book Burning” (LA Times article in Blackboard)
“The Secret Death of Pete Ray” (LA Times)

1) “Until lions have their own historians, the hunter will always be glorified” Ethiopian proverb
2) “Our past is only a little less uncertain than our future, and like the future, it is always changing, always revealing and concealing.” Daniel Boorstin, Hidden History

3) “Our only duty to history is to rewrite it.” Oscar Wilde

4) “The past is never dead. It’s not even past.” William Faulkner Requiem for a Nun (Act I, Scene III) (referring to, for example, the legacy of slavery [something from the past] into modern times)

5) “Getting History wrong is part of being a nation” Ernest Renan

6) “The truth does not change according to our ability to stomach it” Flannery O’Connor

7) Benedict Anderson argues that part of being a nation is “organized remembering and deliberate forgetting.” What do you think?

8) “The truth shall set you free, but first it’ll piss you off.” Gloria Steinem

9) “If you think you think you already have the answer or the truth, it keeps you from learning.” David Henry Hwang, playwright

10) “Everyone is entitled to their own opinion, but not to their own facts.” Daniel Patrick Moynihan

1st content-based topic: Reconstructing America, 1865-1877
Read: Schaller, American Horizons, chapter 15, and
Schaller, Reading American Horizons:
15.3 Visual Document: Thomas Nast, Andrew Johnson's Reconstruction (1866)
15.4 Jose Inacio Barros Cobra, Excerpts from Speech in the Brazilian Parliament (1871)
15.7 Ku Klux Klan, Letter to Mrs. I. A, Baldwin (1868)

See and take notes on the following short films in Blackboard:
“Emancipation and Reunification”
“Challenges of Rebuilding Southern Society”
“System of Sharecropping”
“Emergence of the Ku Klux Klan”
“The Horror of Lynching”
“Reconstruction: the Civil War in Broader Perspective”
“The Southern Economy”

To view the Intelecom films in Blackboard: these are library films- they are “mini-documentaries” (usually from 2 to 5 minutes), so as a registered student you will be able to view them from Blackboard with no problem. If the system asks you to login, you only need to do so once.

Login: first name.lastname
Then the network password, which, if you haven’t changed it, is your birthday in this format: MM/DD/YY (no spaces)
If you get the message "media outside of BB," just right-click it and open it in a new window.

Ch. 15 Quiz due by Sunday by 11:59pm (20 questions) based on this week’s material. There is no time limit while you’re working on it -you can save your work and come back to it- just be sure to submit it by the deadline. This quiz can be taken once. Once you submit this quiz, you’ll get your score. The correct answers and feedback will be available once everyone has taken it and the deadline has passed (some of these questions are possible midterm questions so you’ll want to keep them as study guides). All quizzes will be in “Assignments”.

Week 2
8/26-9/1 Forging a Transcontinental Nation, 1877-1900
16.1 Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893)
16.2 Visual Document: *Cowboys and Presidents*
16.5 Indian Citizens Day Pageants, "The Indians' Appeal" (1892)
16.7 Frank H. Meyer, "We Kill the Golden Goose"

**See and take notes on the following very important short films in Blackboard**
(All films are organized on a week-by-week basis in “Course Content” as you login):
(all are between 2 & 5 minutes each, except for “We Shall Remain”, which is ~60 min’s)
“The Western Tribes”
“The Dispersal of the Tribes”
“500 Nations: Wounded Knee- the Darkest Hour” (9 min's 53 sec's). Film clip in BB and hyperlinked here.
“Myth of the Cowboy and the Culture of Violence”
“Anti-Chinese Sentiments”
“Mine Workers Face Discrimination and Exploitation”
“The Mexican-American Experience”
“We Shall Remain: Geronimo” (American Experience, episode 4 of the series). Film in BB and hyperlinked here (on Hulu, in its entirety- about 1 hour)

**Ch. 16 Quiz due by Sunday by 11:59pm**

**Week 3**
9/2-9/8  No school Monday 9/2 - Labor Day Holiday

**The New Industrial and Labor Order, 1877-1900**
17.1 Visual Document: *Singer Sewing Machine Advertisement* (c. 1890)
17.3 Emma E. Brown, Excerpt from *Children's Labor: A Problem* (1880)

**See and take notes on the following short films in Blackboard:**
“The Realities of Factory Work”
“Sources of Industrial Growth, 1870-1900”
“Growth of the Industrial Workforce”
“Immigrants at Work in the Nineteenth Century”
“Exploitation During the Industrial Revolution”
“Andrew Carnegie and the Homestead Strike”
“J.P. Morgan Battles Coal Miners in 1902”

**Ch. 17 Quiz due by Sunday by 11:59pm**

**1st Discussion Board Essay:** see full directions in Blackboard.
**DUE: Your first original posting due by Sunday by 11:59pm**
Discussion Board Response Essay due by Wednesday of next week by 11:59pm

Week 4  
9/9-9/15
Cities, Immigrants, Culture, and Politics, 1877-1900
Read: Schaller, American Horizons, chapter 18, and Schaller, Reading American Horizons:
18.1 Wiktorya and Antoni Osinski, Excerpt of Letters from Poland to Children who Immigrated to the U.S. (1902-1908)
18.2 Visual Document: Judge, The Inevitable Result To The American Workingman of Indiscriminate Immigration (c. 1890)
18.5 Visual Document: Tecumsah (Neb.) Chieftan, Homeless Children (1893)

See and take notes on the following short films in Blackboard:
“The Growth of the Industrial Workforce”
“Exploitation During the Industrial Revolution”
“Reasons for and Patterns of Immigration”
“Ethnic Groups in Industry”
“The Lure of the City”
“Immigration: the Irish Become a Force”
“The Chinese Exclusion Act”
“The Collision of Capitalism and Democracy”
“The Racializing of Immigrants”

Ch. 18 Quiz due by Sunday by 11:59pm

Week 5  
9/16-9/22
The United States Expands Its Reach, 1892-1912
Read: Schaller, American Horizons, chapter 19, and Schaller, Reading American Horizons:
19.1 Visual Document: Awake United States (1898)
19.2 Andrew Carnegie, Excerpt, Distant Possessions--The Parting of the Ways (1898)
19.3 Albert Beveridge, Excerpt, The March of the Flag (1898)
19.4 Visual Document: Pears’ Soap Advertisement (1899)
19.5 Letters from Black Soldiers in the Philippines (1899; 1900)

Contreras, U.S. Policy Toward Latin America Since the end of the Nineteenth Century, pp. 1-21, and Contreras, The Monroe Doctrine, up to p. 4 (both of these articles are in Blackboard)

See and take notes on the following short films in Blackboard:
“The Splendid Little War”
“‘Spoils’ of Spanish American War Extend Beyond Caribbean”
“The Diplomacy of Imperialism”
“The Southern Economy” (and African American Education)
“Beginnings of the Union Movement” (1870-1900)
“1890s Depression Fuels Agrarian Revolt and Birth of Populist Party”
“Business Interests Push US Involvement Overseas”
“The Great Black Migration”

Ch. 19 Quiz due by Sunday by 11:59pm

Recommended Film: “Manifest Destiny: to Conquer or Redeem” (Lucasfilm). I’m trying to secure this one online.

Week 6
9/23-9/29

The Age of Progressive Reform, 1890-1920
Read: Schaller, American Horizons, chapter 20, and
Schaller, Reading American Horizons:
20.4 William G. Shepherd, Excerpt, Eyewitness at the Triangle Fire (1911)
20.5 Jane Addams, Excerpt, Women and Internationalism (1915)

See and take notes on the following short films in Blackboard:
“Reformers and Temperance in the Early 20th Century”
“Fight for Women’s Suffrage”
“Theodore Roosevelt and Women’s Rights”
“Woodrow Wilson and Women’s Suffrage”
“Woodrow Wilson, Immigration and Minorities”
“The Panama Canal”
“Theodore Roosevelt and Reform”
“Taft’s Dollar Diplomacy”
“Woodrow Wilson and the New Freedom”

Ch. 20 Quiz due by Sunday by 11:59pm

Week 7
9/30-10/6

America and the Great War, 1914-1920
Read: Schaller, American Horizons, chapter 21, and
Schaller, Reading American Horizons:
21.4 Theodore Roosevelt, The Hun Within Our Gates (1917)
21.5 Ho Chi Minh (Nguyen Ai Quoc), Petition to Woodrow Wilson (1919)
21.6 A. Mitchell Palmer, Excerpt from "The Case against the Reds" (1920)

See and take notes on the following short films in Blackboard:
“Germany’s Aggressive Submarine Warfare Tests U.S. Neutrality”
“Woodrow Wilson and the New Freedom
“Woodrow Wilson- Retreat and Advance”
“Wilson’s Neutrality”
“Wilson’s Attempt to Blend Diplomacy with Morality”
“Wilson and the Ratification Battle”

Ch. 21 Quiz due by Sunday 10/6 by 11:59pm

2nd Discussion Board Essay: see full directions in Blackboard.
DUE: Your first original essay due by Sunday 10/6 by 11:59pm
Discussion Board Response Essay due by Wednesday Oct 9th by 11:59pm

Week 8
10/7-10/13
A New Era, 1920-1930
Read: Schaller, American Horizons, chapter 22, and Schaller, Reading American Horizons:
22.1 Henry Ford, Excerpt from My Life and Work (1922)
22.3 Ku Klux Klan, Excerpts from Klan Manual (1925)
22.4 Visual Document: Movie Posters
22.5 Darrow-Bryan Exchange from the Scopes Trial (1925)

See and take notes on the following short films in Blackboard:
“Agricultural Technology and the Plight of the Farmer”
“Transition in American Cultural Life”
“The New Culture”
“Conflict of Cultures”
“U.S. Society in Turmoil After World War I”
“U.S. Foreign Policy in the 1920s”

Ch. 22 Quiz due by Sunday Oct. 13th 11:59pm

2nd Discussion Board Response Essay due by Wednesday Oct 9th by 11:59pm

Week 9
10/14-10/20
A New Deal for Americans, 1931-1939
Read: Schaller, American Horizons, chapter 23, and Schaller, Reading American Horizons:
23.3 National Labor Relations Act (1935)
23.4 Visual Document: Social Security Board, Join the March (1936)
23.5 Visual Document: Dorothea Lange and Sheldon Dick, Migratory Workers in California (1936-1939)

See and take notes on the following short films in Blackboard:
“Causes of the Depression”
“Growth of Federal Relief”
“Employment During the Depression”
“Launching the New Deal”
“The Depression and American Culture”
“The Labor Movement of the 1930s”
“Critics of Roosevelt and the New Deal”
“The Second New Deal”
“The Supreme Court in the 1930s”
“American Family Life in the Early to Mid-20th Century”
“Franklin D. Roosevelt and Immigration”

Ch. 23 Quiz due by Saturday 11:59pm
History 109 syllabus

Read this carefully and always carry it with you

MIDTERM EXAM- Both parts I and II due back by: Sunday 10/20 by 11:59pm

Week 10
10/21-10/27

Arsenal of Democracy: The World at War, 1931-1945
Read: Schaller, American Horizons, chapter 24, and Schaller, Reading American Horizons:
24.1 Franklin D. Roosevelt and Winston Churchill, The Atlantic Charter (1941)
24.2 Western Defense Command, "Instructions to all Persons of Japanese Ancestry Living in the Following Area" (1942)
24.3 Eleanor Roosevelt, Race, Religion, and Prejudice (1942)
24.5 Franklin D. Roosevelt, "An Economic Bill of Rights": State of the Union Address (1944)

See and take notes on the following short films in Blackboard:
“Germany and Japan Invade Neighboring Countries”
“World War II Begins”
“The Code Talkers”
“Wartime Diplomacy”
“The Manhattan Project”
“Exponential Growth of the Presidency”
“The Labor Market for African Americans and Women in the 1940s”
“Sources of Soviet-American Tension”
“Blacks in the Workplace in the World War II Era”
“Racial Politics and War”
“Mexican American War Workers”
“Loyalty and Patriotism Following Both World Wars”

Ch. 24 Quiz due by Sunday Oct. 27th by 11:59pm

Week 11
10/28-11/3

Prosperity and Liberty Under the Shadow of the Bomb, 1945-1952
Read: Schaller, American Horizons, chapter 25, and Schaller, Reading American Horizons:
25.3 John Hersey, Hiroshima (1946)
25.4 Winston Churchill, "Iron Curtain Speech" (1946)
25.5 Franklin D. Roosevelt, "The G.I. Bill" Statement to Congress (1943)

See and take notes on the following short films in Blackboard:
“Seeds of U.S.-Russian Conflict Visible at War’s End”
“Sources of Soviet-American Tension”
“The Containment Doctrine”
“Mobilization at Home, Alliances Abroad”
“The China Problem”
“Bombs, Rockets and Missiles”
Ch. 25 Quiz due by Sunday by 11:59pm

Week 12
11/4-11/10

The Dynamic 1950s and the Cold War continued
Read: Schaller, American Horizons, chapter 26, and
Schaller, Reading American Horizons:
26.1 Visual Document: Sputnik on the cover of Time & Herblock's "Mr. Atom" (1949)
26.2 Kwame Nkrumah, Speech to the U.N. on the hopes of the "Third World" (1958)

See and take notes on the following short films in Blackboard:
“Eisenhower Republicanism”
“Eisenhower, Dulles, and the Cold War”
“Eisenhower Seeks Nonmilitary Solutions in Cold War Crisis”
“Racial Politics and War”
“Civil Rights Movement, the Beginnings”
“Causes of the Civil Rights Movement”
“American Family Life in the Early to Mid-20th Century”

Combating Communism with “Friendly” Dictators: The United States and Latin America during the Cold War
Read: Contreras, U.S. Policy Toward Latin America Since the end of the Nineteenth Century, p. 21 to the end and Contreras, The Monroe Doctrine
Short articles in Blackboard:
“Documents Reveal CIA Guatemala Assassination Plots” (LA Times)
“Clinton Gives Apology for U.S. Role in Guatemala”
“Guatemalan Bishop Who Detailed Abuses is Killed”
“Death Squad Diary” by Kate Doyle
“CIA Licensed to Kill” by David Wise
“Blowback” by Chalmers Johnson

See films in Blackboard: “School of the Americas,” and “CNN Cold War: Our Backyard.”

Ch. 26 Quiz due by Sunday Nov. 10th by 11:59pm

Week 13
11/11-11/17

No school Monday Nov. 11th - Happy Veteran’s Day!

The Optimism and Anguish of the 1960s
Read: Schaller, American Horizons, chapter 27, and
Schaller, Reading American Horizons:
27.1 Ho Chi Minh, Declaration of Independence (1945)
27.2 Lyndon B. Johnson, Address at Johns Hopkins University: "Peace without Conquest" (1965)
27.5 Henry Kissinger, Excerpt from Years of Upheaval on Detente
27.6 Sam Ervin, On Watergate (1973)

See and take notes on the following short films in Blackboard:
“The Cold War and the Cuban Missile Crisis”
“Cuban Missile Crisis”
“School of the Americas: School of Assassins”
“The Great Society: Assault on Poverty in the U.S.”
“Battle for Racial Equality”
“Divisions in the Civil Rights Movements”
“The New Left”


Chapter 27 Quiz due by Sunday by 11:59pm

Week 14
Read: Schaller, American Horizons, chapter 28, and
Schaller, Reading American Horizons:
28.1 Sargent Shriver, "Letter to the Editor" on the Jobs Corps (March 21, 1965)
28.2 Students for a Democratic Society, The Port Huron Statement (1962)
28.4 Cesar Chavez, Speech at Harvard University (1970)
28.5 Stokely Charmichael, Excerpts from Stokely Speaks (1965)

See and take notes on the following short films in Blackboard:
“History of the Vietnam Conflict”
“A Nation Torn- The Two Vietnams”
“America’s Relationship with Ngo Dinh Diem”
“U.S. Intensifies Involvement in Vietnam”
“Stalemate In Vietnam”
“Vietnamization and Escalation”
“Disillusionment Spawned by Vietnam Conflict”
“A Delicate Balance: The Influence of Public Opinion on Political Decision-making”
“Mobilization of Minorities”
“Latino Activism”
“Seeds of Native American Militancy”
“Wounded Knee” (The American Experience)

Ch. 28 Quiz due by Sunday by 11:59pm

3rd Discussion Board Essay: on “Space, Civil Rights and the Space Race” - see full directions in Blackboard.
DUE: Your first original essay due by Sunday by 11:59pm
Discussion Board Response Essay due by Tuesday of next week by 11:59pm

Week 15
11/25-12/1
Conservatism Resurgent, 1974-1989
Read: Schaller, American Horizons, chapter 29, and Schaller, Reading American Horizons:
29.1 Phyllis Schlafly, What's Wrong with "Equal Rights" for Women? (1972)
29.2 Paul Weyrich, Building the Moral Majority (1979)
29.3 Jimmy Carter, "The Crisis of Confidence" (1979)
29.5 Ronald Reagan, Speech to the National Association of Evangelicals (1983)

See and take notes on the following short films in Blackboard:
“The Ford Custodianship”
“The Trials of Jimmy Carter”
“President’s Relationship with Congress”
“Reagan on the World Stage”
“The Fading of the Reagan Revolution”
“Supply-side Economics”
“The Bush Presidency”

Ch. 29 Quiz due by Sunday 11:59pm

No School Thursday Nov. 28th and Friday Nov. 29th- Happy Thanksgiving!

Week 16
12/2-12/8
After the Cold War, 1988-2000; and 21st Century Dangers and Promises, 2000-present
Read: Schaller, American Horizons, chapters 30 and 31, and Schaller, Reading American Horizons:
30.3 Bill Clinton, "The Era of Big Government is Over": State of the Union Address (1996)
30.5 The Economist, The End? (1999)
31.1 Osama bin Laden, Al Qaeda Fatwa against the United States (1998)
31.3 U.S. Supreme Court, Hamdan v. Rumsfeld (2006)

See and take notes on the following short films in Blackboard:
“The American Economy During the Clinton Administration”
“Launching the Clinton Presidency”
“President Clinton and the Republican Congress”
“Clinton, Triumphant and Embattled”
“Presidential Use of the Polls”
“The Elections of 2000”
“The Aftermath of September 11, 2001”
“The Rise of Terrorism”
“The Doctrine of Preemptive Peace”
“War and Rebuilding in Iraq”
Frontline’s “Inside the Meltdown”

Read articles in Blackboard: “NAFTA and the US Economy”
“Levi Strauss and the Price We Pay” (LA Times)
“A Town Traded Away” (LA Times)

Chapters 30 and 31 Quizzes due by Sunday by 11:59pm

Paper (Primary Source Analysis) - different from the Discussion Board Essays — see full directions in Blackboard. **Due by: Monday December 2\textsuperscript{nd} by 11:59pm** in Assignments

Week 17
12/9-12/15 **Final Exam Week- Your final is due by Thursday Dec. 12th by 11:59pm**
Located in Blackboard, Assignments, Midterm and Final Exams

Final Averages and corresponding Final Grades:

- **A+** 97.01 - 100
- **A** 93.01 - 97
- **A-** 90 - 93
- **B+** 87.01 – 89.99
- **B** 83.01 – 87
- **B-** 80 – 83
- **C+** 77.01 – 79.99
- **C** 70 – 77 (If you’re taking the class Pass/No Pass, you need at least a 70%)
- **D** 60 – 69.99
- **F** 59 and below

**To use the tech mall computers:** Show this page of my syllabus to our tech folks there to get in and take your online quizzes. **This is your “referral”**.

Students are referred to enroll in the following supervised tutoring courses if the service indicated will assist them in achieving or reinforcing the learning objectives of this course:

- **IDS 198**, Supervised Tutoring to receive tutoring in general computer applications in the Tech Mall;
- **English 198W**, Supervised Tutoring for assistance in the English Writing Center (Room 70-119); and/or
- **IDS 198T**, Supervised Tutoring to receive one-on-one tutoring in academic subjects in the Tutoring Center (Rom 70-229, 644-7387).

To add any of these courses, students may obtain Add Codes at the Information/Registration Desk in the Tech Mall.