

History 1302: 001//Course Syllabus///Spring 2015/Dr. Mark Saka
Office: LH 210
Office Hours-11:00-12:00, 1:30-3:00 M, W, F.
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Course Objective:

The objective of this course is to provide an introductory level survey to the second half of American history; from the end of the Reconstruction era to the present.

Required Readings:

American Horizons: U.S. History in a Global Context, volume II since 1865. Oxford University Press, ISBN # 978-0-973991-2.

Nixonland, Rick Perlstein, Simon and Schuster. ISBN # 978-0-7432-4303-2

Course Requirements:

There are a number of requirements for this course.

1. Regular and punctual attendance.
2. Classroom courtesy-no cellphones or texting in class.
3. Six exams. Each exam will count as 100 points. At the end of the course I will add your five highest exams (dropping the lowest test grade) and the one grade (worth 100 points) for your book review for the book *Nixonland* by Rick Perlstein..
4. I will then divide the total of potentially 600 points (five exams and one book review) by six. 90-100=A; 80-89=B; 70-79=C; 60-69=D; 50-59=F.

Primary Learning Objectives

The graduating student in history will be able to:

1. The student will be able to develop an informed, critical, and articulate approach to the study of history.
2. The student will be able to demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
3. The student will be able to demonstrate an ability to identify and relate the role that historical interpretation plays in the assessments of the past.
4. The student will be able to write effectively, logically, and persuasively about topics in history.

The Primary Learning Objectives (PLO) shall be measured by the administration of five exams and one term paper over the book *Nixonland* by Rick Perlstein. Each exam will consist of 35 multiple choice questions which shall measure objectives one and two of the PLO. Each exam will also consist of two essays which shall measure objectives three and four. The term paper over *Nixonland* will also measure objectives three and four.

The Americans with Disabilities Act:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832, Telephone Number 432-837-8203.

Competency Objectives for U.S. History 1302

The teacher understands significant political, economic, and social developments in the United States from 1877 to the present, including historical events and developments related to the emergence and role of the United States as a world power and the effects of major decisions and conflicts on the United States.

1. Understands political, economic, and social changes in the United States from 1877 to the present (e.g. in relation to political parties , transportation, labor unions, agriculture, business, race, gender).
2. Demonstrates knowledge of the effects of reform and third party movements and their leaders on U.S. society (e.g. populism, progressive era reforms, New Deal legislation, Susan B. Anthony, W.E.B. Du Bois, Robert Lafollette, Eugene Debs, George Wallace, H. Ross Perot).
3. Analyzes the causes and effects of industrialization in the United States.
4. Demonstrates knowledge of significant individuals who shaped political, economic, and social developments in the United States from 1877 to the present (e.g. Jane Adams, Henry Ford, Franklin D. Roosevelt, Martin Luther King, Jr. Cesar Chavez, Betty Friedan, Malcolm X).
5. Demonstrates knowledge of events and issues that shaped political, economic, and social developments in the United States from 1877 to the present (e.g. ratification of the Nineteenth Amendment, Great Depression, passage of the G.I. Bill, passage of the Civil Rights Act of 1964, growth of cities, antitrust legislation, immigration restriction).
6. Analyzes the impact of civil rights movements in the United States, including the African American, Hispanic, Native American, and women's rights movements.
7. Understands factors and events that contributed to them emergence of the United States as a world power between 1898 and 1920 (e.g. imperialism, Panic of 1893, acquisition of Hawaii, Spanish-American War, U.S. involvement in World War One).
8. Analyzes how national and international decisions and conflicts from World War II to the present have affected the United States (e.g. the Fourteen Points, isolationism, reasons for U.S. involvement in World War II).
9. Analyzes how national and international decisions and conflicts from World War II to the present have affected the United States (e.g. decision to the use the atomic bomb, Cold War).
10. Demonstrates knowledge of significant individuals who have shaped U.S. foreign policy from 1898 to the present (e.g. Alfred Thayer Mahan, Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt, Henry Kissinger).
11. Demonstrates knowledge of significant events and issues that shaped U.S. foreign policy from 1898 to present (e.g. Berlin Airlift, Korean war, Sputnik, Vietnam War, Marshall Plan, North Atlantic Treaty Organization, McCarthyism, Cuban Missile Crisis, the Gulf War).
12. Understands the origins of major foreign policy issues facing the United States and the challenges of changing relationships among nations.

Course Outline:

Jan. 21-introduction to class/syllabus/The industrial revolution
Jan. 23-the industrial revolution

Jan. 26-the industrial revolution (immigration and labor)
Jan. 2-the Frontier West
Jan. 30-the Frontier West/the Populist Movement

Feb. 02-the new South
Feb. 04- Exam # 1 (covers chapter 16, 17, 18 in text)
Feb. 06-the new Empire

Feb. 09-the new Empire
Feb. 11-the Progressive Movement
Feb. 13-the progressive Movement

Feb. 16-World War One
Feb. 18World War One
Feb. 20 World War One

Feb. 23 Exam # 2 (covers chapters 19, 20, and 21 in text)
Feb. 25-the 1920s
Feb. 27-the 1920s

Mar. 02-the Great Depression
Mar. 04the Great Depression
Mar. 06-World War Two

Mar. 09-World War Two
Mar. 11-World War Two
Mar. 13-**Exam # 3 (covers chapters 22 , 23, and 24, in text—this is the Friday before Spring Break, and the exam will be given on this day and this day only, no exceptions, if you miss it, you will receive a grade of zero on the exam)**

Mar. 16, 18, 20—spring break no class.

Mar. 23—Postwar America 1945-1948
Mar. 25-the Cold War
Mar. 27-the Cold War

Mar. 30-the 1950s
Apr. 01—the 1950s
Apr. 03-the 1960s

Apr. 06-the 1960s
Apr. 08-the 1960s
Apr. 10-the 1960s

Apr. 13-Exam # 4 (covers chapters 25, 26, 27 in text)
Apr. 15-the Vietnam War

Apr. 17- the Vietnam War

Apr. 20-the Vietnam War

Apr. 22-Nixonland

Apr. 24 Exam # 5 (covers chapter 28 in text and book review on Nixon land due)

Apr. 27-the 1970s

Apr. 29-the 1970s

May 01-the 1980s

May. 04-the 1980s

May. 06-After the Cold War

May 9-Exam # 6 (covers chapter 29 and 30 in text)

Concepts/Essays to Identify

1. What was the impact of the railroad on the American industrial revolution?
2. How did new technologies and inventions transform the industrial process? Who were some of the major individuals and inventors?
3. How did the rise of big business and corporations transform the American economy?
4. How and why did Jim Crowism emerge in the South during the 1890s?
5. How did the West develop as a colonial appendage to the northeast? What were some of the major social classes that we discussed in class?
6. What were the push and pull factors involved in immigration during the industrial revolution?
7. How did labor unions develop during this period? What were the differences in the labor philosophies of the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World?
8. Why were farmer's facing severe difficulties in the late nineteenth-century? How did farmer's seek to resolve these problems by organizing themselves politically?

Terms to Identify

Bessemer Steel process
Andrew Carnegie
Norvin Green
Western Union
Alexander Graham Bell
Bell Telephone
Theodore Vail
Research and Development
Vertical Integration
Horizontal Integration
Trusts
John D. Rockefeller
Standard Oil
J. P. Morgan
Interstate Commerce Commission
Sherman Anti-Trust Act (1890)
The New South
Jim Crow
Plessey versus Ferguson (1896)
Grandfather Clause
Poll Tax
Literacy Test
Booker T. Washington
W. E. B. Dubois
Homestead Act
Reclamation Act of 1902
Joseph Glidden
company towns
Knights of Labor
American Federation of Labor
Samuel Gompers
Industrial Workers of the World
Haymarket Square
The Grange
The Greenback Party
The Farmer's Alliance
The Populist Party
John Deere
The Panic of 1893-1897
The election of 1896

Concepts/Essays

1. Why did American intellectuals and politicians advocate expansionism during the late nineteenth century? How did social and economic crisis play a role in these developments? Who were some of the individuals?
2. Why did the U.S. go to War with Spain in 1898? What was the outcome of this war?
3. Why did progressivism arise as a response to the social and economic dislocations brought about by the industrial revolution? What social classes did the progressives originate from? How does this differ from the populists? What were the goals and objectives of the progressives?
4. What were some of the major progressive reforms of the Roosevelt administration 1900-1908? What were some of the progressive achievements of the Wilson administration 1912-1917?
5. Why and how did the United States become involved in the First World War?
6. What was the impact of the First World War on American society?

Terms to Identify

Frederick Jackson Turner
Josiah Strong
Alfred T. Mahan
Social Darwinism
Herbert Spencer
Annexation of Hawaii
The Cuban War for Independence
Yellow Journalism/William Randolph Hearst
The Sinking of the Maine
The Philippines
Cuba
Puerto Rico
The Annexation Debate
William McKinley
Emilio Aguinaldo
General Arthur Macarthur
The Anti-Imperialist League
The Platt Amendment
The Panama Canal
Banana Republics
Social Darwinism
Reform Darwinism
Charles Beard
John Dewey
Oliver Wendell Holmes
The Muckrackers
The social sciences
political bosses
civil service reform

trustbusting
Theodore Roosevelt
William Howard Taft
Pure Food and Drug Act (1906)
Meat Inspection Act (1906)
National Reclamation Act (1902)
Gifford Pinchot
John Muir
The Sierra Club
Woodrow Wilson
The 16th Amendment
The 17th Amendment
The Anti-Saloon League
The 18th Amendment
National Suffrage Association of Women's Suffrage Movement
Susan B. Anthony
The 19th Amendment
The Federal Reserve Bank
The Keatings-Owen Act
The Reforming Progressives
The Social Hygiene Movement
Settlement Houses
The Immigration Restriction League
The Eugenics Society
Buck vs. Bell 1927
Archduke Franz Ferdinand
Trench warfare
The Verdun, the Somme
Unrestricted submarine warfare
The Lusitania
The Zimmerman Telegram
The Treaty of Versailles
The League of Nations
The Fourteen Points
The War Industries Board
George Creel
The Committee on Public Information
100% Americanism
The Espionage Act 1917
The Sedition Act 1917
Schenck versus the United States 1919
Abrams versus the United States 1919
The Red Summer
A. Mitchell Palmer
The Palmer Raids
The Federal Bureau of Investigation

Terms and Concepts to Identify/Exam # 3/Saka/SRSU

Concepts/Essays to Identify

1. Why are the 1920s considered a time of social, cultural, and political tensions and conflicts? Why did immigration restriction, the Sacco and Vanzetti case, the rebirth of the Ku Klux Klan, prohibition, emerge as major fields of societal struggle and conflict?
2. What caused the Great Depression?
3. What were the major points of the New Deal?
4. Why did the First New Deal give way to the Second New Deal?
5. What caused the Second World War?
6. How did the Second World War affect the domestic United States?

Terms to Identify

“Normalcy”
Warren G. Harding
Calvin Coolidge
Herbert Hoover
The Model T
The Model A
Teapot Dome
The Sacco-Vanzetti case
The 1924 Immigration Restriction
The Smoot-Hawley Tariff
The Bonus Marchers
Franklin Delano Roosevelt
The First Hundred Days
Fireside Chats
The First New Deal
The Bank Holiday
The Federal Deposit Insurance Corporation (FDIC)
The Citizens Conservation Corps (CCC)
The Home Owners Loan Corp. (HOLC)
The Farm Credit Administration (FCA)
The Tennessee Valley Administration (TVA)
The Agricultural Adjustment Act (AAA)
The National Recovery Administration (NRA)
The Public Works Administration (PWA)
Dust-bowl Oklahoma
The Southern Tenant Farmer’s Union
Charles Coughlin
Huey Long
Francis Townsend
The Second New Deal
John Maynard Keynes
The Federal Theater Project

The Wagner Act
The Works Project Administration
The Social Security Act
The 1936 election
Court Packing
Benito Mussolini
Adolph Hitler
Fascism
Joseph Stalin
Aggression and Appeasement
The Sudetenland
The Munich Pact
Poland-1939
The Axis Powers
The Allied Powers
Pearl Harbor
The North African Campaign
General George Patton
Douglas MacArthur
Dwight Eisenhower
D-Day, June 6, 1944
The Manhattan Project
Albert Einstein
Robert Oppenheimer
Hiroshima
Nagasaki
The Holocaust
Harry S. Truman

Terms and Concepts to Identify Exam # 4/Saka/SRSU

Concepts/Essays to Identify

1. How did the American economy undergo dramatic transformation and change between 1945 and 1960?
2. How did the various civil rights movements develop during the 1950s and 1960s? What were the forces that pushed the African American and similar movements?
3. How did the Cold War between the United States and the Soviet Union begin? What were some of the major events of the early phase of the Cold War? Why did the United States intervene in the Korean War? What was the outcome of that war?
4. What was the “counterculture”? How did it develop from the 1950s through the 1970s? What were some of the shortcomings of the counter-cultural movement?

Terms to Identify

22nd Amendment
The Baby Boom
The G.I. Bill
The Iron Curtain
George Kennan
Containment Policy
The Truman Doctrine
The Marshal Plan
The Berlin Airlift
The North Atlantic Treaty Organization (NATO)
The Warsaw Pact
Mao Tse Tung
The 38th Parallel
Douglas MaCarthy
The Inchon landing
The Yalu River
The Central Intelligence Agency
The House of Un-American Activities Committee
Joseph MaCarthy
Sputnik
NASA
The Highway Defense Act of 1956
Brown vs. Board of Education
Little Rock, Arkansas
Montgomery Bus Boycott
Rosa Parks
The Southern Christian Leadership Conference
Reverend Martin Luther King
The Congress on Racial Equality (CORE)
The Student Non-violent Coordinating Committee
The Sit In Movement
Freedom Riders
Earl Warren
Lyndon Baines Johnson

The Civil Rights Act 1964
The Voting Rights Act of 1965
The Great Society
Stokely Carmichael
Malcolm X
The Black Panthers

Terms and Concepts to Identify for Exam # 4

Concepts/Essays to Identify

1. How did the United States become involved in the War in Vietnam? What was the ideological rationale? What were some of the major turning points in the war? How did the United States come to the decision to begin a termination of American involvement? What lessons can we draw from the Vietnam War?

Terms to Identify

Ho Chi Minh
Dien Bien Phu
President Diem
The Gulf of Tonkin Resolution
General William Westmoreland
The Tet Offensive
Strategic Hamlets
Counterinsurgency
Search and Destroy
Students for A Democratic Society
Robert F. Kennedy
Eugene Macarthy
Richard Nixon
Vietnamization
The Cambodia Invasion
Kent State
Paris Peace Talks
Ho Chi Minh Trail

Concepts/Essays to Identify

1. What economic and political forces shaped the 1970s? What impact did rising oil and energy costs have on the American economy? What impact did high inflation and high unemployment have on the American economy and national sense of “malaise”? How did foreign policy reversals (Afghanistan, Iran, and Nicaragua) have on the Carter administration and how did these events lead to a new Republican coalition and presidential victory under Ronald Reagan in 1980? How did cultural conservatives add to this emerging new political coalition that characterized the modern Republican Party?
2. How did the Reagan administration 1980-1988 reshape the American political economy? How did Paul Volker and Ronald Reagan “slay the inflation dragon”? How did the Reagan administration’s foreign policy challenge the Soviet Union and how did William Casey and Ronald Reagan help bring down the “Evil Empire”? Why did the Soviet Union fall? How did the Reagan policies of restructuring the American economy lead to the shift in our economic base from that of manufacturing to one of financialization? What impact did these policies have on the long term future of the American economy?
3. How did American foreign policy towards the Persian Gulf and other regions of the Middle East (Afghanistan, Israel-Palestine, and Iran-Iraq) shape our relations with much of the Islamic World and how did these events lead to the September 11, 2001 terrorist attacks and the subsequent wars in Iraq and Afghanistan?
4. What is “globalization”? How has the global economy undergone a dramatic and permanent shift in the past three decades? How has the re-emergence of China, India, and Asia into the world economy resulted in dramatic long-term shifts in the economic and political centers of world economic, political, and cultural power away from the North Atlantic and European world towards that of Asia? How has technology “made the world flat”?

Terms to Identify

Energy Crisis of 1973
Stagflation
The Iranian Revolution 1977-1979
The Shah of Iran
The Ayatollah Khomeini
The Iranian Hostage Crisis
Inflation
The Moral Majority
Jimmy Carter
Ronald Reagan
Paul Volker
William Casey
The Strategic Defense Initiative
Afghanistan
The Mujahadeen
The Nicaraguan Revolution
Anastasio Somoza
The Sandinistas
The Contras

Michael Gorbachev
Chernobyl
The Fall of the Berlin Wall
Sadaam Hussein
The First Gulf War 1990-1991
George W. Bush 1988-1992
William Clinton
George W. Bush 2000-2008
Osama Bin laden
Al-Queda
September 11, 2001
globalization
Deng Shao Peng
The world is flat
The post-American world