United States History, 1890-present
History 2112
Monday and Wednesday
CRN 80938, SS Building Room 2036, 8:00 - 9:15
CRN 81476, SS Building Room 3019, 11:00 – 12:15
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Office Hours - 9:30-10:30, Monday and Wednesday

Required Textbooks:

Overview
This course examines the history of the United States from the 1900s to the 1990s with an emphasis on how political, economic, and social developments shaped the conditions, attitudes, and values of present-day America. This course focuses on the central themes and issues in American growth and institutional change as to how Americans faced them.

Course Objectives: The student will understand a broad knowledge of the United States since 1890 based on the knowledge of the major movements, events, and personalities of the American scene.

1. Every student will obtain a basic knowledge of the evolution of American political beliefs and institutions. Through this academic process, a foundation for an educated citizenry will be developed so that global citizenship will be more responsible, sophisticated, and analytical.

2. The student will understand how the American economy developed and how it changes influenced its institutions and society in general.

3. Every student will discover, understand, and appreciate the interplay of forces and personalities that shaped historical change and American life.

4. Every student will acquire an appreciation of the historical methodology. In doing so, each student will learn to think historically, learn to ask questions of the past and develop communicative skills, both in writing and with speaking, primary among these is the skill of shaping, substantiating, and communicating historical arguments.
5. Every student will gain an understanding of a regional perspective of American history including those students from the South, the Southwest and West Coast, the Midwest and Northeast.

**Attendance:**

Students are expected to attend both classes each week. Attendance will be taken. All students are expected to attend classes on time, read the assigned class material, and participate in class discussion in a substantive manner. You should involve yourself in class discussions by asking questions, participating in-group activities, and contributing your thoughts, interpretations, and ideas.

While conflicting commitments and unforeseen and unpreventable developments may occasionally force an absence, this class, like one’s job, is a major commitment. Leaving class early without the instructors prior consent will result in a student’s being counted absent for that day. If appropriate documentation for participation university athletics, severe illness, employment conflict, or other compelling reason for absence is presented, that absence will be “excused” and will not be charged against you. As excuses, car trouble, traffic jams, poor weather conditions, etc. will occur but no one should use these conditions as reasons for repeated lateness and absence. IT IS YOUR RESPONSIBILITY TO ATTEND CLASS AS SCHEDULED. ACKNOWLEDGE IT!

This policy reflects life in the working world, where employers have strict attendance policies and the penalties for violating them are much greater.

**Academic Integrity:**

There will be zero **toleration** for any student who violates university policies regarding cheating or plagiarism with his or her work. The following is the new policy statement on “Cheating and Plagiarism:”

“No student: shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duty acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).”

Once established that a student plagiarizes or cheats, as outlined in the above statement, with any assignment in or examination for this class, a grade of F will be automatic.
Examinations and Grading:

You will have two examinations during the semester. Each will be announced at least one week in advance. The exams will consist of two basic parts: Part I will consist of three questions from which you will select two questions. Each essay question will be worth twenty points each for a total of 40 points. Part II of the exam, worth 20 Points, will require the identification of proper names and events. A review session will be conducted as to the type of questions and appropriate answers. Remember, the examinations will be based upon class lectures and assigned readings as indicated on the course syllabus. Blue Books are required for both Examinations. Every student must sign out with the completion of the Examination.

If a student should miss an examination, a make-up exam will be offered on December 1, 2012. This will be the only time a make up examination can be taken. A room number and time will be announced at a later date.

A final examination will be optional. During the last week of the course, each student MUST meet with the instructor to review his or her grades. After the review, the student, if satisfied with his/her grade has the option of taking or not taking the final examination. This will be a comprehensive examination. The final examination will replace the lowest grade on the previous examinations. A detailed outline of the examination will be explained at a later date. THE FINAL EXAMINATION IS NOT REQUIRED. IT IS OPTIONAL.

Grading

The instructor does the grading for this course! Student negotiation for higher grades or seeking changes to assignments will not be tolerated.

A Grade for this course is based upon an accumulated point system as follows:

| Examination I | 60 points |
| Examination II | 60 points |

120 points

Percentage is determine by dividing 120 into the total points earned with the two exams.

The Final Examination will replace the lower score of one of the two examinations. No one can take the final examination if one of the regular exams needs to be made –up.
Extra Credit Policy
Your grade for the course is based solely on the required course work. **NO OPPORTUNITY FOR EXTRA CREDIT IS AVAILABLE.**

Disability Policy
If any student needs special accommodations to fulfill the academic requirements for this course, consult with the instructor so that the necessary arrangements can be made through the Student Development Center.

Course Schedule

Please read and review this syllabus carefully. You are responsible for knowing the contents and for requesting clarification of the material for which it encompasses.

Lecture Topics:

A. Introduction to the Course
   1. Review of class policies
   2. Explanation of the syllabus

B. Imperialism and Expansionism
   1. The Transformation of America
   2. American Emergence as a World Imperial Power
   3. The Spanish American War and the Responsibilities of International involvement

4. Focus Questions:
   a. How did American workers respond to the changing demands of the workplace in the late 19th Century?
   b. What explains the weakness and inefficiency of late 19th Century government?
   c. What arguments were made in favor of American expansion?
   d. What were the most important consequences of the Spanish American War?
   e. What was the nature of U.S. involvement in Asia?

Readings: Text, Chapters 19, 20, 21
Issues, pp. 1-71.
C. The Origins and Results of the Progressive Movement

1. The Reform Agenda and its accomplishments
2. The American Presidency and the Progressive Movement
3. **Focus Questions:**
   a. What values and Beliefs bound the progressives together?
   b. How did progressives respond to the social challenges of industrial America?
   c. How did the progressives change American Politics and government?
   d. How did Theodore Roosevelt envision the power of the Presidency?
   e. How did Woodrow Wilson’s vision of reform differ from Theodore Roosevelt’s?

Readings: Text, Chapter 22
Issues, pp. 72-95.

D. The United States and the Great War

1. U.S. Foreign Policy and the Road to War
2. Woodrow Wilson and the League of Nations
3. **Focus Questions:**
   a. Why were Americans so reluctant to get involved in World War I?
   b. How did the war effort threaten civil liberties?
   c. What hopes did Wilson have for the Treaty of Versailles?
   d. What challenges did America face in the aftermath of the war?

Readings: Text, Chapter 23.
Issues, pp. 96 – 119.

E. The 1920’s

1. America’s Return to Normalcy
2. The Search for National Security
3. **Focus Questions:**
   a. What contributed to the economic boom of the 1920s’?
   b. What was the relationship between big business and government in the 1920’s?
   c. How did new systems of distribution, Marketing, and mass Communication shape American culture?
   d. What role did the United States play in international diplomacy in the decade following World War I?
   e. What factors contributed to the growth of America’s cities and suburbs in the 1920s?

Readings: Text, Chapter 24.
Issues, pp. 120-167
F. The Crash, the Depression, and the New Deal

1. The Great Depression and Herbert Hoover
2. The New Deal of FDR.
3. **Focus Questions:**
   a. What caused the Great Depression?
   b. How did Herbert Hoover respond to the depression? Why did his policies fail?
   c. What the goals of the early New Deal?
   d. What impact did he New Deal have on American social and economic life?
   e. Why did the New Deal lose momentum after 1936?

   Readings: Text, Chapter 25.
   Issues, pp. 168-214

G. Isolationism, the Road to War, and Global War

1. The Road to War.
2. World War II
3. **Focus Questions:**
   a. How effective were the Neutrality laws of the 1930?
   b. What steps did FDR take to assist Great Britain and other allies with their efforts to fight fascism world wide?
   c. Why were most Americans reluctant to get involved in World War II?
   d. What motivated German, Italian, and Japanese aggression in the 1930s?
   e. Why did the Japanese attack Pearl Harbor?
   f. Why did the Allies win the War”?

   Readings: Text, Chapter 26
   Issues, pp. 215-269

H. Post War America and the Cold War

1. Causes of historical Tensions with the Soviet Union
2. The Fair Deal and the Crusade against Communism
3. Eisenhower and the Republican Revival
4. **Focus Questions:**
   a. What major factors produce a different post-War America?
   b. What were the Origins of the Cold War?
   c. Why did fear of Communism escalate in the years following World War II?
   d. What impact did Dwight Eisenhower’s foreign policy have on US relations with the Soviet Union?
   g. What was the significance of Brown v. Board of Education of Topeka?

   Readings: Text, Chapters 27 and 28.
I. The Resurgence of liberalism and Vietnam

1. JFK, the New Frontier, and Civil Rights
2. The Great Society and the War in Vietnam

3. Focus Questions:
   a. What was John F. Kennedy’s approach to dealing with the Soviet Union?
   b. How did Lyndon B. Johnson continue the domestic agenda inherited from the Kennedy administration? In what ways did he depart from it?
   c. What changed American public opinion about the War in Vietnam?


J. The Imperial Presidency

1. Nixon’s Presidency
2. Watergate and President Gerald Ford

3. Focus Questions:
   a. What was the legacy of Richard Nixon’s presidency?
   b. What factors limited Jimmy Carter’s effectiveness as president?

Readings: Text: Chapter 30-pp.846-861, Chapter 31, pp.873-882

K. The Rise of American Conservatism

1. The Reagan Revolution
2. The End of the Cold War and the Post-Cold War Era in American politics and society.

3. Focus Questions:
   a. What was revolutionary about the Reagan Era?
   b. How and why did the Cold War come to an end?
   c. What key social and cultural issues divided Americans in the 1980s and 1990s?

Readings: Text: Chapters, 31-pp.882-891

This instructor reserves the right to modify the syllabus when conditions warrant it.