

HISTORY 203--HISTORY OF THE UNITED STATES

SPRING 1993

SYLLABUS

MICHAEL WEISS

CLASS SCHEDULE:

MWF	1:00-1:50 P.M.	T-219
TH	7:00-P.M.---9:50 P.M.	T-207

IF YOU MISS YOUR REGULAR CLASS SESSION YOU MAY ATTEND THE OTHER ONE WITHOUT ASKING PERMISSION. IF YOU DO, PLEASE SUBMIT A SLIP OF PAPER WITH YOUR NAME AND REGULAR CLASS TO RECEIVE ATTENDANCE CREDIT. (ATTENDANCE WILL BE TAKEN AT REGULAR INTERVALS AND MAY DETERMINE WHETHER YOU GET THE BENEFIT OF THE DOUBT WHEN FINAL GRADES ARE ASSIGNED.

OFFICE:

<u>LOCATION:</u>	T-224
<u>TELEPHONE:</u>	928-2361, EXT.202
<u>OFFICE HOURS:</u>	MWF 10:00-10:50 A.M. TH 5:00---7:00 P.M. OTHER HOURS BY APPOINTMENT

YOU NEED NOT THANK THE INSTRUCTOR FOR PROVIDING THE ABOVE HOURS; YOU'VE PAID FOR THEM. YOU ARE MORE THAN WELCOME TO COME BY TO DISCUSS THE COURSEWORK AND TO CHECK IN WITH ME IN CASE PROBLEMS ARISE. IF THEY DO THE "OSTRICH PHILOSOPHY" (HEAD IN THE SAND) NEVER WORKS. PLEASE DON'T WAIT UNTIL FINALS WEEK TO DISCUSS DIFFICULTIES. BY THEN IT IS TOO LATE!!

REQUIRED TEXT: Nash, Jeffrey et al, *The American People*. Harper Collins, 1992.

(Note: Supplied free with this text is a free map study booklet. The MAP assignments will be taken from this book.)

REQUIRED SUPPLEMENTARY TEXT: Howard Zinn, *A People's History of the United States*. Harper Collins, 1980.

RECOMMENDED OPTIONAL VIDEOS: Alistair Cooke, *America*. (A series of videos, located in LBCC Library.)

## **GENERAL COURSE PROCEDURE, REQUIREMENTS, OBJECTIVES:**

History 203 is a 3-credit academic transfer course which provides an in-depth study of American history. The course begins as the nation has taken its place among the industrial powers of the world. With the frontier closed, new energy is channeled into the factories, the cities and in the development of a colonial empire. The twentieth century will international conflicts--World War I and II, Korea, and Vietnam as well as conflict on the home front in the shape of a major Depression. The course ends with our greatest boom--the post World War II years, the rise of youth, and the decay of the inner cities.

1. **INSTRUCTIONAL FORMAT:** The course will offer a variety of instructional techniques. There will be a fair amount of lecture material . **PLEASE TAKE CAREFUL NOTES; YOU'LL FIND IT REWARDING WHEN YOU TAKE THE ESSAY TESTS.** In order to render the material vital and to accommodate students' visual learning styles, lectures will be supplemented by overhead transparencies, videos, films, and maps.

### 2. **GRADES:**

**CLASSWORK (30 POINTS):** There will be 10 weekly assignments based upon the readings in ZINN and explaining how they relate to the TEXT, and to the PACKET reading for that week, if any. These assignments must be neatly done, indicating your name and class. They'll be collected on your first class section of the week. Since they will also function as an attendance check they can be submitted **ONLY** in class. They will be graded in the following manner:

- 0 points=not handed in at the proper time
- 1 point=essentially an attendance grade, as it is poorly done
- 2 points=average ("C") work
- 3 points=excellent ("A"). Neat, thorough, well done

**MIDTERM: (20 POINTS):** Essay and possibly brief identification. Given on your last class session of your fourth week of classes. A one hour test on everything since the beginning of the term. For those who miss this exam the makeup will be a rigorous 40-question multiple choice test.

**ORAL HISTORY ASSIGNMENT: (15 points)** You will select an interesting older person who has lived through history. Bring along a good tape recorder and microphone and spend an hour with him/her. Submit an audible tape recording of the session. A through guide on how to do this will follow. Due on your last class session of the eighth week of classes.

**FINAL EXAM: (35 POINTS)** On all material since the beginning of the term, with extra emphasis on all material since the midterm. Will consist of two essay and, possibly, some identifications. Will be given during finals week.

**EXTRA CREDIT:** ALWAYS AVAILABLE, WITH THE FOLLOWING PROVISOS:

1. YOU MUST BE DOING AT LEAST "C+" WORK SO FAR.
2. ALL WORK MUST BE UP DO DATE.
3. ATTENDANCE MUST BE SATISFACTORY.
4. YOUR EXTRA CREDIT PROJECT MUST BE PRESENTED TO THE ENTIRE CLASS.
5. YOUR PRESENTATION MUST RELATE TO MATERIAL THAT IS CURRENT WITH CLASS MATERIAL. (FOR EXAMPLE, IF WE'RE COVERING World War II DON'T DO A PROJECT ON COLUMBUS.)
6. CONSULT WITH THE INSTRUCTOR AS TO THE APPROPRIATENESS OF YOUR PROJECT.
7. THE AMOUNT OF POINTS EARNED WITH BE DETERMINED BY THE QUALITY OF YOUR EFFORT (APPROXIMATELY 5-10 POINTS)

**PLEASE BE SURE TO PUT YOUR NAME, OFFICIALLY REGISTERED CLASS, SUBJECT, INSTRUCTOR'S NAME, AND TITLE OF ASSIGNMENT, QUIZ, ETC. ON EVERYTHING YOU TURN IN TO THE INSTRUCTOR. IF YOU DON'T YOUR EFFORTS ARE MORE LIKELY TO BE LOST.**

**3. NOTE TAKING:** It will be difficult to get much above a "C" grade without taking notes on the text, the videos and films, and the lectures. You'll need to refer to ALL material covered when you do your assignments and quizzes. What most distinguished a poor grade from a superior one is SPECIFICS.

**4. All borrowed materials must be returned in order to receive a course grade.**

**5. Please bring your text to every class section. We will use it to refer to certain passages, as well as to maps and illustrations.**

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TEXT AND QUIZ ASSIGNMENTS

WEEK 2  
Mar.29-Apr.2

TEXT, Ch. 20, "Politics and Reform" (Read pp. 404-407)

Ch. 21, "Becoming a World Power"

Zinn, Ch. 12, "The Empire and the People"

Zinn Assignment (TO BE COLLECTED AND DISCUSSED AT YOUR NEXT CLASS SESSION)

1. What made the decade of the 1890's a difficult and challenging time for the United States?
2. Why and where did the U.S. begin its quest for empire during the 1890's?
3. How did U.S. racism play a part in expansion? Give examples and specifics.
4. Discuss U.S. policy as seen in the Teller and Platt Amendments. How can you explain the radical difference between the two?
5. Describe U.S. policy in the Philippines after liberation from Spain.

MAPS, pp. 46-47-"African-American Migration, 1865-1930"

WEEK 2  
April 5-9

TEXT, Ch. 22, "The Progressives Confront Industrial Capitalism"

ZINN, Ch. 13, "The Socialist Challenge"

Zinn Assignment (TO BE COLLECTED AND DISCUSSED DURING YOUR FIRST CLASS SESSION NEXT WEEK)

1. Discuss some of the problems with America, as seen by concerned writers, intellectuals at the turn of the century.
2. Give examples of how factory owners cut costs.
3. Discuss the Triangle Shirtwaist Company fire.
4. Discuss the Wobblies and their attempts at worker representation.
5. Why was there a great need for union representation during the early part of the 20th century?
6. Discuss the women reformers and their goals.
7. President Theodore Roosevelt is seen by some as a reformer, by others as a conservative. Explain.

MAPS, pp. "A Chronological Context for the Emergence of Modern America, 1870-1920"

**WEEK 3**  
April 12-16

**TEXT, Ch. 23, "The Great War"**  
**ZINN, Ch. 14, "War is the Health of the State"**

**Zinn Assignment**

1. What made war so horrible by the 20th century?
2. Discuss how capitalism got us involved in WW I.
3. What techniques did the United States government use to "sell" the war to the people.
4. Discuss the ways in which our involvement in WW I threatened our civil rights.
5. How did the socialists and the "Wobblies" respond to the war?

**MAPS, pp. 25-"A Sears House of the 1920's"**

**STUDY GUIDE FOR NEXT WEEK'S MIDTERM DISTRIBUTED--  
LAST CLASS SESSION OF WEEK**

**WEEK 4**  
April 19-23

**TEXT, Ch. 24, "Affluence and Anxiety"**  
**MAPS, pp. 52-23--"Rates of Travel, 1930"**

**MIDTERM EXAM--LAST CLASS SESSION OF WEEK**

**WEEK 5**  
April 26-30

**TEXT, Ch. 25, "The Great Depression and the New Deal"**  
**ZINN, Ch. 15, "Self-Help in Hard Times"**

**Zinn Assignment**

1. What does Zinn mean by the title of the chapter? Give examples.
2. What methods did the U.S. government use to put down strikes?
3. What brought an end to immigration? When?
4. How does Zinn portray the situation of the poor during the "Roaring Twenties."
5. How effective was the government in alleviating poverty during the early Depression years (1930-32)?
6. Who were the Bonus Marchers? What were their goals. How effective were they?
7. Discuss sit-down strikes--what they were, what they accomplished

**WEEK 6**  
May 3-7

**TEXT, Ch. 26, "World War II"**  
**ZINN, Ch. 16, "A People's War" (pp. 398-415)**

**Zinn Assignment**

1. What impression of the United States do you get from Zinn's portrayal of its behavior toward the downtrodden people's of the world?
2. How did the U.S. support the German Jews against Hitler? The Ethiopians against Italy? Spain against Italy and Germany?

3. Discuss U.S. policy toward China before WW II.
4. What is Zinn's point of view regarding the Japanese attack on the United States?
5. What is zinn's view on our economic aims during the war?
6. Discuss the situation for women and blacks during the war.
7. What was the situation for Japanese-Americans during WW II?
8. Was the A-bomb drop on Hiroshima and Nagasake justified? Why or why not?

**MAPS, pp. 56-56, "World War II in the Pacific"**

**WEEK 7**  
**May 10-14**

**TEXT, Ch. 27, "Chills and Fever During the Cold War"**

**ZINN, Ch. 17, "A People's War?" (pp. 416-434)**

**Zinn Questions**

1. How did the world political situation change after WW II?
2. What was the Truman Doctrine? Where was it first applied?
3. What occurred in China in the late 1940's? What was the U.S. respond?
4. Discuss Senator Joseph McCarthy and McCarthyism.
5. Discuss the Rosenberg case. Why did it cause such a furor?
6. How did the Kennedy administration respond to the perceived Communist threat?
7. What was the Marshall Plan? What were its goals?
8. Discuss the Bay of Pigs--its goals and its outcome?

**MAPS, pp. 58-59, "Open Skies in the Northern Hemisphere"**

**WEEK 8**  
**May 17-21**

**TEXT, Ch. 28, "Postwar Growth and Social Change"**

**ZINN, Ch. 17, "Or Does it Explode"**

**Zinn Questions (To be collected)**

1. Discuss the treatment of the blacks in the early part of the century.
2. How did Harry Truman and his administration respond to the situation of blacks?
3. How did blacks respond to their treatment in Montgomery, Alabama? Discuss the role played by Rosa Parks and Dr. Martin Luther King.
4. Who were the Freedom Riders? What were their goals?
5. What did the federal government finally do to improve the situation for southern blacks? Discuss the role played by President Johnson.

**MAPS, pp. 59-60, "A Chronological Context for 20th-Century America"**

**ORAL HISTORY PROJECT DUE NO LATER THAN FRIDAY,  
1:00 P.M. 1-POINT PER DAY (INCLUDING SAT. &  
SUN. DEDUCTED AFTER THAT TIME, MUST INDICATE  
NAME, SECTION, CLASS IN ORDER TO RECEIVE FULL  
CREDIT. CHECK SOUND QUALITY AND VOLUME WHILE  
INAUDIBLE TAPES WILL RECEIVE NO CREDIT.**

**WEEK 9  
May 24-28**

**TEXT, Ch. 29, "Politics and Governmental Power"  
ZINN, Ch. 18, "The Impossible Victory: Vietnam  
Zinn questions**

1. Who was Ho Chi Minh and what were his goals after WW II?
2. What was the French and U.S. response to these goals? Why?
3. Who did the United States support in place of Diem?  
Discuss his regime.
4. What incident did Johnson use to escalate the war?
5. What was the first major atrocity of the Vietnam War?
6. What happened in Cambodia? How was this justified?
7. As the war continued, protests escalated. Give examples of people and events.

**WEEK 10  
May 31-June 4**

**TEXT, Ch. 30, "The Struggle for Social Reform"  
Zinn, Ch. 19, "Surprises"  
Zinn questions**

1. Give examples of the "new" woman in the United States in the 1960's.
2. What did women do to take control of their bodies in the 1960's? What case establishing one of these rights was decided by the Supreme Court?
3. Provide some examples of inequities in our prison system in the 1960's. How can you explain this?
4. What happened in Attica? Why?
5. How, where, and why did Indians resist the system?
6. What occurred at Wounded Knee? Why/ What was the outcome?
7. Discuss the changes occurring among the youth.

**STUDY GUIDE FOR FINAL EXAM DISTRIBUTED THIS WEEK**

### **FINAL EXAM SCHEDULE**

**TU/TH 11:00-----12:30-2:30 TUESDAY (JUNE 8  
THURSDAY EVENING CLASS---THURSDAY OF FINALS WEEK (JUNE 10)**