
Office Hours: thirty minutes prior to class in the Library, or by appointment

Normally, class will begin at the appointed time. Try to be early, please. Avoid excessive absences for your “final exam” score will be penalized “ten points” after six hours of class absence. If tardy, please see me after class so that I can remove the “Absent” mark from your record. Excessive tardiness will not be tolerated. Students are responsible for “Withdrawing” from the course (avoiding an “F”). Further, each student is responsible for the material content covered and announcements in class and should consult with Instructor for any permitted “makeup” work.

History 1302 surveys America’s past from 1877 to the present. A bit more than half of class time will be devoted to lecture, with the remainder used for discussion of essay topics, historical concepts (see below), and discussion of “Reader” articles. The goal of each assigned task is to improve student’s learning skills, improve one’s knowledge of America’s past (and how it has impacted the present), and to improve one’s expository, persuasive writing skills.

Students will take three exams (one being the “Final”). Each will be valued at 25% of the Final Grade. Students will also write expository essays from a number of articles in the Reader; each of which will be graded. The average of them will comprise 25% of the final grade. Lastly, “Reader” paragraphs must be typed and double spaced.

Each exam will have four parts: multiple choice questions, matching questions, short answer essays (3 sentences each), and one-paragraph essays. For the multiple choice, part 1, and matching, part 2, and paragraph essay part 4 of each exam, your notes on the text chapters’ names and terms In BOLD PRINT should be noted carefully for they shall be the source of the questions in these three areas. Part 3, the short answer items (3 sentences each) will come from the following list of historical concepts significant to American History:

Avoid Absence on Exam day - it REQUIRES SPECIAL PERMISSION from the Instructor to “makeup” a test. For this course the following Grade Scale governs your grade: A=90-100; B=80-89; C=70-79; D=60-69; F=0-59. Cheating, or any “unauthorized assistance,” on graded material will result in automatic failure (F) for the course.

Any student with a documented disability and in need of “Reasonable Accommodations” must contact the Disability Services Office at this campus at the beginning of each semester as faculty are allowed to provide only those accommodations requested by the Disability Services Office.
HIS 1302  U. S. HISTORY ASSIGNMENTS  Fall, 2010

CRN # 52242  (Second Start)

9/28 - Intro & Chapter 17
9/30 – Chapter 17

10/5 - Chapter 18
10/7 – Chapter 19 & **READER:** “Robber Barons” paragraphs

10/12 – Chapter 20
10/14 - Chapter 21 & **READER:** “Fire!” paragraphs

10/19– Chapter 21 & **READER:** “Big Stick Abroad” paragraphs
10/21– Chapter 22 & **READER:** “Meat Inspections” paragraphs

10/26 - **TEST # 1**
10/28 – Chapter 23

11/2 – Chapter 24 & Chapter 25
11/3 – Chapter 26

11/9 - **READER:** “The New Deal …” paragraphs & Chapter 27
11/11 – **TEST # 2**

11/16 – Chapter 28
11/18 – Chapter 29 & **READER:** “Suburban Segregation” paragraphs

11/23 – **READER:** “The Legacy of Vietnam” paragraphs & Chapter 31

11/30 - Chapter 31
12/2 – **READER:** “Religious Politics and America’s Moral Dilemmas” paragraphs

12/7 – Chapter 32
12/9 – **READER:** “Our of Gas” paragraphs

Final Exam –Thursday, Dec. 16, 12:00 NOON
HIS 1302 READER QUESTIONS

Directions: use the following questions as a basis for composing one-paragraph essays. Be certain to compose one paragraph for each numbered item. If there is more than one question in the numbered item, you must answer all the questions in the first sentence, your “TS” - the topic sentence. Then provide specific examples, explanations, or elaboration as evidence to prove your “TS.” Each paragraph should contain approximately 200 words, and double-spaced typed, with a heading that contains the title of the article (in quotes), the author’s name, and your name and date.

“The Robber Barons,” by Harvey Wasserman
1. According to the author, in addition to their own greed, what drove the industrial barons to create big business?
2. What effect did the Robber Barons’ success have on the American economy? American politics? American society?
3. According to the author, Why did the Robber Barons’ success in building enormously complex and productive industries NOT justify the equally enormous suffering and waste that accompanied it?

“Fire!,” by Leon Stein
1. Describe the horror of the explosion and fire that interrupted the peaceful scene in Washington Square Park in New York City, Saturday, March 25, 1911.
2. Describe the heroism of the police and firefighters.
3. Use the following as your topic sentence (then complete the paragraph): “Stein grimly indicates the arrogance of management and the plight of the workers as the basic cause of the “Triangle Fire.”

“Big Stick Abroad,” by John Milton Cooper
1. What events of the presidency of Theodore Roosevelt’s first term (1901-1904) shows his (and American political & economic leaders’) interests in imperialism?
2. Use the following as your topic sentence (then complete the paragraph): President Theodore Roosevelt pursued an active program in Latin America that culminated with Panamanian independence and the construction of a canal linking the Atlantic and Pacific Oceans, the goal of which was to allow the U.S. to more effectively manage its expanding imperial interests.”

“Meat Inspection: Theory and Reality,” by Gabriel Kolko
1. According to Kolko, what was the theory explaining the beginnings of meat inspection as a progressive reform”? And what was the reality behind the initiation of meat inspection? (in other words, who benefited most from Meat inspection and who benefited least?)
2. How did the muckraking journalists like Sinclair Lewis react to the Meat Inspection Act of 1906, and what does the “death” of the meat inspection issue after 1906 reveal about the nature of “progressive reforms” when the “interests” of corporate capitalism is affected?
“The New Deal: The Conservative Achievements of Liberal Reform,” by Barton J. Bernstein
1. Does the author believe Roosevelt’s reforms are conservative or liberal? Provide examples
2. Provide examples of programs advanced by the left to challenge Roosevelt’s New Deal.
3. How and why were some groups “left out” of Roosevelt’s New Deal reforms?

“The GI Bill of Rights,” by Michael J. Bennett
1. Why did Congress pass the Serviceman’s Readjustment Act, better known as the G.I. Bill, in 1944, a year before the war ended?
2. What were its important parts that brought lasting benefits to economic growth and prosperity?

“The Legacy of Vietnam,” by George Herring
1. Fearful of being the “first American President to lose a war,” what actions did Richard Nixon take to avoid U.S. defeat in Vietnam from January, 1973 to his resignation in August, 1974?
2. Why were American efforts to establish a stable, permanent government for the Republic of Vietnam doomed to failure?
3. How do “liberals” and “conservatives” view, in hindsight, U.S. involvement in Vietnam from 1965 to 1975 in regard to the use of American power in other parts of the world?

“Religious Politics And America’s Moral Dilemmas,” by Kramnick & Moore
1. Use the following topic sentence, then complete the paragraph: “The most successful social and cultural movement during the late 20th Century was a newly militant conservatism, the New Right, which became politically powerful, especially after The Supreme Court decisions eliminating mandated prayer in public schools and later guaranteeing women the right to an abortion.”
2. Who made “The Christian Right,” the Moral Majority and other organizations since the 1980s and what were their moral & political goals?

“Out of Gas,” by David Goldstein
1. How does the author describe the present scenario of America’s energy use?
2. According to the author, what present technologies does America posses to insure a better future, and what needs to be done to make it happen?
NOTE: regarding the above reading and writing assignments Marked with an *, you will notice that there are assigned readings noted here by the author’s last name and the page number on the READER. Each will be graded and the top four scores will be averaged for 20% of your final grade. Be certain to compose ONE good expository paragraph for each “NUMBERED QUESTION(S) that follow each of the readings. That means, a good topic sentence (TS), followed by historical evidence, elaboration, explanation, and/or exemplification to complete the paragraph - see “THE TOPIC SENTENCE PARAGRAPH” sheet attached. Each paragraph should be about 200 words in length.