

History 1302
Spring - 2012
Syllabus

Instructor: Dr. Gisela R. Ables	Section: 78782
Campus: Spring Branch	Class Time: 9:30-11:00
Phone: 713-718-5779	Office Hours: 7:30am and 11:30, MW
E-mail: Gisela.ables@hccs.edu	Office: Suite 112F, Katy

TEXTBOOKS

TEXTBOOK: Ayers ETAL, *American Passages*, Volume II. 4th Edition. Cengage, ISBN-13:9780547-16646-9 REQUIRED

READER: http://www.pearsoncustom.com/tx/hcc_hist1302 go to Self Study eText

MONOGRAPH: Stephen Kinzer, *All The Sahah's Men: An American Coup and the Roots of Middle East Terror*, John Wiley & Sons, Inc. ISBN: 9780470185490
REQUIRED

MISSION STATEMENT

The Houston Community College System is an open-admission, public institution of higher education offering academic preparations in lifelong learning opportunities that prepare individuals in our diverse communities for life and work in an increasingly international and technological society. The Northwest History Department will provide an environment conducive to learning and encourages academic excellence.

COURSE DESCRIPTION

History 1302 is a survey of American History from 1877 to 1980's. A survey course touches lightly on a variety of topics but does not provide a deep and thorough discussion of any particular topic. The course is based on lectures, readings, films, computer generated assignments and discussions. This course transfers as 3 hours of credit to most other colleges and universities.

Upon completion of this course, you should have an informed understanding of United States history as it relates to other nations. In addition, this course is designed to further basic skills (reading, writing, speaking, listening and computing); your critical thinking skills and acquiring, evaluating and processing data. It is important that you actively participate and become an ACTIVE LEARNER.

A foolish faith in authority is the worst enemy of truth – Albert Einstein

**Everyone is entitled to their own opinion, but no one is entitled to their own facts –
Tip O'Neill**

COURSE GOALS

Upon completion of this course I expect you to have a clear understanding of the following historical trends:

- Immigration has been a major resource for the United States but at the same time has troubled native Americans.
- Capitalism has made the United States powerful nation but it also left many unable to achieve the American dream.
- Foreign policy is often driven by the economy instead of lofty national ideals.
- Civil Rights was a long term struggle that has cost many lives and its ideals have still not been reached.
- Politics are complex and individuals and parties often change their views; positions; and philosophies.

PROGRAM AND STUDENT LEARNING OUTCOMES

At the end of the course you should be able to take each of the above course goals and explain the complexities that each goal encompasses. Rather than simply rote memorization of facts, you should be able to express both in writing and verbally a more analytical explanation of the above topics.

- You will be able to create an argument through the use of historical evidence
- You will be able to analyze and interpret primary and secondary sources
- You will be able to analyze the effects of historical social, political, economic, cultural and global forces on this period of United States history
- You will be able to understand the importance of chronology and how earlier ideas and events shaped later events.

GRADES

Your final course grade will be calculated according to the following formula:

- | | |
|-------------------------------------|------------|
| • Best 2 out of 3 tests @ 20% each* | 40% |
| • Discussions | 10% |
| • Web Assignments | 10% |
| • Group Projects | 10% |
| • Paper | 10% |
| • Final Examination | <u>20%</u> |
| | 100% |

*Lowest one-hour examination grade will be dropped.

EXAMINATIONS

Examinations will consist of multiple-choice questions from the TEXT readings and the essay questions will be selected from class lectures. **THEREFORE, IT IS NECESSARY FOR YOU TO READ YOUR ASSIGNMENTS AND TO ATTEND CLASS REGULARLY.** The Final Examination is **comprehensive** and will have multiple-choice questions and two essays. All work will be scored 0-100. The final percentage value resulting from the sum of the above components will be converted into letter grades according to the following scale: **A=90-100, B=80-89, C=70-79, D=60-69, F=below 60.**

Comprehensive Essay Question for the Final: The United States is considered as an exceptional nation. This view of exceptionalism is rooted in the establishment of the country and has continued into the present. Is this a correct perception or is it merely mythology? (I do not care what side of the argument you take. However, your argument must be based in historical facts and not simply your own emotional need)

MAKE-UP EXAMINATIONS

No make-up examinations will be given. However, since your lowest grade will be dropped, you may, of course, drop the grade of "O" for the test that you missed. Since only the one lowest grade will be dropped, please be careful to miss no more than ONE examination.

WRITTEN ASSIGNMENT

You will write a **typed, two pages or longer, double spaced** position paper on sections of the following monographs:

Stephen Kinzer, *All the Shah's Men: An American Coup and the Roots of Middle East Terror*, John Wiley & Sons, Inc, ISBN: 9780470185490

Books can be purchased at your favorite book store.

Directions and questions for the book are attached to this syllabus (Written Assignment for History 1302)

The paper is due **Monday, April 23, 2012.** **NO LATE PAPER WILL BE ACCEPTED. TURN PAPER IN BY END OF CLASS HOUR. DO NOT PLACE YOUR PAPER IN MY FACULTY BOX, THEY GET LOST AND DO NOT SEND THROUGH E-MAIL.**

DISCUSSION AND WEBB ASSIGNMENTS

There will be assigned class discussions. Discussion will come from essays assigned in the READER. We will have an inner and outer circle arrangement. Those on the inside of the circle agree to discuss and will receive a grade of 90 or higher. Those in the outside circle do not need to discuss and will receive a grade of 70. This is a participation grade, not a writing assignment. **Grading is done for quality of discussion and not quantity.**

I will drop the lowest discussion grade. If you are absent on discussion day, you will receive a grade of "O." It will not hurt you to miss one discussion, but more than one will considerably lower the 10% of your total grade. It is important not to miss discussion. Discussion dates and assignments can be found in the attached calendar.

There are several web assignments, they can be found in the calendar portion of this syllabus. Each web assignment must be computer generated and delivered electronically in MS Word. **If your paper is plagiarized, you will receive a "O". Each assignment will be graded. You do not come to class on web assignment days. The assignment is due at midnight of the same day.**

SOLVING HISTORICAL PROBLESM – GROUP PROJECTS

We will have two (2) group projects. One deals with domestic issues and one with foreign policy issues. Instructions will be distributed in class.

SCHOLASTIC DISHONESTY

I will follow the general discipline provisions (see your Student Handbook). Scholastic dishonesty includes, but is not limited to: cheating on tests, plagiarism, and collusion.

ATTENDANCE AND DROP POLICY

It is important that you come to class. You may be absent for six (6) class hours (4 classes). **I WILL NOT DROP YOU, Should you decide to drop this course at any time, YOU WILL NEED TO FILL OUT THE PAPERWORK. If you stop attending class, I will not automatically drop you. No one can drop you after the official drop date. Last day to drop is March 29, 2012.**

BEFORE DROPPING THE COURSE, COME TALK TO ME AND LET'S DETERMINE IF YOU REALLY WANT TO THROW AWAY YOUR MONEY. I often find that students are in less trouble than they think.

I will take attendance at the beginning of class. It is not to your advantage to be tardy. However, it is to your advantage to show up early. Showing up early will give you the possible essay questions for the examinations.

OFFICE HOURS

Office hours are listed on the first page. If the listed office hours do not work for you, you can come to Suite 112F at the Katy Campus most days. Do not feel that you must wait for a personal invitation. I am happy to see everyone and work with you if you need assistance. If you are having trouble in the course, it is far more effective to discuss your problem early. Also, it is always to your advantage to get to know your professors. In addition, I will offer some tutoring in the library – the tutoring schedule will be announced later.

NEW TEXAS RULES

If you are taking History for the third time, you may face a significant tuition/fee increase at HCC and other Texas public colleges and universities. If you are considering course withdrawal because you are not earning a passing grade, confer with me or a counselor as early as possible about your study habits, reading and writing homework, test-taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

USE OF TECHNOLOGY IN THE CLASSROOM

Turn your cell phones off. If you use a computer in class, you may only use it for note taking or other course related issues. **YOU MUST EMAIL YOUR CLASS NOTES TO ME FOR EACH CLASS PERIOD.**

ADA

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Service Office.

ADA Counselor: Mahnaz Kolaini
Phone: (713)718-5422

OTHER

Please read your *Student Handbook* carefully. You have certain responsibilities to fellow students and faculty. You may not disrupt the class. Should you decide to be disruptive, I will follow the procedure outlined in the handbook.

“Great minds discuss ideas, mediocre minds discuss events, small minds discuss personalities” Eleanor Roosevelt

CALENDAR

Wed, Jan 18 Introduction to Course
Assignment for Monday: *Textbook*: pgs. 432-446 and *Reader*:
“The History of Standard Oil,” Ida Tarbell, pgs. 29-42

Start reading: *All the Shah's Men*

Mon, Jan 23

Lecture: The Gilded Age

Discussion 1 (Over "Standard Oil")

Assignment for Wednesday: *Textbook*: pgs. 446-459

Continue reading *All the Shah's Men*

Wed, Jan 25

Web Assignment #1: Read: *Reader*: "Urban Pollution- Many Long Years Ago," Joel A. Tarr, pgs: 43-49

After reading the article, answer the following questions and e-mail them to me: What was the main cause of pollution in 1900? Why was noise a problem? Why were cars seen as healthier forms of transportation?

YOU DO NOT COME TO CLASS ON JANUARY 25. Be sure to write your answers in essay form with an introduction and a conclusion. Each question should be at least one paragraph. Be sure to put your name, and the time of the class on your essay.

Questions are due Wednesday by midnight.

Mon, Jan 30

Lecture: Coming to America – The Proverbial Immigrant Problem and Urbanization

Assignment for Wednesday: *Textbook*: pgs. 460-475

Continue reading *All the Shah's Men*

Wed, Feb 01

Lecture: Industrial Workers and Industrial Warfare

Assignment for Monday: *Textbook*: pgs. 477-490 and *Reader*: *The Pullman Strike*, Richard Hofstadter and Michael Wallace, pgs. 24-28 and continue reading *All the Shah's Men*

Mon, Feb 06

Lecture: Populism

Discussion 2 (*The Pullman Strike*)

Assignment for Wednesday: *Textbook*: pgs. 490-505

Continue reading *All the Shah's Men*

Wed, Feb 08

Lecture: The Business Culture and Foreign Policy

Assignment for Monday: *Textbook*: pgs. 505-520. Continue reading *All the Shah's Men*

Mon, Feb 13

Group Project One, Class Presentations

Wed, Feb 15

Examination 1 You are responsible for all of the above *Textbook* readings (pgs. 432-538) and all of the above lecture material.

Assignment for Wednesday: *Textbook*: pgs. 539-550

Continue reading *All the Shah's Men*

MONDAY, FEBRUARY 20 – PRESIDENTS'DAY (NO CLASS)

Wed, Feb 22 Lecture: Progressivism – Those Liberals Again
Assignment for Monday: *Textbook*: pgs. 550-560 and *Reader*:
War is a Racket”, pgs. 202-204 and “ *When Johnny Comes*
Marching Home,” pgs. 254-260; Continue and reading *All the*
Shah’s Men

Mon, Feb 27 Lecture: The War to End All Wars
Discussion 3 over “ War is a Racket” and “When Johnny
Comes Marching Home”
Assignment for Wednesday: *Textbook*: pgs. 560-570
Continue reading *All the Shah’s Men*

Wed, Feb 29 Lecture: The Roaring Twenties
Assignment for Monday: *Textbook*: pgs. 570-580
Continue reading *All the Shah’s Men*

Mon, Mar 05 Lecture: The Consumer Society
Assignment for Wednesday: *Textbook*: pgs. 580-590
Continue reading *All the Shah’s Men*

Wed, Mar 07 Lecture: *The Depression*
Assignment for Monday: *Textbook*: pgs. 590--646 and
Continue reading *All the Shah’s Men*

Spring Break – March 12-18

Mon, March 19 **Examination 2** you are responsible for text book pages 539-646.
Assignment for Wednesday: *Textbook*: pgs. 648-658 and lectures
After Exam I to the Depression.
Continue reading *All the Shah’s Men*

Wed, Mar 21 Lecture: The New Deal
Assignment for Monday: *Textbook*: pgs. 658-678
Continue reading *All the Shah’s Men*

Mon, Mar 26 Lecture: World War II
Assignment for Wednesday: *Textbook*: pgs. 679-686 and *Reader*:
“Japan’s Achilles’ Heel,” Daniel Yergen, pgs. 362-376, Continue
reading *All the Shah’s Men*

- Wed, Mar 28 **Web Assignment 2**
 After reading the above essay, explain the weakness that the Japanese had and what were the consequences? **Assignment is due at midnight**
 Assignment for Monday: Text: pgs. 686-695 and Reader: “A Good Way to Pick a Fight,” pgs. 139-148. Continue reading *All the Shah’s Men*
- Mon, Apr 02 Lecture: The Origins of the Cold War
Discussion 4
 Assignment for Wednesday: *Textbook*: pgs. 695-708
 Continue reading *All the Shah’s Men*
- Wed, Apr 04 Lecture: Cold War in Asia
 Assignment for Monday: *Textbook*: pgs. 709-736
 Continue reading *All the Shah’s Men*
- Mon, Apr 09 Lecture: Cold War at Home
 Assignment for Wednesday: *Textbook*: pgs. 736-760
 Continue reading *All the Shah’s Men*
- Wed, Apr 11 Group Project 2, Class Presentation
 Assignment for Monday: Continue reading *All the Shah’s Men*
- Mon, Apr 16** **Examination 3**
 You are responsible for Text Book Pages: 648-760 and the lectures between examination 2 and examination 3.
 Assignment for Wednesday: *Textbook*: pgs. 761-771
 Continue reading *All the Shah’s Men*
- Wed, Apr 18 Film – The 1950’s
 Assignment for Monday:
Textbook: pgs. 771-794
 Continue reading *All the Shah’s Men*
- Mon, Apr 23 Lecture: Vietnam
 Assignment for Wednesday: *Textbook*: 795-827 and Reader: “*Beyond Vietnam*,” Martin Luther King, Jr. Pgs. 505-509
 Continue reading *All the Shah’s Men*

Papers are due – Monday, April 23

- Wed, Apr 25 **Web Assignment 3**
 After reading “*Beyond Vietnam*,” explain why Dr. King, Jr. believe that he must speak out over Vietnam? Was it possible for the United States to undergo a radical revolution of values as Dr. King Jr. proposed?
Essay is due by midnight.
 Assignment for Monday: *Textbook*: pgs. 828-835

Mon, Apr 30 Lecture: The Turbulent 1960s and Civil Rights
Assignment for Wednesday, *Textbook*: pgs. 835-857

Wed, May 02 Lecture: Carter-Reagan Years
Assignment for Wednesday: *Textbook*: pgs. 858-884

Monday, May 7 Final Examination 9:00-10:50

Study Guide for Examination 1
Textbook pages 432-538

Railroad Business	Interstate Commerce Act
Vertical Integration	The new workforce
Social Darwinism	The changing West
Farming	The New South
Segregation	Life and culture in the 1880s
Jane Addams	Political machines
Wounded Knee	Voices of protest and reform
The roots of imperialism	Sherman Antitrust Act
Frederick-Jackson Turner	Pain of hard times
Pragmatism and realism	Atlanta Compromise
William Jennings Bryant	Emilio Aguinaldo
1900 Election	Changes in the family
Consumers	Roosevelt and business
The Square Deal	W.E.B. Du Bois
Roosevelt Corollary	Progressive reform
The Gentleman's Agreement	National parks

Come early and you will have the essay for each of the lectures. Two of which will be on the first examination.

WRITING ASSIGNMENT FOR HISTORY 1302
All the Shah's Men: An American Coup and the Roots of
Middle East Terror

Stephen Kinzer

After reading the entire book answer the following questions: How did the British treat the Iranians? What were the consequences of this treatment? How does access to oil fit into our goals for Iran? Why did the United States not want Prime Minister Mohammad Mossadegh in power? What means did we use to bring Mohammad Reza Shah to power? Why would the present Iranian government not trust the United States? After reading this book, do the Iranian people have reasons to be suspicious of the United States? Explain!

FORMAT INSTRUCTIONS

1. Your introduction should be no longer than one-half page and you must have a **thesis** statement or you will lose 10 points.
2. Paper must be typed. If you do not have a typewriter or a computer, use the ones in the Learning Assistance Labs.
3. Paper should be at least two pages long – it can be longer but not shorter. If the paper is shorter than two full pages, I will take off ten points.
4. Double-spaced.
5. One-inch margins on left and right side. Two-inch margin on top. One-inch on bottom.
6. Do not use more than two direct quotations. If you use more, I will take off ten points.
7. Any direct quote must have the page number cited.
8. Grammar and spelling must be correct. You will lose points otherwise.
9. The following information should be on the cover page:

Title of book (either in italics or underlined)
Author's name
Your name
Time of your class

10. Staple your paper before coming to class. Do not use plastic covers.

11. Attach this sheet to your paper.

THIS MUST BE YOUR OWN WORK, IN YOUR OWN WORDS.

PAPER IS DUE ON April 23, 2012 AT THE END OF THE CLASS PERIOD. DO NOT

PLACE PAPER IN MY MAILBOX. ABSOLUTELY NO LATE PAPERS!

Historical Problem Solving – History 1302

Time Period – The Gilded Age (1877-1900)

Conditions:

1. Farmers: Facing high debt, low prices for agricultural products, farm foreclosures.
2. Labor: Low wages, long hours, dangerous working conditions, depend on child and women labor to keep family going
3. Middle Class: Small professional class
4. Captains of Industry: Extremely wealthy, able to form monopolies, pay no taxes
5. Immigrants: Distrusted and exploited
6. Governments: City government not active, city bosses compete with established government. State and National government are bought and paid for by captains of industry
7. American business wants to expand into Central and South America, China is the ultimate goal

Problems:

1. Strikes
2. Housing and transportation problems
3. Farmers can't compete with industrialists
4. Children working instead of getting educated
5. Immigrants are despised
6. Anarchists (terrorists) seem everywhere
7. Foreign nations are not cooperating with the United States

Group Assignment: (Eight to a group)

1. Come up with solutions for the above problems
2. Group decides who in the group will handle what problem
3. One group member will question the findings of the above seven
4. Each student writes a one full-page paper presenting the problems and the solution
5. Questioner will write one page explaining the various issues he/she raised
6. Each group will present their solutions to the class
7. Grade is based on the paper and the class presentation (you will receive individual grades for the paper and a group grade for presentation).

Historical Problem Solving – History 1302

Time Period – Spanish American War through World War II

Conditions:

1. Industry is looking for markets
2. Some in Federal Government want a strong Navy
3. Business wants to expand
4. Financial investors want to guarantee their loans
5. Public not clear about why we entered World War I
6. Public not willing to get involved in foreign policy after World War I
7. Slow entry into World War II

Problems:

1. Getting access to Chinese markets
2. Navy is in poor shape
3. We need coaling stations
4. Need to make sure American investors get money back from Europe
5. Business wants to stop unions and reforms
6. Public does not support Versailles Peace Treaty
7. Public does not want to go to war again on the heels of World War I

Group Assignment: (Eight to a group)

1. Come up with solutions for the above problems
2. Group decides who in the group will handle what problem
3. One group member will question the findings of the above seven
4. Each student writes a one full-page paper presenting the problems and the solution
5. Questioner will write one page explaining the various issues he/she raised
6. Each group will present their solutions to the class
7. Grade is based on the paper and the class presentation (you will receive individual grades for the paper and a group grade for presentation).

Extra Credit

INSTRUCTIONS:

Each of the following is worth ONE (1) point. You may attend as many as five (5) movies or speakers at HCC. You may not select your own movies, they must be shown on campus.

If you attend movies or speakers, you will need to write a one (1) full page response in which you address the following:

1. What was the thesis?
2. What conclusions did you come to?
3. What conclusions did the others in the audience come to during discussions?

You may also select five (5) of the below questions. All responses must be typed and you must turn them in by **April 30, 2012** I will not accept papers after this date.

Questions:

1. You are a new Italian immigrant arriving in the United States in 1900. You only have a few personal possessions and no money to speak of. As a matter of fact, you still owe a contractor for your fair to the U.S. What do you think about this new land? Do you want to stay? Why or why not?
2. You are a German American during World War I. Are you allowed to truly express your political views? Why or why not? What opinion will you hold of democracy?
3. You are a farmer in Guatemala. What do you think of the United Fruit Company? Why do you have these views?
4. You are a US soldier during the Vietnam War. How do you feel about your government? Why do you feel the way you do?
5. You are a reporter during the Watergate crisis, what would you report about the scandal?

Be sure to base your case on historical realities and not fiction.