SYLLABUS
AMH 2030: DE American Contemporary History
Florida Keys Community College
Marathon High School
Fall Term 2011

I. Course Information
Course Prefix/Number/Course: AMH 2030
Credit Hours/Contact Hours: 3
Prerequisites: None
Instructor: Elizabeth Bayerl, PhD, MA

II. Course Method
AMH 2030 consists of lecture, class discussion, text reading and analysis, and use of audiovisual aids, including films and documentaries. Student success in attaining course objectives will be measured by performance in tests, class discussion, formal papers, exercises and papers, and presentations.

III. Materials


Class Handouts

IV. Description
The United States from 1945 to the present. Emphasis of the course is on the emergence of the United States as a superpower after World War II. Topics are as follows:

• Development of the cold war
• Relationship with the First, Second, and Third Worlds
• Civil Rights Movement and other liberation movements
• Korean and Vietnam conflicts
• End of New Deal liberalism and swing to the Right
• Reaganomics
• U.S. role and response to the decline and fall of the USSR
• US relations in the Middle East
• Clinton “liberalism”
• George W. Bush Administration
- War on Terror
- War in Iraq
- Current economic crisis
- Election of Barack Obama

V. Course Objectives
Students will be able to examine the major political, social, cultural and economic trends and events shaping the history of the United States since World War II. Students will examine the emergence of the United States as a global power after the war and its relationship with the First, Second, and Third Worlds. Upon completing the course, students will know the chronology of events in United States history after World War II, but the course will also provoke students to analyze history and contextualize U.S. impact on the contemporary world.

VI. Course Calendar
1. The course calendar lists the learning activities and assessment measures that comprise this course on a modular basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives.
2. Students are responsible for following the course calendar.
3. The course schedule may change to meet the needs of the course and the students.

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<thead>
<tr>
<th>Module</th>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Weeks 1-5:</td>
<td>1. Identify and Explain The political dynamics and events of WWII</td>
<td>1. Interactive lectures and in-class exercises and participation</td>
<td>Chapter 15: Quizzes Chapter exercises Research project and presentation Discussion/participation</td>
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<td></td>
<td>1. The effects of gender, race and ethnicity on the home front and the military</td>
<td>Review of main phases of World War II</td>
<td>Unit Test 1</td>
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<td></td>
<td>2. The new face of Europe, Latin America, Africa, Middle East and Asia,</td>
<td>Read Chapter 15, pp. 492-515</td>
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<td></td>
<td>geographical changes and decolonization</td>
<td>Holocaust Atomic bomb</td>
<td>Chapter 17: Quizzes Chapter Exercises Research paper and presentation on nuclear buildup Discussion/participation</td>
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<td>3. The ideological war between Western</td>
<td>The politics of race, ethnicity and nationality during the war and postwar</td>
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<td>Read Chapter 17, pp. 562-593</td>
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<td>Unit Test 2</td>
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<td>Containment, the Truman Doctrine, the Marshall Plan, atomic diplomacy, Cold War anxiety and the Red Scare, McCarthyism</td>
<td>Objectives:</td>
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<td>The ideological differences between the Western democracies and Communist nations; “New Deal Liberalism” and Cold War liberalism</td>
<td>To understand and discuss:</td>
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<td>Red Scare and McCarthyism</td>
<td>The implications of race and the Civil Rights Movement, both domestically and geopolitically.</td>
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<td>Liberalism</td>
<td>To understand and discuss the implications of US involvement in Vietnam</td>
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<td>Yalta and Potsdam, Communist China, Korean conflict</td>
<td>To understand and discuss the 1960s and a “generation in conflict.”</td>
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<td>Chapter 18: Quizzes, Chapter exercises, Discussion/participation</td>
<td>To understand the Great Society and the War on Poverty</td>
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<td>Unit Test 3</td>
<td>To understand the postwar urban crisis</td>
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<td>Chapter 19: Lectures, Quizzes, Chapter exercises, Discussion/participation</td>
<td>To understand 1968 as a watershed year</td>
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<td>Unit Test 4</td>
<td>WEEKS 6-9</td>
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<td>Chapter 20: Lectures, Quizzes, Exercises, Discussion/participation, Research Project</td>
<td>WEEKS 10-15</td>
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<td>Chapter 21-22: Lectures, Quizzes, Exercises, Discussion/participation, Research project due</td>
<td>Unit Test 5</td>
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<td>Chapter 23: Quizzes, Exercises, Discussion/participation</td>
<td>Unit Test 6</td>
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To understand and discuss:

Nixon’s war and presidency

End of the Liberal Era and swing to the Right

Presidencies of Gerald Ford and James Earl Carter

Presidency of Ronald Reagan

Presidency of George Herbert Walker and the Gulf War

**Weeks 16-18**

Presidency of William Clinton and Clinton

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**Unit Test 7**

Chapters 24-25: Lectures
Quizzes
Exercises
Discussion/participation
Research project due

**Unit Test 8**

Chapters 25-26: Lecture
Class Exercises
Quizzes
Discussion/participation
Research project due

**Unit Test 9**

Chapter 26-Special:
<table>
<thead>
<tr>
<th>“liberalism”</th>
<th>“globalization”</th>
<th>890-909</th>
<th>Report</th>
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<tbody>
<tr>
<td>The United States and globalization</td>
<td>president, the economic boom and impeachment</td>
<td>The Long Boom years</td>
<td>Lectures</td>
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<td></td>
<td>New Immigrants and communities</td>
<td>Social reform efforts in the 1990s</td>
<td>Quizzes</td>
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<td>The racial divide and culture wars</td>
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<td>Exercises</td>
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<td>Genocide</td>
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<td>Discussion/participation</td>
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<td>George W. Bush, 9/11, Terrorism and invasion of Iraq, election of 2000 and 2004—the divided nation (red &amp; blue states)</td>
<td>Changing demographics of America</td>
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<td>New global alignments</td>
<td>Continuing conflicts in Iraq and Afghanistan</td>
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<td>Hurricane Katrina and poverty</td>
<td>America’s reputation in world affairs</td>
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<td>Economic shifts</td>
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<td>Barack Obama, new economic plan and the presidency</td>
<td>Read Special Report, pp. 928-935</td>
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**VII. Grading Scale**

Final grades for AMH2030 will be based on the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>Classroom Participation</td>
<td>20%</td>
<td>0-100</td>
</tr>
<tr>
<td>Unit Tests</td>
<td>40%</td>
<td>55-100</td>
</tr>
<tr>
<td>Notebooks; Homework; Quizzes; Essays</td>
<td>20%</td>
<td>55-100</td>
</tr>
<tr>
<td>Special Projects; Presentations</td>
<td>20%</td>
<td>55-100</td>
</tr>
</tbody>
</table>

Contemporary History is an intensive preparation for entry level college students to better understand major trends in the post-World War II world. Careful reading of the textbook will be enhanced with classroom discussion and debate, documentary viewing, essay-
writing, and formal topical presentations, both group and individual. Handouts explaining the criteria and rubrics for major assignments will be provided.

Special projects will consist of formal presentations on social trends in the United States and scholarly projects.

The final assessment for the class will be an end-of-course examination worth 20% of the entire semester’s grade.

Grading Range:  
\[ \begin{align*} 
89.5-100 &= A \\
79.5-89.5 &= B \\
69.5-79.5 &= C \\
59.5-69.5 &= D \\
Under 59.5 &= F 
\end{align*} \]

Excellent

Above Average

Average

Below average

Unsatisfactory

Materials: Required for class each day will be a three-ring notebook with lined paper and dividers. Notebooks will be handed in from time to time for grading. In-class work will be monitored on a daily basis.

VIII. Class Policies

Community Decorum: A positive learning experience depends upon respect among all members of the classroom community. Disregard or disrespect for the process, for the group, or toward any individual will result in removal from the class and may result in being dropped from the course. Respectful discourse in discussion is a requirement of the course.

Attendance and Participation Policies: The classroom participation grade is an important component of the AMH2030. High achievement in classroom participation requires students to:

- stay focused on daily classroom activities and assignments;
- complete assignments on time;
- serve as a leader in classroom discussions.

Chronic tardiness and/or leaving early will impact the class participation grade. Credit is not given for attendance if the student is more than 15 minutes late for class. Attendance is taken at each class. Students are responsible for missed work and for keeping up with class activities. Students are expected to read the material assigned and to be prepared to discuss the material in class.

Late Work: Students should follow closely the policies for submitting late work established by Marathon High School in the student handbook.
**Academic Honesty and Plagiarism:** Any form of academic dishonesty will result in a zero grade for the test/paper/project. This includes cheating on exams and plagiarism.

1. Students are expected to respect and uphold the standards of honesty in submitting written work to instructors. Though occurring in many forms, plagiarism in essence involves the presentation of another person’s work as if it were the work of the presenter. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense. It is the student’s responsibility to review the college’s policy on academic honesty.

2. Collaboration and discussion are encouraged in all course aspects other than actually completing the assigned work (quizzes, exams, homework, projects, etc.) Indeed, collaboration often leads to increased understanding of the material being covered. Collaborative study groups will be set up for special assignments.

3. If students have questions about assignments, they are encouraged to ask questions of the instructor.

4. Students are expected to do their own work for individual assignments and to share work equally in group assignments. Copying text and images from any source and claiming it as original is considered plagiarism. Submitting copied work from in-class and homework assignments also is a form of dishonesty, even if sources are cited. For more information on plagiarism, go to the following website: [http://www.plagiarism.org/learning_center/what_is_plagiarism.html](http://www.plagiarism.org/learning_center/what_is_plagiarism.html)

**Other related classroom policies:**

All cell phones and other electronic equipment must be off and out of sight during class, per the policies stated in the student handbook of Marathon High School.

No eating is allowed during class time and water is the only beverage allowed, per the student handbook for Marathon High School.