US History II – AMH 2020
Reconstruction through the Cold War
Florida Keys Community College
Coral Shores Center Spring 2012 CRN: 10158

I. Course Information

AMH 2020 U.S. History II: 1877-1945 (End of Reconstruction through World War II) 3 Credit Hours, 45 Contact Hours

This course is a historical survey of the United States from its Centennial to 1945. Emphasis will be placed upon its rise to world power status; the political, economic and socio-cultural forces used to maintain that power; and the beginning of the “Cold” War. This course fulfills a General Education (GE) requirement from Area IV (Social/ Behavioral Sciences), Section A (American History). This course is ALSO a Gordon Rule course that includes writing assignments.

II. Course Method

The course consists of lecture, class discussion, reading the text, and the use of audio-visual aids including films. Student success in attaining course objectives will be measured by testing, class discussion, and conferences with the instructor when needed.

III. Instructor Information

Prof. David G. Fleitas-Vélez
E-Mail: dfleitas@ae-fl.com
(786) 888-8042 (Office)
(305) 318-0114 (Personal Cell)
Office Hours: By appointment (any day)

IV. Description

In this course we will be examining the History of the United States of America from the period following the Civil War (Reconstruction) through the end of World War II. Some individuals believe that the US had resolved its internal problems with the conclusion of the Civil War. In actuality, the US still faced major “growing pains” following the Civil War. For example, the issue of slavery was ended and the practice was made illegal. However, life for many southern blacks did not drastically change despite the years of Northern military occupation and governmental oversight. Also, the industrial revolution was profoundly impacting the lives of millions of residents that labored in the northern factories and would lead to a labor movement which, to this day, is a major issue in our national political dynamic. Furthermore, the increased economic power of the US would lead the nation outside of its borders after many decades of “isolationist” foreign policy. In short, this period of US History is replete with political and military battles informing practically all elements of contemporary US History.

V. Course Objectives and Methods

This course will consist of lectures, class discussions, readings, and some audio-visual texts. Student success meeting objectives will be measured through three (3) exams as well as class participation (which includes discussions and attendance).

EXAM I: 1877-1899 26.66%
EXAM II: 1899-1919 26.66%
EXAM III: 1919-1945 26.66%
Class Participation (including Papers) 20%

Students must attend 80% of class meeting to receive credit in this course. Any student arriving 10 minutes or more late to class will be docked for attending that day. It is recommended that you do not use this as an excuse not to come to class as too much data is transmitted in an hour and a half block to “make up” the time. Remember that each term has a deadline for withdrawing from class with a “W” grade. If you do not withdraw on or before this date and cease attending classes you will receive an “F” grade. This term it is November 6th, 2014.
VI. GENERAL COURSE CALENDAR

- The Course Calendar lists the learning activities and assessment measures that comprise this course on a chronological basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. Students are able to gauge their performance according to this grading scale throughout the duration of the course. The “Student Assessment” column lists all of the assignments required by this course and their due dates. I strongly recommend you print this out and refer to it often.

- Students are responsible for following the course calendar. Consult your calendar before you start a new chapter or section.

- The course schedule may change to meet the needs of the course and the students.

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
<th>Student Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-5 Objective:</td>
<td>Identify and explain:</td>
<td>1. class lecture, readings, and discussions of:</td>
<td>Paper #1 Due: Exam #1:</td>
</tr>
<tr>
<td>To understand and discuss: The politics of Reconstruction and “redemption”.</td>
<td>Issues of Reconstruction: presidential, and the Radical Congressional version</td>
<td>Review of Reconstruction</td>
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<tr>
<td>Gains for the emancipated, the origins of African-American politics</td>
<td>Transition from slavery to freedom</td>
<td>Defeat in the South</td>
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<tr>
<td>Jim Crow laws</td>
<td>Jim Crow laws, life as a sharecropper, postwar-life in the South</td>
<td>Meanings of freedom Reclamation of power by elite whites</td>
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<tr>
<td>The Panic of 1873</td>
<td>The Panic of 1873</td>
<td>Read chapter 17 by the end of week one.</td>
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<tr>
<td>“King Cotton” and sharecroppers</td>
<td>The election of 1876</td>
<td>Origins of African-American politics, and Jim Crow laws.</td>
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<tr>
<td>Indians, the West, reservation life, slaughter of the buffalo, and the Indian wars, assimilation, reform, the Ghost Dance</td>
<td>“King Cotton” and sharecroppers</td>
<td>The Panic of 1873</td>
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<tr>
<td>“The Gilded Age,” “robber barons”, mechanization, industrialization, urbanization, Gospel of Wealth, Social Gospel, Progressive movement, production and consumerism, labor movement</td>
<td>Indians, the West, reservation life, slaughter of the buffalo, and the Indian wars, Dawes Severalty Act, assimilation, reform, the Ghost Dance</td>
<td>“King Cotton” and sharecroppers</td>
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<td>“The Gilded Age,”</td>
<td>Dawes Severalty Act, assimilation, reform, the Ghost Dance</td>
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<td></td>
<td>“robber barons”, mechanization, industrialization, urbanization, Gospel of Wealth, Social Gospel, Progressive movement, production and consumerism, labor movement</td>
<td>Read chapter 18 by week two</td>
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<td>Indians, the West, reservation life, slaughter of the buffalo, and the Indian wars,</td>
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<td>Dawes Severalty Act, assimilation, reform, the Ghost Dance</td>
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<td>Read chapter 19 by week three</td>
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### Weeks 6 – 9

**Objectives:** To understand and discuss:

- The age of empire
- Spoils system, corruption and reform
- Populism
- Nativism and Jim Crow
- Race, class, immigration, labor, and gender issues
- Imperialism, military actions
- More on the progressive movement
- Woodrow Wilson’s first term in office

**Identify and explain:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Read chapter 20 by week six</th>
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</thead>
<tbody>
<tr>
<td>The Age of Empire</td>
<td>The Age of Empire</td>
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<td>Political corruption and reform</td>
<td>Political corruption and reform</td>
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<tr>
<td>Populism</td>
<td>Populism</td>
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<tr>
<td>Nativism and Jim Crow</td>
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<td>Race, class, immigration, labor, and gender issues</td>
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<td>The Columbian Exposition</td>
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<td>Imperialism, military actions in China, Cuba and the Philippines, “yellow journalism”</td>
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<td>“The Imperialism of Righteousness.”</td>
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<td>T. Roosevelt’s presidency</td>
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<td>Panama Canal</td>
<td>Panama Canal</td>
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<td>Urban America</td>
<td>Urban America</td>
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<td>Progressive movement</td>
<td>Progressive movement</td>
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<td>Jane Addams</td>
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<td>Settlement houses</td>
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<td>Muckrakers</td>
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<td>Reform movements, Prohibition, social evils, suffrage movement and feminist issues, unionism</td>
<td>Read chapter 21 by week eight</td>
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<td>T. Roosevelt’s presidency</td>
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<td>Panama Canal</td>
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<td>Progressive movement</td>
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<td>Jane Addams</td>
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<td>Settlement houses</td>
</tr>
</tbody>
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**Weeks 10 - 15**

**To understand and discuss:**

- Wilson’s presidency
- Movement from neutrality into “The Great War.”
- War mobilization and the war
- Racism and the war
- Russian Revolution, and fear of Bolshevism, and the post-war “red scare”.
- Race, class, immigration, labor, and gender issues during the war
- Fourteen Points
- Versailles Treaty
- Public health and the influenza pandemic
- Post-war prosperity, the second industrial revolution
- Mass media and American culture
- Political and cultural movements, Harlem Renaissance, “the new woman”, Mexican immigration, immigration and restriction
- FDR, New Deals policies, movement to “New Deal liberalism”,
- Effects of the Depression on American politics and culture, labor movement in the 1930s.
- The New Deal for minorities, switch from the Republican Party - immigrants and African Americans.
- Rise of fascism in Europe, Shoah, expansionism, rising militarism of Japan and the invasion of China, and the beginning of WWII in Europe, US efforts to stay out of the war
- Yalta, Potsdam, the atomic bomb, and the roots of the Cold War

**Identify and explain:**

- Wilson’s presidency
- Movement from neutrality into “The Great War.”
- War mobilization and the war
- Racism and the war
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- Political and cultural movements, Harlem Renaissance, “the new woman”, Mexican immigration, immigration and restriction
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- The New Deal for minorities, switch from the Republican Party - immigrants and African Americans.
- Rise of fascism in Europe, Shoah, expansionism, rising militarism of Japan and the invasion of China, and the beginning of WWII in Europe, US efforts to stay out of the war
- Yalta, Potsdam, the atomic bomb, and the roots of the Cold War

**Class lectures, readings, and discussions on:**

- Read chapter 22 by week 10
- Wilson’s presidency
- Movement from neutrality into “The Great War.”
- Mexican Revolution, Pancho Villa
- War mobilization, and the war
- Racism and the war
- Russian Revolution, fear of Bolshevism
- Race, class, immigration, labor, and gender issues during the war
- Fourteen Points
- Versailles Treaty
- Public health and the influenza pandemic
- Post-war “red scare”.
- Read chapters 23 and 24 by week twelve.
- Post-war prosperity, the second industrial revolution
- Mass media and American culture
- Political and cultural movements, Harlem Renaissance, “the new woman”, Mexican immigration, immigration and restriction
- FDR, New Deal, its policies, movement to “New Deal liberalism”,
- Rise of fascism in Europe, Shoah, expansionism, rising militarism of Japan and the invasion of China, and WWII on the battlefield and on the home front.

**Paper #3 Due:**

- Exam #3:
VII. Materials


VIII. Grading Scale

Florida Keys Community College utilizes the following grading scale.

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59% or Below = F

IX. Class Policies

Community Decorum

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

Attendance & Participation Policy

Do not be late for class. Chronic tardiness and/or leaving early will impact your attendance grade. If you are more than ten minutes late for class, credit is not given for attendance. Students must attend at least 80% of the class meetings to receive credit for the course. Attendance will be taken at each class.

Students are responsible for getting missed lecture notes, and keeping up with class activities. Students are expected to read the materials assigned and to be prepared to discuss the material in class. If they do not do so then they will not receive a participation grade.

Exam and Make-Up Exam Policy

READ CAREFULLY: No one will be allowed to take a scheduled exam if they are more than ten minutes late for the test. The student will have to take a make-up exam if they have a valid reason. The student must provide verification of that valid reason.

As for make-up examinations: If there is an emergency and the student cannot make an examination, the student must notify the instructor within twenty-four hours of the examination in order to be eligible to take a make-up. Again, the student must provide documentation of the reason for missing the class, i.e. a letter from the doctor, accident report. Do NOT schedule regular doctor or dentist appointments during class time as that will not count as an excused absence. Remembering exams are the student’s responsibility, no make-up will be allowed for unexcused absences. All make-up examinations will be given during the last two weeks of the course and will consist of fill-in-the-blanks and/or essays. THERE WILL BE NO EXCEPTIONS TO THIS RULE.

Academic Honesty & 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 is 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. This is why I recommend study groups.

3. It should, but will not, go without saying that plagiarism is a form of fraud and will not be tolerated. You are expected to do your own work. Copying text or images from any source and claiming it as your own is considered plagiarism. Submitting copied text as most or all of your answer on a homework or project is also a form of dishonesty, even if you cite the source. I want to read YOUR words, not someone else’s words.

Finally, go to the website, and read: http://www.plagiarism.org/learning_center/what_is_plagiarism.html

Please turn off all pagers, alarms and cell phones during class. They are not to be in the hand, or on desks. Anyone who uses their phone for text messaging in class will be asked to leave. Earphones are forbidden in class.

It is NOT the instructor’s responsibility to withdraw students from classes. Please check the college calendar for the appropriate dates.

Extra Credit Work
I do not permit students to complete extra credit assignments to improve their grade. To earn the grade you desire, work hard all semester.

**Sexual Predators**

Federal and State law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at www.fdle.state.fl.us/sexual_predators. If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.

**Gordon Rule Papers**

Papers must be typed and double spaced at must be at least 5 (five) pages long. Topics will be assigned by me and will address a major issue in the readings currently being discussed and reviewed at the time of the assignment. Late papers will not be accepted and will receive an automatic “F.” You will have one week upon papers being returned to edit and correct each paper for the benefit of .5 (one-half) of a letter grade. Rewrites are not obligatory. Any further questions on this topic can be addressed to me via, in-class, by email or by phone.