

Northeastern State University

College of Liberal Arts

Department of Social Sciences

Tahlequah, OK

INSTRUCTOR: Richard Zellner, Adjunct Instructor
Office: SH 302
Telephone: 918-456-5511, ext. 3534
E-mail: zellner@nsuok.edu
Web page: <http://arapaho.nsuok.edu/~zellner>
Office Hours: Monday 8:00-8:50 AM,
Wednesday 2:00-2:50 PM, Thursday 4:30-5:20 PM,
Friday 12:00-12:50 PM, other times by appointment

COURSE TITLE AND NUMBER: History 1493, American History Since 1876
CLASS DAYS & TIME: Thursday 5:30-8:10 PM **LOCATION:** SH 110

PREREQUISITES: None

CATALOG DESCRIPTION OF COURSE: From Reconstruction to the present with emphasis on industrialization, imperialism, World War I, the New Deal, World War II and its aftermath

COURSE PURPOSE: This course is designed to provide an overview of American history and the evolution of governmental institutions from the end of Reconstruction to recent times. The post-Reconstruction South, especially the conditions faced by African-Americans, will be discussed. The growth of American industry, the consolidation of American business, and the impact of these changes on American workers will be explored. The problems faced by farmers and the Populist Party's response to those problems will be outlined. The growth of the United States as a world power will be seen through our study of the Spanish-American War and World War I. The growing role of government in the lives of the American people will be explored by studying the Progressive Era and the Depression-era New Deal. The Second World War and its aftermath will be studied with special emphasis on the Cold War period. Social, cultural, and intellectual trends will be traced from the "Roaring Twenties" to the 1980s. The study of events in this period will be used as a vehicle for encouraging critical thinking.

Degree requirement for B.A. Ed. (History Major), B.A. Ed. (Social Studies Major-Minor), and B.A. (History Major).

STUDENT LEARNING OUTCOMES: To develop a comprehensive understanding of the factors, events, and individuals who shaped the history of the United States and its government. Specifically, the course is designed to enable students to:

1. Consider the disenfranchisement and segregation of African-Americans in the post-Reconstruction South and their response, especially as expressed by Booker T. Washington and W.E.B. duBois.
2. Trace the growth of American industry and the trend toward consolidation in American business, especially as seen through the careers of John D. Rockefeller, Andrew Carnegie, and J.P. Morgan.
3. Identify problems faced by Americans workers in the new industrial economy and evaluate the labor union movement's response to those problems.
4. Understand the closing of the western frontier and its impact on Native Americans, the American farmer, and U.S. society as a whole.
5. Examine characteristics and issues of Gilded Age politics, including the political balance of power, the nature of campaigns, the importance of swing states, the tariff issue, the currency issue, and civil service reform.
6. Analyze problems faced by farmers in the Gilded Age and the Populist Party's response to those problems.
7. Investigate the presidential election of 1896 as it relates to the problems faced by farmers and industrial workers.
8. Analyze the reasons for American imperialism in the late 1800s and the role of Alfred Thayer Mahan and the Spanish-American War in the creation of an overseas American empire.
9. Describe the Progressive Era and the nature of progressive reform with special emphasis on the roles played by Theodore Roosevelt and Woodrow Wilson in the drive toward reform.

10. Trace the course of events which drew the United States into World War I, emphasizing the role of German submarine warfare and Wilson's war message to Congress in 1917.
11. Consider the First World War's impact on the home front, especially the anti-German sentiment, the silencing of dissent, and effect on African-Americans.
12. Describe the United States' role in the post-World War I settlement as seen in Wilson's Fourteen Points, the Treaty of Versailles, and the U.S. refusal to join the League of Nations.
13. Consider and appreciate the social upheaval of postwar America and the reaction against social change. The conflict between the values of rural and urban America in the 1920s will be analyzed by describing the "Red Scare" of the early 1920s, the "new look" of women in the 1920s, the surge of religion fundamentalism in the era, changes in the African-American community, and the rise of the Ku Klux Klan in the early 1920s.
14. Analyze the causes of the Great Depression, especially the policies of the Harding and Coolidge Administrations, stock market speculation, and fundamental imbalances in income and world trade.
15. Examine the slide into the depths of the Great Depression during the Hoover Administration.
16. Describe Franklin Roosevelt's response to the Great Depression and his New Deal program with emphasis on the banking crisis of 1933, the "Hundred Days," the "Second New Deal" of 1935-1938, and the Social Security Act.
17. Analyze the causes for the end of the New Deal and the positive and negative results of Roosevelt's program.
18. Trace the process by which the United States moved from isolationism to involvement in World War II, including the neutrality acts of 1935-1937, Roosevelt's Quarantine Speech, the Cash and Carry Act, the Lend-Lease Act, and Pearl Harbor.
19. Outline the major events of the Second World War while analyzing such important events as Japanese internment, the D-Day invasion, the Battle of the Bulge, the Battle of Midway, the island-hopping campaign in the Pacific, and the use of the atomic bomb.

20. Define and explain the Cold War, including the nature of the conflict and significant events in the struggle (e.g., the Yalta Conference, Soviet domination of eastern Europe, the development of the policy of containment and the Truman doctrine, the Marshall Plan, the Berlin Blockade, the creation of NATO, the rise of McCarthyism, the Korean War, the Cuban Missile Crisis, the Soviet invasion of Afghanistan, and the collapse of the Soviet Union).
21. Describe the events of the civil rights movement, including *Brown v. Board of Education*, the Montgomery Bus Boycott, the leadership of Martin Luther King, Jr., the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
22. Examine and analyze significant events of the 1960s, e.g., Lyndon Johnson's "war on poverty" and Great Society, demands for "Black Power," the race riots of the 1960s, and the counter culture.
23. Trace U.S. involvement in the Vietnam War from the 1950s to the 1970s, including the nature of the war, the division caused by the war, the Tet Offensive, the withdrawal of U.S. forces, and the collapse of South Vietnam. Describe the impact of the war on the United States.
24. Explain the Watergate Scandal, the fall of Richard Nixon, and its impact on the United States.
25. Acquire a broad understanding of the nation's history from Reconstruction to recent times; develop an ability to interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs; develop and practice historical research skills including the ability to identify, analyze, and interpret primary and secondary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media (i.e., television, motion pictures, and computer-based technologies) that reflect events and life in United States history since 1876.

INSTRUCTIONAL MATERIALS (Required Textbook): *American Destiny, Narrative of a Nation, Volume II* by Mark C. Carnes and John A Garry.

INSTRUCTIONAL PROCEDURES: The expected course outcome will be realized through a variety of instructional strategies to complement students' life experiences. Those strategies may include, but are not limited to, the following: expository-discussion, demonstration, inquiry, and group activities.

STUDENT PERFORMANCE ACTIVITIES (Attendance/Punctuality):

There is no substitute for regular attendance. Students with poor attendance seldom do well. Attendance will be taken at each class meeting. You must attend the entire class meeting to be counted present. **Except for approved activities, there will be no excused absences from the regular class meetings.** Class attendance will be used to determine borderline course grades (59%, 69%, 79%, 89%). If you accumulate no more than 1 absence, borderline grades will receive the next higher grade. For the purpose of this policy 3 tardies count as a absence.

ASSIGNMENT DUE DATES: For Unit I and the First Exam, read Chapters 17-21 by September 10. For Unit II and the Second Exam, read Chapters 22-25 by October 8. For Unit III and the Third Exam, read Chapters 26-29 by November 5. For Unit IV and the Final Exam, read Chapters 30-33 by December 8.

STUDENT EVALUATION: There will be four exams. Three unit exams will be given during the semester (one about every 4 weeks) and the comprehensive final exam. All of the exams will be comprised of multiple choice and short answer questions. Each exam will be worth 100 points. Questions will be taken from the textbook and the lectures. Grades on the exams will be determined by a percentage of the points possible. Your grade for the course will be determined by a percentage of the total points possible. All grades will be based on the following percentage scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F.

EXAMINATION SCHEDULE: While inclement weather or other emergency may make changes in the testing schedule necessary, the instructor will make every effort to stay to the following schedule:

First Unit Exam	February 2
Second Unit Exam	March 2
First Bonus Quiz	March 15
Third Unit Exam	April 5
Second Bonus Quiz	April 19
Final Exam	May 3

MAKE UP EXAMINATIONS: Each student is expected to be present for every exam at the appointed time. You must personally visit with the instructor before any exception can be made. Only in the case of dire emergency will you be excused from the scheduled exam. All makeups should be taken within two weeks of the regularly scheduled exam. **Makeup exams will consist of all short answer questions. It is your responsibility to schedule makeup exams.**

BONUS ASSIGNMENT: There will be two bonus quizzes offered during the course. Each bonus quiz will be worth up to ten bonus test points. Students will be able to count **only one** of the quizzes. Students may take both quizzes, however, and count their highest score.

The first bonus quiz is based on the following articles:

Lacayo, Richard. "The Making of America-Theodore Roosevelt," *Time*, June 25, 2006.

and

Dalton, Kathleen. "The Self-Made Man," *Time*, June 25, 2006.

The second bonus quiz is based on the following article:

Zeitz, Joshua. "Boomer Century." *American Heritage*, October 2005.

Copies of these articles are available at the reserve desk in the library and on the NSU Libraries web page under Course Reserves.

WITHDRAWALS: Students who withdraw from this class prior to the deadline indicated in the class schedule will receive a grade of "W." Students who withdraw after that deadline will receive a grade of "W" if they are passing the course on the date of withdrawal. Students who withdraw after the deadline and are not passing on the date of their withdrawal will receive an "F." Exceptions may be made at the discretion of the instructor.

ADMINISTRATIVE WITHDRAWAL POLICY: Students who are enrolled in this course and have poor attendance and/or poor participation (as determined by the instructor) may be administratively withdrawn (involuntarily). Students administratively withdrawn will be responsible for payment and repaying any financial aid received for the course or courses that must be returned to the provider. If you are concerned about your absences, progress, or success in this course, **meet with your instructor immediately.**

STUDENT CONDUCT: Students should conduct themselves in a manner which does not interfere with other students' opportunity to learn. Do not carry on a conversation, read, text, engage in other social media, sleep, eat, drink or use tobacco in any form during the class period. Students who sleep or leave class will be marked absent. Children are not permitted in the classroom at any time. Please turn off cell phones.

ADDITIONAL INFORMATION: Please go to <http://offices.nsuok.edu/academicaffairs/SyllabiInformation.aspx> for required information pertaining to:

- I. Academic Misconduct
- II. American Disabilities Act Compliance
- III. Inclement Weather/Disaster Policy
- IV. Teach Act
- V. Accessibility
- VI. Release of Confidential Information

DO NOT HESITATE TO ASK QUESTION