

## History 12 / Modern America

Prof. Dave Smith

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E-mail: [dyingearthbooks@socal.rr.com](mailto:dyingearthbooks@socal.rr.com)Email at work: [SmithDc@wlaac.edu](mailto:SmithDc@wlaac.edu)Required TextsHenretta, *America: A Concise History, Volume II: From 1865*, 5th<sup>d</sup> ed.Course Requirements

**60% - 600 points - Examinations:** there will be three exams, each to be worth 20% of the final grade. The exams will be multiple choice/true-false, and you will need to bring an 882 scantron to class for each exam, along with a #2 pencil. The exams will be a combination of material from the book as well as the lectures, with the lecture material counting for slightly more in terms of points; thus, it would be wise to take plenty of lecture notes. Late exams will be at the instructor's discretion, and will be docked 10% of the earned points, unless the student is fighting the nation's enemies or the unwilling victim of circumstances beyond their control.

**25% - 250 points - Chapter Questions:** for each chapter there will be a series of questions you will answer, based on the readings in the Henretta book.

Each chapter's questions will be worth 17 points, and anyone completing all of the chapters on time will earn 12 points, making the total worth of the questions 250 points.

- The work must be handed in the first class of the week in which it is due, NOT the second class. Late questions will be accepted, with half credit lost per late day. You may turn in your questions late, by midnight by way of email, on the day they are due for no loss of points.
- You **MUST** then bring in a hard copy to class with EMAILED written across the front. Until you bring in the hard copy you will receive no points.
- Also, PLEASE bear in mind - work by email is for those emergencies in the semester when something has derailed your ability to have it in class when due - once or twice, do not abuse this privilege, as I do not need my inbox flooded with your assignments.
- LASTLY - you **MUST** do YOUR OWN WORK. This work may not be done with a friend/sibling/cousin/or whatever in class. Do not think you can copy one another's work, change the first line or resort to some other stratagem you perceive as clever - this is not group work, it is solo work, and if I find anything to the contrary you will receive an 'F' in the class.

**15% - 150 points - Term Paper:** a list of prompts will be distributed after Exam #2, from which you will make a selection and compose a term paper. Details will be discussed in class at that time.

### Student Expectations

- Complete the assigned readings before coming to class
- Complete the chapter questions as you do the readings
- Take PLENTY of notes each and every class
- Please bring a sense of curiosity to the class and a desire to pass!

One last thing to bear in mind: studies have suggested that to do well in a class, for every hour of class-time, twice that much time must be spent on homework and studying; thus, for a regular 54-hour, 16-week semester, a student would be spending something like 150 hours outside of class devoting time and energy to passing that class. This may seem like too much, and different students need varying amounts of study time. I am only trying to make one point: in this class you will be compacting 16 weeks into less than one-third that time - please be prepared to exert a lot of effort over the next five weeks to pass the class.

### Attendance

Attendance will be taken at each class. Poor attendance will affect your grade, as described above. But -- if you are in any way ill, please do not attend class. Telephone and let me know why you are missing class, and your absence will be excused. Do not fear that you will fall behind, as I will make certain that you get the notes, etc., that you may have missed. AND: do not assume you are going to be/have been dropped for whatever reason, and simply stop coming to class; **PLEASE** contact me to see what may be done.

Three unexcused absences, or a loss of six class hours will result in a drop from the course.

If you come to class late, please take a seat near the back door so as not to disturb others. Be certain not to compromise the stage of history! Excessive tardies will affect your grade. If for whatever reason you cannot make it to class at the assigned time, then you may want to consider taking another class entirely.

Getting up in the middle of class and leaving is disruptive to the other students, but sometimes unavoidable. If you have to leave class early, please let me know in advance, and take a seat near the door. Otherwise you will be counted absent for the day. This is not an idle threat; if these transgressions multiply, it could result in your being dropped from the class. Wouldn't it be silly to be dropped several weeks before semester's end for such a preventable lapse of reason?

### Late Work

No late assignments will be accepted, except in rare cases. This is to ensure equal accountability for all students in the class. If anything is accepted late, points will be deducted from the total possible points as a penalty.

### Students With Disabilities

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services, HLRC room 119, or call (310) 287 4550 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

### Grading

The coursework is equal to 1000 points, with each assignment worth a specific number of points directly equal to that percentage of the grade. (See Course Requirements.) Content and form are not separate in terms of grading. There is no excuse for poor writing at the college level. If you have trouble with your writing, please see me for recommendations to the Learning Resource Center (LRC), located in the library.

The grade you receive will be directly related to your mastery of the course material, as shown in your work and classroom participation. I will not "give" an 'A' to one and an 'F' to another; rather, each student earns the grade they receive. As the instructor, I am a guide on the path to learning, and a fair judge of your progress -- but it is your responsibility to learn the material. What you leave the course with is what you have put into it.

Please keep all of your assignments and keep track of your point total. If you ever wish to get a sense of where you are in the course, simply add the points you have received and divide them into the number of points possible to that point in the semester; this will give you your % on a 100% scale, and as the course is worth 1000 points, you need then only multiply your score by 10 to get a good sense of your grade.

### Academic Integrity

Additionally, all students are expected to do their own work. Any sort of cheating and/or plagiarism are punishable in ways too grim to mention, but they would begin with being dropped from the course, and referred to both the Dean of Academic Affairs and the Vice-President of Student Services. **PLEASE:** if you think that a course of action **MAY** be wrong, then please consult with the instructor before taking it.

### Course Objectives

The purpose of this class is to make the student conversant in the main features of early American history, from the pre-Columbian era through the era of the Civil War and Reconstruction. By the end of the semester the student will be able to list and define major cultural, economic, social, and political patterns of American historical development; identify important events, trends, thought and ideas in the history of the early United States Americas by writing and discussing them critically; be able to locate and relate the course of events on the North American continent; give the student insight into such defining themes of this period as race/ethnicity, class, gender, et al; and have a solid understanding of the clash and ultimate co-existence of cultures as they contributed to the socio-economic and political development of the United States; and further the development of skills of objective analysis by writing papers, reports, and examinations on salient topics and issues.

In addition to the above, the course will address many of the Institutional Student Learning Outcomes codified by West Los Angeles College, among them:

- **Critical Thinking:** Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences. In this class the student will be required to use historical facts to support written arguments.
- **Cultural Diversity:** Respectfully engage with other cultures in an effort to understand them. In this class the student will be required to analyze the contributions of various ethnic groups to the historical development of the society(ies) under discussion, and examine the positive and negative interactions of said groups.

Please take the time to review this syllabus carefully. Do not rely upon the instructor to remind you when assignments are due. This is a learning institution, and one that you are paying for, and attending, by choice. You are responsible for your grade. Please help make the classroom experience for you and everyone else a positive one. If you do not feel you can live up to the course requirements, in terms of both assignments and conduct, please arrange to take this course at another time, or choose another course entirely.

### Course Schedule

<b>Week 1, 8/26-30</b>	Course Intro Lecture: The Presidency of Theodore Roosevelt <b>READ: Ch. 19-20</b>
<b>Week 2, 9/2-6</b>	<b>NO CLASS THIS WEEK ON MONDAY - LABOR DAY LAST DAY TO DROP WITHOUT A 'W' OR A FEE: 9/6</b>
<b>Week 3, 9/9-13</b>	Lecture: The Progressive Era <b>READ: Ch. 21</b>
<b>Week 4, 9/16-20</b>	Lecture: American Expansionism...or Imperialism?
<b>Week 5, 9/23-27</b>	Lecture and Slide Presentation: The Roaring 20s and the Culture Wars <b>READ: Ch. 22</b> <b>Chapter Questions due: 19-22</b>
<b>Week 6, 9/30-10/4</b>	Lecture: The Great Depression and the New Deal <b>READ: Ch. 23</b>
<b>Week 7, 10/7-11</b>	Lecture: World War II <b>EXAM #1 - Chs. 19-23</b> <b>READ: Ch. 24</b>
<b>Week 8, 10/14-18</b>	Lecture: World War II (cont'd)
<b>Week 9 10/21-25</b>	Lecture: The Cold War <b>READ: Ch. 25</b> <b>Chapter Questions due: 23-25</b>
<b>Week 10, 10/28-11/1</b>	Lecture: American Prosperity <b>READ: Ch. 26</b> <b>EXAM #2 - Chs. 24-26</b>

<b>Week 11, 11/4-8</b>	Lecture: The Era of the Movements for Civil Rights Lecture: JFK and the New Frontier, LBJ and the Great Society READ: Chs. 27-28 Chapter Questions due: 26-27
<b>Week 12, 11/11-15</b>	NO CLASS MONDAY - VETERAN'S DAY LAST DAY TO DROP CLASS WITH A 'W': 11/15 READ: Ch. 29
<b>Week 13, 11/18-22</b>	Lecture: JFK and the New Frontier, LBJ and the Great Society (cont'd) READ: Ch. 30 Chapter Questions due: 28-29
<b>Week 14, 11/25-29</b>	Lecture: The Vietnam War READ: Ch. 31 NO CLASS THURSDAY - THANKSGIVING
<b>Week 15, 12/2-6</b>	Lecture: The Presidency of Richard Nixon Lecture: Ford, Carter, and Reagan Lecture: Clinton, Bush Again, Obama and Beyond - ? READ: Ch. 32
<b>Week 16, 12/9-13</b>	EXAM #3 12/9 normal class time Chapter Questions due: 30-32 Term Paper due

## HIST 12 - Modern America

Prof Dave Smith

### Chapter Questions

Please be sure to answer the questions thoroughly. These are not intended to be essay questions, but neither are they to be answered in two or three lines. Read over your answer when you are finished and ask yourself if you have answered the question. These questions, when turned in, must be typed and double-spaced.

#### Chapter 19

1. Briefly describe three ways in which modern industrial societies were changing in the late 1800s?
2. What sort of ethnic and racial groups lived in these cities and how did they interact, if at all?
3. Who were the muckrakers?
4. What were the urban machines?
5. What were the problems with public health in these cities?
6. Who was Jane Addams?

#### Chapter 20

1. What were the intellectual and spiritual roots of the Progressive movement?
2. What was the spoils system?
3. What was Populism?
4. Who was Jacob Coxey and why did he have an army?
5. Who was William Jennings Bryan?
6. What was "trust-busting"?
7. How did Theodore Roosevelt deal with problems in the areas of railroads, national resources, and food?
8. How did women contribute to the Progressive Movement?
9. How did Progressivism help the cause of early feminism?
10. How did Progressivism help the cause of civil rights?
11. What is the significance of Booker T. Washington?
12. What is the significance of W.E.B. DuBois?
13. What political reforms were enacted at the state government level?
14. What is the significance of Robert La Follette?
15. Please show that you know the difference between the New Freedom and the New Nationalism.
16. What was the value of the Federal Reserve Act?
17. Could we use a progressive movement NOW? Could one succeed? What sort of things would this movement deal with, if you were in charge? Name three.

#### Chapter 21

1. What is imperialism?

2. How and why did the U.S. set out upon territorial expansion?
3. What was the influence of Alfred T. Mahan?
4. What was the ideology of expansion?
5. How did the U.S. come to be involved in the Spanish-American War?
6. Why did the United States become involved in the affairs of the Philippines?
7. What were the Anti-Imperialist Leagues?
8. In terms of international affairs, what did Roosevelt do as regards:
  - a. Panama?
  - b. The Caribbean?
  - c. China / The "Open Door" Policy?
9. What is the Roosevelt Corollary?
10. What was President Wilson's attitude toward the problems of the Mexican Revolution?
11. Briefly, how did World War I start?
12. What was the general attitude of Americans toward World War One, and how did the U.S. get semi-involved immediately, as a neutral nation?
13. What was the problem with submarines, and how did they make it hard for the U.S. to remain neutral?
14. What was the "Zimmerman Telegram"?
15. What was the composition of the U.S. military at this time in terms of race and ethnicity?
16. Discuss three ways in which the federal government began to mobilize the resources of the United States in order to support the war effort?
17. What was the function of the Committee on Public Information? What did the Espionage and Sedition Acts do? Do you agree with this? Is there any recent modern equivalent to this sort of activity or legislation?
18. How did women finally get the right to vote?
19. What were the Fourteen Points?
20. Why did Congress reject the Treaty of Versailles?
21. Discuss Wilson's ideas on national self-determination. (If the book is not clear enough, seek outside assistance.)

## Chapter 22

1. Who was Margaret Sanger?
2. What sort of racial problems were facing the U.S. at this time?
3. Why did things get difficult for workers after World War I?
4. What was welfare capitalism?
5. What was the Red Scare?
6. What was Dollar Diplomacy?
7. What were the problems with Prohibition?
8. What was nativism?
9. Discuss the National Origins Act of 1924 - would you consider this legislation racist - if so, how so?
10. What was the Scopes "monkey" Trial?
11. What does the Election of 1928 tell us about how the Democrat Party was changing?

12. What was significant about Alfred E. Smith?
13. How did the Harlem Renaissance come about and what was its significance?
14. Who was Marcus Garvey and were his ideas?
15. Describe the trend toward consolidation in the decade of the 20s?
16. How and why were Americans becoming eager consumers at this time?
17. How did Henry Ford affect the American economy and way of life?
18. What were some of the weaknesses of the American economy in the early-to-mid-20s?
19. Does the chapter portray the "Roaring 20s" or "New Era" as a positive time in American history, and if so, do you think that this was the experience of all Americans? Do the 1990s and the "Roaring 20s" seem similar at all?

### Chapter 23

1. BRIEFLY - what were the factors that led to the Great Depression?
2. What was the New Deal?
3. How did President Hoover attempt to deal with the Depression?
4. What was the Bonus Army?
5. Please select and describe three of the "bold moves" made by President Roosevelt and his administration during the "Hundred Days."
6. How was the New Deal attacked and criticized by:
  - a. Francis Townsend
  - b. Father Coughlin?
  - c. Huey Long?
7. Please select and describe three moves made by President Roosevelt and his administration during the Second New Deal?
8. What is meant by the term welfare state?
9. What was the problem between FDR and the Supreme Court? Who do you agree with in this case?
10. What was the CIO and how did it affect the American labor movement?
11. How did the New Deal affect
  - a. Women?
  - b. African Americans?
  - c. Native Americans?
  - d. Mexican Americans?
  - e. Asian Americans?
12. What was the Tennessee Valley Authority?
13. How did the New Deal address the needs of people working in the arts?
14. What were the absolute successes of the New Deal? Does the United States need something like the New Deal, or a president like Roosevelt today?

### Chapter 24

1. What aggressive policies did Germany, Italy, and Japan pursue in the early-to-mid-1930s that led toward WWII?
2. What was the difference between the isolationists and the interventionists?



3. Give me a brief sense of what the Spanish Civil War was all about?
4. What was the Popular Front?
5. How did the United States slowly but surely get involved in the war, prior to Pearl Harbor?
6. How were the above events similar to the events that led to American involvement in World War I?
7. What was discussed in the Atlantic Charter?
8. How did the U.S. government finance our involvement in World War II?
9. Describe the state of the U.S. military at this time in terms of racism and discrimination?
10. How did the concerns of workers intersect with the need to maintain the war effort?
11. Why were Japanese-Americans put in internment camps? Does the government's decision seem right or wrong? Can this action be justified?
12. What was the Manhattan project?
13. What transpired at the Yalta Conference?
14. Do you think that the United States should have been involved in World War II? As a result we went from being an isolationist nation to an internationalist nation - so was it a good or a bad thing?

## Chapter 25

1. What was the military-industrial complex?
2. What was the Cold War and how did it begin?
3. What transpired at the Potsdam Conference?
4. Briefly, show your understanding of the following:
  - a. Containment policy
  - b. The Baruch Plan
  - c. Truman Doctrine
  - d. Marshall Plan
  - e. NATO
  - f. Berlin Blockade
  - g. NSC-68
  - h. "New Look" foreign policy
5. How did the "fall" of China affect the political climate in the US?
6. What lay behind the outbreak of the Korean War?
7. What was wrong with the Taft-Hartley Bill, from Harry Truman's point of view?
8. What was the Fair Deal?
9. Discuss the Second Red Scare/Great Fear. Show that you understand the significance of Executive Order 9835, HUAC, McCarthyism. Are there any elements of this period in U.S. history that reflects current attitudes and actions of citizens of the United States or our government? Were the actions of those involved in the Red Scare justified? Try to put yourself in their shoes, take your mind back, and really think about this question before answering.
10. What was the "New Look" defense program?
11. Why was the containment policy important in the post-colonial world?

12. How was the CIA significant at this time?
13. What was the domino theory?
14. What were the Geneva Accords?
15. What problems were confronting the U.S. government in the Middle East?
16. What is the significance of the Bay of Pigs Invasion?
17. What was the Cuban Missile Crisis?
18. What was the Peace Corps?
19. How did the U.S. slowly begin to get involved in the affairs of Vietnam?

### Chapter 26

1. What transpired at the meeting at Bretton Woods in 1944?
2. How did defense spending stimulate the American economy after World War II?
3. Briefly describe some of the major economic changes in the late 1940s.
4. How did the G.I. Bill change the United States?
5. What was the Treaty of Detroit?
6. How was television changing American culture?
7. How was religious culture changing in the 1950s?
8. What sort of problems were developing in American cities during this period?
9. How is it that the suburbs expanded so rapidly?
10. What factors led to the growth of the automobile industry at this time?
11. What was the significance of Betty Friedan?
12. Briefly discuss the ways in which American were changing in the 50s in terms of their attitudes towards sex?
13. Briefly describe the "youth rebellion" that began to develop in the 50s?

### Chapter 27

1. What was Executive Order 8802?
2. What was the Double V campaign?
3. How did "To Secure These Rights" come about?
4. Who were the Dixiecrats?
5. How did American racial issues create problems in terms of the Cold War?
6. Briefly describe the significant factors/individuals involved in the origins of the Chicano Movement?
7. How did Japanese Americans work toward greater justice for themselves at this time?
8. What was *Brown v. Board of Education*?
9. Briefly discuss three of the significant events of the civil rights movement in the 50s?
10. What happened in Birmingham, Alabama in 1963?
11. How did the Civil Rights Act come about?
12. What was Black Nationalism and why was Malcolm X significant?
13. What was Black Power?
14. Who were the Young Lords?
15. Briefly describe the Chicano Movement? And the American Indian Movement?

## Chapter 28

1. What was the Great Society?
2. How did President Johnson attempt to assist the movements for civil rights?
3. What was the agenda of the "War on Poverty"?
4. Describe three of the main pieces of Great Society reform?
5. Was the Great Society a success?
6. What were the goals of NOW?
7. What was the significance of "escalation"?
8. What was Operation: Rolling Thunder?
9. What was the Gulf of Tonkin Resolution?
10. How did student activism begin and grow in the United States?
11. What was the counterculture? Is there anything like it today?
12. What was the Tet Offensive?
13. What happened at the Democratic National Convention in 1968?
14. What was the women's liberation movement?
15. Describe the origins of the gay liberation movement?
16. Why did Americans vote for Richard Nixon in 1968?
17. What was vietnamization and détente?
18. What is the legacy of the Vietnam War?

## Chapter 29

1. Who was Archie Bunker and what was significant about him?
2. Why was there an energy crisis?
3. What were the environmentalism origins of the EPA, and what were its goals?
4. What were the larger problems with the economy at this time?
5. What were the pros and cons of Jimmy Carter's "outsider" status?
6. What was affirmative action and why was it controversial?
7. What was the women's liberation movement? And the ERA?
8. What was Roe v. Wade?
9. Who was Harvey Milk?
10. What were the differences between the Warren and Burger Courts?
11. How were American attitudes towards sex changing in the 70s?
12. What was the Fourth Great Awakening?

## Chapter 30

1. How did America begin to shift toward conservatism at this time, and what was the New Right?
2. Who was Barry Goldwater?
3. What were some of the problems of Jimmy Carter's presidency that Ronald Reagan was able to exploit in the Election of 1980?
4. How did Reagan appeal to Americans in 1980 as opposed to Carter?
5. What was the Reagan coalition?

6. What was the basic premise behind Reaganomics?
7. What was problem for the U.S. in Central America?
8. What was Iran-Contra?
9. How did the Cold war come to an end?
10. Briefly describe the Persian Gulf War?
11. How did the U.S. get more involved in the affairs of the Middle East at this time?

### Chapter 31

1. What changes were transpiring in Europe and China in the last years of the 20<sup>th</sup> century?
2. In brief, what is globalization?
3. What does the term deregulation refer to?
4. What new trends in immigration were occurring at this time?
5. What were the criticisms of multiculturalism?
6. What were some of the problems of Bill Clinton's first term?
7. What was the "third way" of President Clinton?
8. What is the significance of Newt Gingrich?
9. Why was President Clinton impeached? Do you agree with the decision by the Republicans to pursue this course of action?
10. What was the trouble with the Election of 2000?
  1. What was the "Bush Agenda"?
  2. How did the U.S. get into the Iraq War?
  3. What is the Patriot Act and how did it pass?
  4. Briefly describe the stimulus bill passed by Congress early in President Obama's presidency?
  5. What is the Tea Party?
  6. Do you think that President Obama has done a good or bad job up til now, or is the verdict of history still out?

**HIST 11 - Early US History**  
**West Los Angeles College**  
**Prof Smith**  
**Chapter Question Grading Sheet**

The questions are worth 17 points per chapter. For any missed question, you lose 2 pts; bad grammar/sloppiness you lose 3 points overall (not per question); a grossly inaccurate answer results in a loss of 1 point. Turning in questions late, which is at my discretion, will result in a loss of half points per day late. Anyone turning in all chapters on time will get a bonus of 12 points. The following is a breakdown of the manner in which I grade the discussion questions. It should be easily understandable, but if you have any questions, please see me.

If your paper has a large 1 on it, then:

You have done a terrific job, and there is really no need for you to do anything different. Proceed in the same fashion throughout the course of the semester for maximum points. Carry on and good show! NOTE: if you do a perfect job on the first batch of questions, and then on the second batch, I will not be using the '1' at all - the fact that you have full points will indicate to you that you are doing a great job.

If your paper has a large 2 on it, then:

You have problems in terms of **CONTENT**; that is to say, you have not answered the questions thoroughly enough. On the next chapters, be certain to address the questions in a more thoughtful and detailed fashion.

If your paper has a large 3 on it, then:

You have problems in terms of **GRAMMAR** and or **FORM**; that is to say, there are issues with spelling, sentence construction, punctuation, capitalizations or lack thereof, indentation, spacing, lack of typing, etc. Be sure to carefully proofread your paper aloud in order to eliminate much of this, and utilize spell-check at all times.

If your paper has a large 4 on it, then:

Please see both 2 & 3 above for a sense of what your problems are, and then please see me.

If words or sentences, or even whole sections of text are underlined, bracketed, or circled, then there are problems with that particular piece of writing.

Sometimes you may see a ? to indicate that your point is unclear.

Also, if you see a line drawn through your paper from left to right, this is my way of indicating that I will not be grading the work like an English teacher from that point forward. This is simply to communicate to you that problems do lie beyond the line, but it is your job to see a writing tutor in the Learning Resource Center for assistance with your writing.

