**SYLLABUS**

AMH 2020: History of the United States II
Dr. Frank M. Baglione
Section 004, Reference No. 34035
Office: HSS-207; Tel: 201-8149
Wednesday 4:00-5:30 p.m.; Cable Ch 22
Email: Baglionf@tcc.fl.edu
Summer Session C 2004; 3 Credit Hours
Office Hrs: Mon. 1:15-2:30
Tallahassee Community College
Web address: http://faculty.tallahassee.cc.fl.us/hss/baglionef/index.htm

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Orientation Meeting: Wednesday, May 12, 2004, Rm. HSS 255, 2:00 p.m.
(Attendance is not required; Orientation lasts for about 30 minutes)

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**Course Catalogue Description:**

AMH 2020 History of the United States II (3) F, Sp, Sm. Prerequisite: Satisfactory completion of College Preparatory English (ENC 0200) and College Preparatory Reading (REA 0001) or appropriate placement scores. The course is a survey of United States history which examines the political, economic, and social development of the United States from 1876 to the present. The course provides perspectives on the development of American institutions through the examination of major issues and interpretations of United States history. Lecture: 3 hours per week. Written work (1,000 words minimum) is required in the course and can be used to satisfy part of the writing across the curriculum requirement of the college.

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**Course Textbook and Materials (Available in College Bookstore):**


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**Considerations When Taking A Televised Course**

This course is a survey of the political, economic, and social development of the United States and its institutions from the Reconstruction Period to the present. It is being offered through a series of televised lectures and textbook readings. There are no formal classroom lectures to attend.

Because it is a televised course, students must be disciplined and conscientious in viewing the televised lectures, reading assigned chapters in the textbook, and completing examinations. Students who begin falling behind in terms of these
responsibilities will find it extremely difficult to catch up. Indeed, because assignments
must be completed on time, failure to be disciplined and conscientious in completing
course work may limit the student’s chances for success.

The best way to begin is to make early contact with the instructor for the purpose of
discussing the course, assignments, and the instructor's expectations. For this
purpose, an orientation meeting has been scheduled (see above). If a visit to campus
is not possible, telephone the instructor. Thereafter, make contact any time you need
additional information. Communication with the instructor is important at the beginning
of the course and any time your performance on a graded assignment is below a C.

As in any course, the learning that occurs is largely in your hands. The materials for
that learning are in the televised lectures and textbook, and guidance is available from
the instructor. But in a course that is not in the traditional classroom lecture format, the
student must take the initiative in making use of the resources provided.

Course Outline, Required Readings, and Examination Dates:

Programs are televised on Wednesday from 4:00 to 5:30 p.m. on cable channel 22.

Programs begin May 12, 2004. There are repeat showings of the week's program on
other days. Please consult TV listings for the days and times.

Unit I

<table>
<thead>
<tr>
<th>Television Lecture</th>
<th>Textbook Chapter</th>
<th>Workbook Chapter</th>
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<tbody>
<tr>
<td>1. The Closing of the Frontier</td>
<td>19. New Frontiers</td>
<td>2.01 New South, Far West</td>
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<tr>
<td>2. The Rise of Big Business</td>
<td>20. Big Business</td>
<td>2.02 Industrial Economy</td>
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<td>3. Labor's Struggles</td>
<td>20. Organized Labor</td>
<td>2.03 Urbanization &amp; Immigration</td>
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<tr>
<td>5. American Dream Deferred</td>
<td>22. Gilded Age Politics</td>
<td>2.04 Populism &amp; the Union Movement</td>
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<td>6. The Populist Challenge</td>
<td>22. Agrarian Revolt</td>
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<td>7. War and Empire</td>
<td>23. An American Empire</td>
<td>2.05 Progressive Era</td>
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<td>8. The Progressive Impulse</td>
<td>24. The Progressive Era</td>
<td>2.06 Imperialism</td>
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<tr>
<td>10. The Big Stick</td>
<td>25. The Great War</td>
<td>2.07 World War I</td>
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<tr>
<td>11. The Great War</td>
<td>26. The Modern Temper</td>
<td>2.08 The Twenties</td>
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<td>12. Transitions and Tensions</td>
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<td>13. Hard Times</td>
<td>27. Resurgence &amp; Decline</td>
<td>2.08 Great Depression</td>
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Workbook Assignments 1 through 8 due in HSS 207 on Mon., June 14, 2004

Unit II
15. The Road to War 29. From Isolation to War 2.10 World War II

17. Cold War Period 31. Fair Deal & Containment 2.11 Post War America
18. Age of Conformity

19. The American Dream 32. Crisis of Union 2.11 Politics & Economics


22. Conservative Resurgence 36. Conservative Insurgency 2.12 America in the Modern Period
24. Era of Excess

25. End of the Cold War 37. Triumph & Tragedy 2.12 America in the Modern Period
26. Looking Forward

FINAL EXAM essays and Workbook Assignments 9 through 12 due in HSS 207 by 5:30 p.m. on Mon., July 12, 2004.

NOTE: Videotapes of all televised lectures are available in the TCC Audio-Visual Center on the second floor of the Library. Please make use of the tapes if you miss a telecast or for review purposes.

Examinations and Assignments:

Workbook Assignments: There will be 12 Workbook Assignments in this course. Students must write assignments on the Workbook pages; no photocopies will be accepted. Workbook Assignments contain multiple choice and short essay items. The Unit I assignments will cover televised lectures 1-14, textbook chapters 19-27, and Workbook Outlines 1-8. The Unit II assignments will cover televised lectures 15-26, textbook chapters 28-37, and Workbook Outlines 9-12.

All Unit I assignments and all Unit II assignments are due on the dates noted in the Course Outline, above. Individual Workbook Assignments may be handed in earlier than the due date if students wish assessment of their progress. Assignments handed in after the due dates for the Unit I and the Unit II assignments will be considered late and will be assessed a ten point penalty for each day they are late.

Cumulative Final Exam: Students will also complete a take-home final examination. The exam will require students to answer two questions. Questions for the examination
will be based on materials presented in the course. Question for the examination are listed on the Take-Home Examination pages at the end of this syllabus.

Students must type their exam answers on 8.5x11" white paper (black ink, double-spaced with one-inch margins, 12pt typeface size), or write their exam answer in an examination booklet (a blue book, in black or blue ball point pen ink only). Booklets are available for purchase in the College Bookstore. Presentation of work is very important. Essays should meet the above requirements and be well organized and neat (no ripped or stained pages, handwriting must be legible). Work that does not meet these standards will be returned as “incomplete.”

Students must hand in their exam essays by the date and time listed in the Course Outline, above. If the exam is being mailed, it must arrive by the due date. Exams may be submitted by email attachment. Late exams, including work returned to the student as “incomplete,” will be assessed a ten point penalty.

Course Grading:

Work by students on the Workbook Assignments and Final Exam will determine final grades in the course. The lowest two grades on the Workbook Assignments will be dropped in calculating the Workbook grade. The average of Workbook Assignments will count for 70% of the course grade. The Final Exam essays will count for 30% of the course grade.

Work will be graded on a 100 scale as follows:
90-99 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F

Performance is graded on the basis of the student's demonstrated knowledge (recall material), comprehension (interpret and explain material), analysis (compare and contrast material), and synthesis (integrate material). Students must demonstrate knowledge of the subject matter, provide detailed evidence to support generalizations, compare and contrast material, and analyze events in terms of causation.

Students are expected to view all televised lectures in the series, keep up with readings, and complete all assignments on time. The instructor encourages questions from students and is available during office hours and by appointment for discussions with students about the course and their general education.

Grade Distribution for all history course taught by this instructor from 1991-2002:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total</th>
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<tbody>
<tr>
<td>A</td>
<td>267</td>
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<tr>
<td>B</td>
<td>523</td>
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<tr>
<td>C</td>
<td>1056</td>
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<td>D</td>
<td>501</td>
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<tr>
<td>F</td>
<td>371</td>
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<tr>
<td>Total</td>
<td>2718</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Avg.</th>
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<td>(10%)</td>
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<tr>
<td>(19%)</td>
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<td>(39%)</td>
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<td>(18%)</td>
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<td>(14%)</td>
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Withdrawals: 671 of 3389 = 19.8%
 Attendance and Withdrawal:

The televised lectures are an essential part of this course. Lectures introduce material not covered in the course readings, analyze and synthesize material, offer interpretations of events and periods, expand upon ideas, and contribute to the student’s understanding of the course material.

There are no formal attendance requirements in a televised course. Therefore, **Administrative Withdrawal by the instructor will not be used in this course.** Students wishing to withdraw from the course must do so themselves. Please see the college catalogue and the schedule of classes for information on the procedure and deadline for withdrawing from courses.

**Academic Alert.** Students are allowed three attempts per course. On the third attempt students will be charged the full cost of instruction (out of state rates) and are not allowed to withdraw (the grade earned will be the official grade for the course).

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**Course Goals:**

1. To provide students with an understanding of the history and development of American political, economic, and social institutions.
2. To provide students with an understanding of the relationship between the democratic value system of America and the institutions of the American economy and society.
3. To help students understand the importance of free access to information in the formulation of political, economic, and social policy.
4. To help students understand differing and competing viewpoints and interpretations of American political, economic, and social issues.
5. To provide the student with a foundation for further study in the upper division of a college or university.

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**Performance Objectives:**

The student should be able to demonstrate an understanding of

1. The political and economic issues that arose after the Civil War in the South, West and North.
2. The impact of industrialization on the expansion of the American economy and the growth in the size of American business organizations.
3. The political, economic and social impact of industrialization, immigration, and urbanization.
4. The reaction to the growth of big business and the industrial economy in the movements of Populism, Progressivism, and unionism.
5. America’s emergence as a world power and her role in World War I.
7. The New Deal and its impact on the economy, government, and society.
8. The causes and consequences of World War II.
9. The early Cold War era and America’s economic growth in the 1950’s.
10. The social impact of the liberal programs of the 1960's and 1970's and the resurgence of Republican conservatism.

CLAST Skills:

CLAST skills in communication will be taught and reinforced through the reading, writing, and essay writing requirements of the course.
CUMULATIVE FINAL TAKE HOME EXAMINATION QUESTIONS:

Answers must be typed on 8.5x11" white paper (black ink, double-spaced, one-inch margins, 12pt typeface) or written in an examination booklet (black or blue ball pint pen only). Work must be well organized and neat in presentation. Essays are judged on your ability to demonstrate knowledge of the subject matter, provide detailed evidence to support generalizations, compare and contrast material, and analyze events in terms of causation.

Write TWO essays, one in response to items from Part A and one from Part B.

Part A: Answer one of the following:

1. After the Civil War, there was an attempt to create a New South that could modernize the southern economy. Write an essay on the New South’s industrial development in textiles, tobacco, coal, iron, and railroads, and its agricultural systems of sharecropping, tenant farming, crop-liens. What were the success and failures of these efforts to build an industrial sector and an agricultural sector of the South’s economy?

2. Describe in detail the political character and economic policies of the Redeemer governments in the southern states and the creation of a system of racial segregation and political disenfranchisement of blacks after 1890. Explain these developments in detail and tell how they affected the South’s attempt to create modern economic and social systems.

3. America’s economy underwent rapid growth in the late 19th century. Write an essay on factors contributing to this growth, including inventors and new technologies, Robber Barons and railroad development, and changes in business organization (vertical and horizontal integration, and corporations and mergers). How did the federal government attempt to regulate big business in this period?

4. Write an essay describing the organization and issues of the Populist movement from the Grange to the Farmer’s Alliance and Peoples Party (including the elections of 1892 and 1896), and of the union movement from the National Labor Union to the Knights of Labor and the AFL. Explain why the Populists’ political efforts failed and why the unions’ lost the big strikes of the 1890s.

5. The Progressive movement was a response to economic, social, and political problems created by industrialization, urbanization, and immigration. Write an essay on issues and reforms of the Progressive movement from THREE of the following areas: (a) Muckrakers; (b) Economic and social reforms; (c) Political reforms; (d) Progressive legislation of Teddy Roosevelt; (e) Progressive legislation of Woodrow Wilson.
6. Write an essay on the causes and consequences of World War I that discusses American isolationism and the reasons America became involved; wartime agencies that coordinated production, labor, and distribution of goods; how Wilson’s Fourteen Points addressed the causes of the war; the economic and territorial provisions of the Versailles Treaty; and post war economic, social, and political problems in the United States.

7. Describe 1920s American economic and social developments, including the economic boom (1922-1929), impact of the automobile, introduction of new electrical products and household appliances, improvement of the standard of living and working conditions, and growth of the stock market and its crash at the end of the decade. Explain the economic reasons for the crash and the Keynes’ analysis of the depression.

**Part B: Answer one of the following.**

8. Franklin D. Roosevelt launched New Deal programs in (a) finance, (b) agriculture, (c) industry, and (d) labor & social welfare. Write an essay on New Deal legislation in **THREE** of these areas explaining the problems addressed, the specific details of the acts passed, the consequences or result, and the significance of the program. Explain which of the programs were struck down by the Supreme Court and how did Roosevelt attempt to attack that problem.

9. Write an essay on American foreign policy (1920-1945) that deals with **ONE** of the following: (a) German problem in Europe stemming from the economic, military, and territorial clauses of the Versailles Treaty, (b) Japanese expansionism and its economic, military, and political consequences, or (c) American foreign policy from isolationism to involvement and the conferences concerning the conduct of World War II and plans for a post war settlement.

10. After World War II, America became involved in a Cold War with the Soviet Union. Write an essay on the development and consequences of the Four Pillars of American foreign policy – containment, deterrence, intervention, and creation of an economic liberal order (including a discussion of the Marshall Plan). How were the conflicts over the Berlin Blockade, the Korean War, the Cuban Missile Crisis, and the Vietnam War resolved in this context.

11. After World War II, the Democratic Party expanded New Deal economic programs and took up the cause of civil rights. Detail the initiatives taken in these areas during Truman’s Fair Deal and Johnson’s Great Society. How did Republican administrations (Eisenhower, Nixon, Reagan) attempt to restrain the growth of these programs, and how did the Clinton administration change the federal AFDC program?

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EXAM -- Due in HSS 207 by 5:30 p.m. on Monday, July 12, 2004.
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