



MUSKEGON COMMUNITY COLLEGE

221 S. Quarterline Rd
Muskegon, MI 49442

Phone (231) 773-9131
Toll Free (866) 711-4622

UNITED STATES HISTORY: RECONSTRUCTION TO PRESENT

HIST 202 F58 FALL 2017

3 CREDIT HOURS/ 3 CONTACT HOURS

Instructor: Ryan Lancaster

Email: Ryan.Lancaster@muskegoncc.edu (email is the best way to contact me)

Phone: 231-777-0380

Location: Rm ESCA-C (Grand Haven Community Center)

Class Time: TH 6:00pm-8:55pm

Office Hours: N/A (contact via e-mail to set up appointment)

Website: <http://reasonablypricedtimemachine.weebly.com/>

COURSE DESCRIPTION:

A study of the social, economic, political, and intellectual development of the American nation and people, from Reconstruction to the present. The major topics include: territorial expansion and American foreign policy; the growth and importance of industry and business; the urban community and its problems; trade-commerce fields; the urban community and its problems; industry and business; the struggle and achievement of labor; the study of immigration and race relations; the quest for women's equality; American educational and cultural advances; the increased use of government to improve society; the Cold War, détente and current to developments in U.S. – World relations; and the transformation of American Political ideology.

COURSE OBJECTIVES:

- Identify locations on maps for various parts of the world (i.e. Mediterranean, European, Asian, African, and American)
- Analyze pictures, paintings, architectural structure as political propaganda or subliminal power statements
- Evaluate primary resources including written documents, statistical compilations, graphs and other analytical materials to explain trends, activities and historical changes
- Compose a well thought out response to historical questions through written responses or positions statements
- Deduce major themes in the development of history
- Identify key historical figures and pivotal events in history (i.e. Magna Carta, Napoleon, Adolf Hitler, George Washington, and American Revolution)



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DISCLAIMER:

The views expressed in the reading assignments and video lectures do not necessarily reflect the views of the instructor or the school. History is not monolithic; it is told through countless eyes with countless opinions.

PRE-REQUISITES:

Meet "Ready to Succeed" requirement.

PROGRAM AND DEGREE REQUIREMENTS

This course meets the requirements for 3 credit hours of American Culture category as part of the Associates of Science and Arts Degree or an elective credit in other degrees and programs.

REQUIRED READINGS:

Carnes, Mark C., and John A. Garraty. *American Destiny: Narrative of a Nation*. 4th ed. Vol. 2: Pearson, 2011.

RECOMMENDED READINGS:

Zinn, Howard. *A People's History of the United States: 1492 to Present*. Harper & Row, 1980.*

Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to the War on Terror*. New York, NY: Penguin Group, 2004.*

If you do not own Zinn's or Schweikart's books, I will provide access to them via online links.

GRADING BREAKDOWN:

To calculate the percentage, divide your total points by the total available points (1000).

- 0% Attendance and participation*
- 10% Quizzes
- 16% Postings to the online discussion forum
- 20% Midterm
- 24% Final Project
- 30% Final

GRADES:

100-93.0=A, 92.9-90.0=A-,
89.9-87.5=B+, 87.4-82.5=B, 82.4-80.0=B-,
79.9-77.5=C+, 77.4-72.5=C, 72.4-70.0=C-



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69.9-67.5=D+, 67.4-62.5=D, 62.4-60.0=D-, 59.9-00.0=E

PARTICIPATION:

*While you are not directly graded on your attendance and participation, many of the assignments will be given during class time, and **cannot** be made up outside of class. You are required to attend class and come ready to partake in discussions on the readings on the assigned date.

QUIZZES:

To help keep you on track with your reading, there will be quizzes during the week. They will comprise of simple short-answer questions to test whether you done the assigned reading. **Worth 100 pts.**

DISCUSSION POSTS:

You are required to contribute 8 substantial posts to the online discussion page set up for this class on Blackboard. You must post your contributions throughout the semester and complete all 8 by the following midnight each week. Please try out the system during the first week of class, so we can work through any complications. Each week I will provide questions for you to reply to online. I will grade your posts based on how well you employ the course material and uphold a demeanor that respects other people's beliefs. **Worth 160 pts.**

MIDTERM AND FINAL EXAM:

The examinations in this class will comprise only of in-class essays. I will afford you with some inkling of the questions ahead of time so you can ponder your responses.

If for a family or medical reason you find it completely necessary to miss a test or examination, you must contact me PRIOR to get my consent to take a make-up exam. **Midterm is worth 200 pts; the Final is worth 300pts.**

FINAL PROJECT

It is important that every leaves their mark within record human history. This will be your humble opportunity to do so. The final project is set up to eventually create a large database that will encapsulate all of American history and left to assist others on their historical journeys of discovery. Making classroom movies has gotten much easier now that cell phones, tablets and other devices feature video capabilities that are high quality and simple to use. **Worth 240pts.**



SCHEDULE OF READINGS AND CLASSES

NOTE: This timetable is subject to adjustment. It is your charge to keep up with any deviations announced in class.

SUMMARY OF IMPORTANT DATES

Midterm	Oct. 19
No Class	Nov. 23
Final Project	Dec. 14
Final	Dec. 14

Week 1: Introduction/Reconstruction (Aug. 31)

READING:

- Carnes, Chapter 15: Reconstruction and the South
- Zinn, Chapter 9: Slavery Without Submission, Emancipation Without Freedom

WATCH:

- Reconstruction and 1876: Crash Course US History #22 (2013) - 13 min.
- Aftershock: Beyond the Civil War (2006) - 130 min.
- Reconstruction After the Civil War (2012) - 14 min

ASSIGNMENT:

- Forum Discussion #1

Week 2: Gilded Age (Sept. 7)

READING:

- Carnes, Chapter 20: From Smoke-filled Rooms to Prairie Wildfires 1877-1896
- Schweikart, Chapter 12: Sinews of Democracy 1876-96

WATCH:

- Gilded Age Politics: Crash Course US History #26 (2013) 13 min
- Just the Facts: The Emergence of Modern America- The Gilded Age (2003) 33 min
- The Gilded Age part 1 | The Gilded Age (1865-1898) | US History | Khan Academy (2016) 7 min.
- The Gilded Age part 2 | The Gilded Age (1865-1898) | US History | Khan Academy (2016) 10 min.

ASSIGNMENT:

- Forum Discussion #1 Response



Week 3: Progressive Era (Sept. 14)

READING:

- Carnes, Chapter 21: The Age of Reform
- Zinn, Chapter 13

WATCH:

- The Progressive Era: Crash Course US History #27 (2013) 15 min.
- America in the 20th Century: The Progressive Era (2014) 30 min.
- The Progressive Age in Ten Minutes (2009) 10 min.

ASSIGNMENT:

- Forum Discussion #2

Week 4: Imperialism (Sept. 21)

READING:

- Carnes, Chapter 22: From Isolation to Empire
- Schweikart, Chapter 13: "Building Best, Building Greatly" 1896-1912

WATCH:

- American Imperialism: Crash Course US History #28 (2013) 14 min.
- The Spanish-American War (????) 47 min.
- U.S. Imperialism Explained: US History Review (2014) 13 min.

ASSIGNMENT:

- Forum Discussion #2 Response

Week 5: World War I (Sept. 28)

READING:

- Carnes, Chapter 23 Woodrow Wilson and the Great War
- Schweikart, Chapter 14: War, Wilson, and Internationalism, 1912-1932

WATCH:

- America in World War I: Crash Course US History #30 (2013) 13 min.
- World War I: The American Legacy (2006) 112 min.
- How America Entered World War One (????) 25 min.

ASSIGNMENT:

- Forum Discussion #3

Week 7: Roaring Twenties (Oct. 5)

READING:

- Carnes, Chapter 24: Postwar Society and Culture: Change and Adjustment
- Zinn, Chapter 15: Self Help in Hard Times

WATCH:

- The Roaring 20's: Crash Course US History #32 (2013) 13 min.
- The Century: America's Time - 1920-1929: Boom To Bust (1999) 46 min.
- America in the 20th Century the Roaring Twenties (2003) 30 min.

ASSIGNMENT:

- Forum Discussion #3 Response



Week 8: Great Depression (Oct. 12)

READING:

- Carnes, Chapter 26: The New Deal: 1933-1941
- Schweikart, Chapter 15: The Roaring Twenties and the Great Crash, 1920-32

WATCH:

- The Great Depression: Crash Course US History #33 (2013) 14 min.
- The Great Depression - Episode 1: A Job at Ford's (1993) – 46 min.
- Stories from the Great Depression (2007) 28 min.

ASSIGNMENT:

- Forum Discussion #4

MIDTERM EXAM

Week 9: World War II (Oct. 19)

READING:

- Carnes, Chapter 27: War and Peace: 1941-1945
- Zinn, Chapter 16: A People's War?

WATCH:

- World War II Part 1: Crash Course US History #35 (2013) 13 min.
- World War II Part 2 - The Homefront: Crash Course US History #36 (2013) 14 min.
- The Century: America's Time - 1941-1945: Homefront (1999) 45 min.
- World War II (2012) 134 min.

ASSIGNMENT:

- Forum Discussion #4 Response
- Forum Discussion #5

Week 10: The Cold War (Oct. 26)

READING:

- Carnes, Chapter 28: Collision Course, Abroad and at Home: 1946-1960
- Schweikart, Chapter 18: America's "Happy Days," 1946-59

WATCH:

- USA vs USSR Fight! The Cold War: Crash Course World History #39 (2012) 12 min.
- Cold War - Sputnik (1998) 46 min.
- Duck and Cover (1951) 9 min.

ASSIGNMENT:

- Forum Discussion #5 Response

Week 11: Civil Rights/ Vietnam (Nov. 2)

READING:

- Carnes Chapter 29: From Camelot to Watergate: 1961-1975
- Zinn, Chapter 18: The Impossible Victory: Vietnam

WATCH:

- The Sixties - The Years That Shaped a Generation (2005) 154 min.
- The Century: America's Time - 1965-1970: Unpinned (1999) 44 min.
- Why America Lost the Vietnam War (2013) 138 min.

ASSIGNMENT:

- Forum Discussion #6



Week 12: 1970s (Nov. 9)

READING:

- Carnes, Chapter 30: Running on Empty: 1975-1991
- Schweikart, Chapter 19: The Age of Upheaval, 1960-74

WATCH:

- American Experience: Stonewall Uprising (2010) 114 min

ASSIGNMENT:

- Forum Discussion #6 Response

Week 13: The 1980's (Nov. 16)

READING:

- Carnes, Chapter 31 From Boomers to Millennials
- Zinn, Chapter 23: The Clinton Presidency and the Crisis of Democracy

WATCH:

- The Clinton Years, or the 1990s: Crash Course US History #45 (2014) 15 min.
- Reagan (2011) 142 min.

ASSIGNMENT:

- Forum Discussion #7

Week 13: NO CLASS (Nov. 23)

READING:

- NO READING

WATCH:

- NO FILM

ASSIGNMENT:

NO ASSIGNMENTS

Week 15: The 1990's (Nov. 30)

READING:

- Carnes, Chapter 32: Shocks and Responses: 1992-Present
- Schweikart, Chapter 21: The Moral Crossroads, 1989-2000

WATCH:

- Terrorism, War, and Bush 43: Crash Course US History #46 (2014) 15 min.
- 9-11 Firehouse Ground Zero (2013) 44 min.
- Internet Rising (2011) 53 min.

ASSIGNMENT:

- Forum Discussion #7 Response

Week 16: 21st Century (Dec. 7)

READING:

- Schweikart, Chapter 22: America, World Leader, 2000, and Beyond
- Zinn, Chapter 25: The 2000 Election and the "War on Terrorism"

WATCH:

- Obamanation: Crash Course US History #47 (2014) 15 min.
- The Untold History of The US: Bush & Obama: Age of Terror (2012) 54 min.

ASSIGNMENT:

- Forum Discussion #8



Week 17: Conclusion (Dec. 14)

ASSIGNMENT:

- Forum Discussion #8 Response
- FINAL PAPER DUE

FINAL EXAM

MCC Policy Statements

Statement on Student Assessment and Accreditation

Muskegon Community College is fully accredited by the Higher Learning Commission located in Chicago (<http://ncahlc.org/>). The Higher Learning Commission accredits degree granting postsecondary educational institutions in the North Central Region. Accreditation helps ensure students that they are receiving a quality education and can transfer to other colleges and universities with ease and confidence. MCC is committed to an essential part of the accreditation process: assessing student learning. You will likely be asked to participate in assessment activities as part of MCC's assessment of programs and general education.

Statement on MCC Email

All email Communication originating from MCC to students will be via their MCC email account. CHECK YOUR MCC EMAIL FREQUENTLY.

Statement on Student Behavior

Muskegon Community College is a community of scholars whose members include administrators, faculty, staff, and students. Mutual respect and civility are expected in the classroom and other college academic settings, as well as in any communication.

- MCC has the duty to provide students with privileges, opportunities, and protections that best promote learning;
- Students have the right to a non-threatening learning environment;
- Students have the responsibility to refrain from infringing on the right of others to learn and on the right of teachers to teach; and
- Any student whose behavior disrupts learning may be subject to disciplinary action as outlined in the Muskegon Community College Catalog.
- MCC has a Behavioral Intervention Team whose responsibility is to identify and coordinate services or intervention strategies for a broad range of troubling student behaviors, including but not limited to substance abuse, mental illness, disruptive, aggressive, and threatening conduct. MCC administrators, faculty, staff, and students are encouraged to report any issues of concern to the BIT team through the MCC website: <http://www.muskegoncc.edu/student-services-and-administration/campus-safety-and-security/behavioral-intervention-team-bit/>.

Academic Integrity Policy



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Muskegon Community College expects that all faculty and students will adhere to high standards of personal and academic honesty. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Faculty members, for their part, will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic dishonesty consists of, but is not limited to:

- Cheating. Cheating is defined as using or attempting to use, giving or attempting to give, and obtaining or attempting to obtain, materials or information, including computer material pertaining to a quiz, examination, or other work that a student is expected to do alone.
- Plagiarism. Plagiarism is defined as the use of another's words or ideas without acknowledgement.
- Penalties for violation of these standards of conduct may result in sanctions of up to and including suspension or expulsion from Muskegon Community College.

Statement on Dispute Resolution Process

Should a student not agree with a faculty member's decision or actions as they may relate to this policy, the following steps shall be followed:

1. A student suspected of academic dishonesty shall be notified in writing within two school days of the time the violation is discovered. Copies of the written notification shall also be filed with the department chair and Vice President of Student Services.
2. The student should try to reach resolution of the matter through direct discussion with the involved faculty member within three (3) school days of the written notification.
3. If the matter is not resolved in Step 2, the student shall bring the matter to the attention of the department chairperson of the involved faculty member.
4. If the matter is not resolved at the department chairperson level, the student shall bring the matter to the attention of the Dean of Instruction (Academic Affairs Office) who shall render a decision within five school days of the receipt of the dispute information.
5. If a satisfactory solution is not reached at the Step 4 level, the student may file a written request with the Vice President of Student Services for a hearing before the disciplinary board. This meeting shall be held not more than 20 days following the written request. A student may request a hearing before the disciplinary board. The disciplinary and judicial procedures are outlined in the Muskegon Community College Catalog.