HIST 409.01E – The U.S. in the 20th Century
CALL #: 21331
TIME / DATE: M W 2:00 – 3:15pm
LOCATION: SS 124

COURSE SYLLABUS: SPRING 2013

Instructor: Jonathan C. Bergman, J.D., Ph.D.
Office Location: Ferguson Social Sciences 106
Office Hours: M 3:15 – 3:45pm,
T 12:15 – 2:00pm,
W 3:15 – 4:00pm & 6:50 – 7:20pm,
R 12:15 – 2:00pm, by appt.
Office Phone: (903) 468 - 8742
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Email Address: Jonathan_Bergman@tamu-commerce.edu

COURSE INFORMATION

Textbooks / Supplementary Materials

Required Textbooks

3) University of Houston’s “Digital History,” [http://www.digitalhistory.uh.edu/](http://www.digitalhistory.uh.edu/) (Click the “Textbook” Indian icon in the top left, center of the screen) (THIS ONE IS FREE!!!)


Additional articles, readings, podcasts, weblinks, etc. will be posted on eCollege.

Course Description

The U.S in the 20th Century (HIS 409) presents a historical survey of the United
States in the long 20th century—from the late 19th through the late 20th century. Since
the breadth of American history during these years is too vast to completely
document, we will explore those key markers of the American experience—
technology, politics, industry, war, and culture, to name a few. These disparate, yet
interrelated, themes will be analyzed with an eye towards current trends in American
society—and specifically, how we got from there to here. Through the use of
PowerPoint demonstrations, video clips, audio recordings, primary sources, and a
dialogue with contemporary materials, we will investigate the complexity of American
society through its varied evolutions.

Student Learning Outcomes

Students will evaluate the ways in which the New Deal expanded the role of
government in the 1930’s.

COURSE REQUIREMENTS

Activities / Assessments / Grading

Attendance: It counts, so it is in your best interest to attend class. Of course I
realize that you have lives outside of the classroom, and therefore I encourage all
who have special circumstances/needs to contact me. 7 or more absences =
AUTOMATIC F FOR THE CLASS. Each absence will reduce the attendance
component of your grade by 1 point. (5% of total grade)

Feedback Papers: The assignment component of your grade includes 3, 3 page
assignments. You will receive 0 - 5 based on your responsiveness to the question
and the completeness of your answer. The first is based on a weekly reading; the
second assignment is based on NEW DEAL OR RAW DEAL; and the final
assignment is based on a viewing of “Dr. Strangelove.” (5% each assignment (15%
of total grade)) FAILURE TO COMPLETE ALL SHORT PAPERS WILL RESULT
IN AN F FOR THE COURSE. 1 POINT OFF PER WEEK LATE. NO OUTSIDE
SOURCES. PLAGIARISM = F AND IMMEDIATE EXPULSION FROM THE
CLASS.

Long Paper: Students are required to complete a 5 page paper. SPECIFIC
QUESTION TBA. The essay will be based on Michael Belfiore’s Rocketeers. I
don’t want the essay to be a summarization of the book — I can read it
myself! The object of the assignment is to state a firm argument, critically discuss
your position, and argue for or against the points contained therein with
VOLUMINOUS CITED EVIDENCE (25% of total grade). NO LONG PAPER = F
for the Course. NO OUTSIDE SOURCES. PLAGIARISM = F AND IMMEDIATE
EXPULSION FROM THE CLASS.

Quizzes: 5 QUIZZES, TOP 4 COUNT. The quizzes will be 10 T-F and Multiple
Choice questions. The material will cover class discussion, ppt. presentations, and
the readings. If you are absent, for whatever reason, that will be your tossed grade.
Only compelling and supported excuses will be accepted if you should happen to
miss 2 or more quizzes. GREEN OR BROWN STANDARD SIZE SCANTRONS
TO BE PROVIDED BY STUDENTS. (10% each quiz (40% of total grade))

Presentation: Students are required to give an in-class ORIGINAL 15 minute
.ppt presentation. Students must turn in a digital copy of the .ppt AND a 3pp.
narrative write up covering the historical issues at work in their topic. **FAILURE TO COMPLETE A PRESENTATION WILL RESULT IN AN F FOR THE COURSE. THE USE OF CANNED .PPT’s = PLAGIARISM = F FOR THE COURSE. (15% of Total Grade).**

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**TECHNOLOGY REQUIREMENTS**

The following technology is required

A working email address on file with the university. **Be sure that your listed email is working and you regularly access it for updates.** When I send an email a presumption of delivery arises

Internet connection (If you don’t have one at home use the school’s high speed connections)

Word Processor program (If you don’t have one try Open Office – it’s free and works just like MS OFFICE)  
[http://download.openoffice.org/](http://download.openoffice.org/)

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**ACCESS AND NAVIGATION**

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. eCollege will be used to send you announcements and reminders, and to provide access to course materials such as handouts and assignments. Combined with your university email address, eCollege will be a key means for course communication. **THE SET UP AND USE OF eCollege IS A COURSE REQUIREMENT.**

To get started with the course, go to: [https://leo.tamu-commerce.edu/login.aspx](https://leo.tamu-commerce.edu/login.aspx)  
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamu-commerce.edu.

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**COMMUNICATION AND SUPPORT**

If you cannot see me during regular posted office hours, please send me an email so that we can make an appointment. I am quite happy to see students at any time as long as I don’t have a prior commitment.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience any technical issues, feel free to contact the support desk.

- **Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with an eCollege Technical Support Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the ‘Help’ button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…).
Course and University Procedures

**Attendance:** It counts, so it is in your best interest to attend class. Of course I realize that you have lives outside of the classroom, and therefore I encourage all who have special circumstances/needs to contact me. Excessive absences/tardiness will impact your grade up to a full letter grade.

**Plagiarism and Academic Honesty:** Plagiarism, the use of the ideas, words, and theories of another author without proper attribution, is plagiarism and therefore unacceptable. Students are expected to produce their own work on a timely basis. The tenets of academic honesty, and university policy, demand that any such infractions be met with severe penalties. **If you are caught, you will be immediately thrown out of the class and receive a grade of F.** If you contest the matter, I will seek a permanent mark on your record noting a violation of the school’s honor code. **DON’T DO IT!** SEE [http://gervaseprograms.georgetown.edu/honor/system/53377.html](http://gervaseprograms.georgetown.edu/honor/system/53377.html) for details.

**Civility, Decorum, and Good Conduct Policy:** All students enrolled in the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students are required to comport themselves in a way that is courteous and respectful to his/her fellow students and the instructor. Ad hominem attacks, disruptive conduct, and harassment will be met with the sternest possible sanctions including punishment assignments, seizure of cell phones, and/or expulsion from the class. **THIS INCLUDES TURNING OFF/MUTING ANY AND ALL MP3 PLAYERS, CELL PHONES, COMMUNICATION, AND NOISE GENERATING DEVICES, AND STOWING THEM AWAY DURING CLASS.**

**Writing Center:** Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting papers. The Writing Center is an open resource available to all. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at [http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/default.aspx](http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/default.aspx)

**ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
# COURSE OUTLINE / CALENDAR

**Weeks One/Two:** INTRODUCTIONS. Expectations. Course Nuts and Bolts. What is “History.” (1/14, 1/16, 1/23)

2) “The Next 100 Years,” *New Statesman* [http://www.newstatesman.com/print/200908270012](http://www.newstatesman.com/print/200908270012) (The possibilities of the past in the present, and divining the future)
3) What is “History”? (To be distributed in class)
4) “Mass. Museum looks to Cover Up Words.” (Available on eCollege)

The class begins with basic introductions, course requirements, contact information and administrative nuts and bolts. We will examine the nature of time, recounting of the past & the elusiveness & malleability of “History.” A brief rundown of “black letter” historiography will be presented covering schools of thought, sources, politics, bias, etc.

**Weeks Three/Four:** 19th Century America: The Urban and the Industrial. (1/28, 1/30, 2/4, 2/6) **QUIZ # 1 ON WEDNESDAY 2/6.**

2) “Vindicating Standard Oil.” (Available on eCollege)
3) “The Last Kodak Moment.” (Available on eCollege)

This segment covers the changing texture of the American nation in the late 19th century from a collection of farmers & smithies to an urban, industrial powerhouse.

**Week Five/Six:** Progressivism & W.W. I. (2/11, 2/13, 2/18, 2/20) **FEEDBACK PAPER # 1 DUE ON MONDAY 2/13. QUIZ # 2 ON WEDNESDAY 2/20.**

1) Robert Weibe, “Progressivism Arrives,” in *The Search for Order.* (Available on eCollege)
4) Listen to “Wright Bros” & “Progressivism” podcasts. (Available on eCollege)

This unit covers Progressivism—the push to organize, cure, rehabilitate, and modernize the social, economic, political, and industrial systems of America in the late 19th and early 20th century. The final section will examine American foreign policy and her entrance into, and conduct throughout WWI.

**Week Seven:** The 1920’s. (2/25, 2/27)

3) Listen to “Coney Island” podcast. (Available on eCollege)
   We examine American life after W.W. I during what has come to be known as the “Roaring Twenties.”

**Week Eight:**

- The New Deal. (3/4, 3/6) **FEEDBACK PAPER # 2 DUE ON MONDAY. QUIZ # 3 ON WEDNESDAY.**
- READ Burton W. Folsom’s *New Deal or Raw Deal*
  This unit examines the New Deal and the policies of the FDR administration. We will look at the reorganization of American politics, society and the creation of the New Deal coalition and the rise of the Welfare state.

**Week Nine:**

- **SPRING BREAK! ENJOY! (3/11, 3/13)**

**Week Ten/Eleven:**

  1) *University of Houston’s Digital History*, read “America at War: World War II.”
     http://www.digitalhistory.uh.edu/database/subtitles.cfm?titleID=75
  3) “Why Wasn’t Hitler Stopped.” (Available on eCollege)
  4) Listen to “Pearl Harbor” podcast. (Available on eCollege)

This class will concentrate on America’s involvement in WW II & the effects of the conflict overseas & on the home front. All aspects of the war will be examined in the European & Pacific theatres with an extensive treatment on American life. We will also plumb the social, economic and political implications of the war in a national and international perspective.

**Week Twelve:**

- The Cold War. (4/1, 4/3) **FEEDBACK PAPER # 3 DUE ON MONDAY. QUIZ # 4 ON WEDNESDAY.**
  2) *University of Houston’s Digital History*, read from “The Cold War” to “The Cold War in Developing Countries” in “Postwar America: 1945-1960,”
     http://www.digitalhistory.uh.edu/database/subtitles.cfm?titleID=68
  3) “The Berlin Airlift” webpage,”
     http://www.spiritoffreedom.org/airlift.html

We examine the conclusion of WWII & the beginning of the Cold War—who was involved, what did the respective sides believe in, & what strategies did they use to accomplish their objectives. We will also examine some early “tussles” in the Cold War battlefield, including but not limited to the Berlin Airlift, the Korean War, the U-2 Incident, etc.

**Week Thirteen:**

- The 50’s: Prosperity, the “Red Scare (?)”, & Consensus. (4/8, 4/10)
  1) *University of Houston’s Digital History*, read from “The Military Industrial Complex” to the end in “Postwar America: 1945-1960,”
     http://www.digitalhistory.uh.edu/database/subtitles.cfm?titleID=68
  3) Ronald Kessler, “The Real Joe McCarthy,”
     http://online.wsj.com/article/SB120882522424423275.html?mod=todays_us_opinion

This class attempts to place post-war life in perspective by examining the prosperity,
conformity, and fear generated during the Cold War. Cultural life, politics, advertising and technology will be studied. This class will also introduce students to city building, urbanization, public works projects, municipal park construction, urban renewal and politics through an examination of Robert Moses – the preeminent urban planner, builder, politician, and municipal strategist in NYS in the 20th century.

**Week Fourteen:**

The 60's. Youth Culture. ‘Nam. Movements, Civil and Otherwise. Woodstock & Altamont. The American Media.

(4/15, 4/17) **QUIZ # 5 ON WEDNESDAY. LONG PAPER DUE ON WEDNESDAY.**


4) Listen to “Kennedy” podcast. (Available on eCollege)

We look at the presidency of JFK, Civil Rights, Woodstock, the media, and mass movements which came to define the decade. We will also examine the evolution of the modern media.

**Week Fifteen:**

FINISH UP. START PRESENTATIONS. (4/22, 4/24)

**Week Sixteen:**

FINISH PRESENTATIONS. (4/29, 5/1)
COURSE CONTRACT

HIST 409 Contract: An Expression of the Rights and Responsibilities Binding Students and the Professor for the Spring of 2013

I, ________________________________________________ (print name here), a student in HIST 409 taught by Dr. Jonathan C. Bergman, have hereby read, understand and agree to abide by the terms of this syllabus, a binding contract, particularly with respect to the sections pertaining to grading, attendance, and assignments. I agree to treat everyone in class with the respect that they are due, not to plagiarize others work/cheat on exams (which will result in an F for the course), participate fully in class discussion, and complete **ALL** assignments, tests and papers on time. I also fully understand that if I should fail to adhere to these conditions that I will be penalized according to the conditions herein described. Dr. Bergman agrees to promptly respond to your queries and e-mails, return your tests, assignments, etc. in a reasonable amount of time, entertain substantive and administrative questions in class, regularly attend and be available for office hours, and not create a hostile learning environment.

Sign your name here: __________________________       Date: _______________
* If you do not sign this form and return it to me then you will NOT receive a final grade.