COURSE SYLLABUS: SPRING 2015

Instructor: Jonathan C. Bergman, J.D., Ph.D.
Office Location: Ferguson Social Sciences 106
Office Hours: T 11 – 12:30pm, 5:45 - 6:30,
W 12 – 3:00pm,
TH 11 - 12:30pm, 6:45 - 7:20pm,
or by appt.
Office Phone: (903) 468 - 8742
Dept. Phone: (903) 886 - 5226
Dept. Fax: (903) 468 - 3230
Email Address: Jonathan.Bergman@tamuc.edu

COURSE INFORMATION

Textbooks / Supplementary Materials

Required Textbooks


Burton W. Folsom, New Deal or Raw Deal?: How FDR’s Economic Legacy Has Damaged America (Threshold, 2009).


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

Books are available in the College Bookstore located in the Rayburn Student Center and the East Texas Bookstore just off campus. I strongly recommend buying used … check out http://www.amazon.com/exec/obidos/tg/browse/-/283155/ref%3Dtab_gw_b_3/002-0198031-3764822 and
http://www.addall.com/Used/

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)

Papers: Students are required to complete 4, 5 page papers based on targeted questions from the assigned readings. Choose any 4 of the 5 assigned texts and hand in your paper on the date noted in the weekly semester breakdown. (10% each assignment (40% of total grade)) FAILURE TO COMPLETE ALL SHORT PAPERS WILL RESULT IN AN F FOR THE COURSE. 1 POINT OFF PER WEEK LATE. 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))

.PPT Presentation: Students are required to give an in-class ORIGINAL 15 - 20 minute .ppt presentation. Students must turn in a digital copy of the .ppt AND a 3pp. narrative write up summarizing the historical issues at work in their topic – why is this historically relevant? who cares?. 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).

**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 Libre Office – it’s free and works just like MS OFFICE) 
[http://www.libreoffice.org/](http://www.libreoffice.org/)

**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.tamuc.edu/](https://leo.tamuc.edu/) 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@tamuc.edu.

**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 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 / POLICIES**
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 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://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx

**Nondiscrimination Statement**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**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:
COURSE OUTLINE / CALENDAR

**Weeks One/Two:** INTRODUCTIONS. Expectations. Course Nuts and Bolts. What is “History.” (1/20, 1/22, 1/27, 1/29)

2) “The Next 100 Years,” *New Statesman* (The possibilities of the past in the present, and divining the future) (Available on eCollege)
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. (2/3, 2/5, 2/10, 2/12) **TOFFLER PAPER # 1 DUE ON THURSDAY 2/12. QUIZ # 1 ON THURSDAY 2/12.**

1) READ Alvin Toffler’s *The Third Wave*
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. We will also examine "Wave" theory.

**Week Five/Six:** Progressivism & W.W. I. (2/17, 2/19, 2/24, 2/26) **QUIZ # 2 ON THURSDAY 2/26.**

1) Robert Weibe, “Progressivism Arrives,” in *The Search for Order.* (Available on eCollege)
2) "L. Frank Baum and Progressivism." (Available on eCollege)
3) READ [http://www.spiegel.de/international/world/world-war-i-continues-to-have-relevance-100-years-later-a-941523.html](http://www.spiegel.de/international/world/world-war-i-continues-to-have-relevance-100-years-later-a-941523.html) (READ ALL 5 PARTS)

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. **ROBBER BARONS PAPER # 2 DUE ON TUESDAY.** (3/3, 3/5)

1) University of Houston’s *Digital History*, read “The Jazz Age: The American 1920’s.” (READ ALL THE SUB UNITS) [http://www.digitalhistory.uh.edu/era.cfm?eraID=13&smtid=2](http://www.digitalhistory.uh.edu/era.cfm?eraID=13&smtid=2)
3) READ Burton W. Folsom’s *The Myth of the Robber Barons*
We examine American life from W.W. I until the Great Depression during what has come to be known as the “Roaring Twenties.”

**Week Eight:**
The New Deal. (3/10, 3/12) NEW DEAL PAPER # 3 DUE ON THURSDAY. QUIZ # 3 ON THURSDAY.

1) 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. OPEN WEEK OF DISCUSSION.

**Week Nine:**
SPRING BREAK! ENJOY! (3/17, 3/19)

**Week Ten/Eleven:**
W.W. II. (3/24, 3/26, 3/31, 4/2)

1) University of Houston’s Digital History, read “America at War: World War II.” (READ ALL THE SUB UNITS) [http://www.digitalhistory.uh.edu/era.cfm?eraID=15&smtid=2](http://www.digitalhistory.uh.edu/era.cfm?eraID=15&smtid=2)


4) "A War Worth Fighting." (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. (4/7, 4/9) QUIZ # 4 ON THURSDAY. COLD WAR PAPER # 4 DUE ON THURSDAY.

1) READ John Gaddis’s *The Cold War*
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. (4/14, 4/16)

1) University of Houston’s Digital History, read from “The Military Industrial Complex” to the end in “Postwar America: 1945-1960,” (READ ALL THE SUB UNITS) [http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=2](http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=2)


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.

**Week Fourteen:**
The 60’s. Youth Culture. ‘Nam. Movements, Civil and Otherwise. Woodstock & Altamont. (4/21, 4/23) ROCKETEERS PAPER # 5 DUE ON THURSDAY. QUIZ # 5 ON THURSDAY.
1) "In Defense of the Sixties." (Available on eCollege)
2) "Who Owns the Sixties." (Available on eCollege)

We look at the presidency of JFK, Civil Rights, Woodstock, and mass movements which came to define the decade. We will also discuss the Apollo program and private efforts to develop the final frontier.

**Week Fifteen:** PRESENTATIONS. (4/28, 4/30)

**Week Sixteen:** PRESENTATIONS. (5/5, 5/7)