INSTRUCTOR’S NAME: Ms. Kaye Nail

CONTACT INFORMATION: knail@hawks.huntingdon.edu

COURSE DESCRIPTION: The political and cultural relations with Europe since 1900; participation in World War I; economic and political reactions to the war, culminating in depression and change of political administration; the Roosevelt Administration and the extension of social control; impact of world politics on the United States; factors working for and against solidarity of the Americas; rise and decline of isolationism; World war II; Cold War and the period since its end.

This course examines the major people and events which shaped the political, economic, and social development of 20th century America. A century which witnessed social reforms, two world wars, the Great Depression, post-war prosperity, the Cold War, Civil Rights, the Space Race, Vietnam, and other events that affect our nation and world in the first decade of the 21st century.

PREREQUISITE: None.


COURSE LEARNING OUTCOMES: Upon completion of this course, the student will:

- understand the progression of 20th century American history from 1900 when the United States was a fledging world power, until 2003, when the United States remained the world’s sole superpower.

- recognize the key people and events that played a leading role in 20th century American history.

- have an understanding of the events and issues which shaped the political, economic, and social development of 20th century America.

- recognize the eras and events of 20th century America which played an important role not only in American history, but also world history, and realize America’s challenges of the 21st century.
COURSE ASSIGNMENTS & GRADING CRITERIA:

1. **Learning Journal**: A weekly journal demonstrating that you have read the text. Students are to carefully read each week’s assignment, and take notes on the weekly learning topics and questions. Students are required to provide a copy of their weekly journals to the instructor at the beginning of each class. This work will serve not only to easily demonstrate that a student has read and comprehended the text material for each week, but also to focus the student’s attention on that which is most closely related to the objectives and outcomes already outlined for the course. The journals should also include questions that may arise during your weekly readings. The journals will serve as class discussion guides as well as study guides for the mid-term and final exams. Journals should be neat and orderly, whether typed or handwritten. Journals and student participation will be 25% of the final grade. This assures that students who consistently and regularly complete their course work will be rewarded for their diligence. Minimal work will generate a minimal grade.

2. **Mid-term Exam**: An exam given during week three. The exam will consist of 25 multiple-choice, fill-in the blank, and short-answer discussion questions based on weekly journals, class discussions, and instructor lectures.

3. **Research Paper**: Each student is expected to write a five page, double-spaced, typed research paper for this course. The paper will focus on a particular event or theme in 20th century American history. The project should include: 1) origins of the issue, 2) cultural contexts, 3) major themes/ideas, 4) critical evaluation, and 5) directions for future studies. The instructor will provide a list of suggested research topics and style sheet the first night of class. The research paper is due at the beginning of the last class.

4. **Final Exam**: An exam given at week five. The exam will consist of 25 multiple-choice, fill-in the blank, and short-answer discussion questions based on weekly journals, class discussions, and instructor lectures. The final exam is not comprehensive.

5. **Participation**: This course is a seminar augmented by instructor lectures, so effective and enthusiastic participation on the student is a requirement.

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<th>Grading Elements</th>
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<td>Weekly Assignments</td>
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<td>Mid-Term exam</td>
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<td>Final Exam</td>
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<td>Research paper</td>
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<td><strong>Total Points</strong></td>
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GRADE POINT EQUIVALENTS - Describe the point range for each letter grade.

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59-below

ATTENDANCE POLICY:

Absences and Tardiness – All students are required to attend the first session. Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

Participation – Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

Late Assignments – No shows fail the assignment. It is expected that the students fulfill their assignments on the date they are scheduled to do so. Students with illness or other problems that prevent them from attending class on the day a presentation or written assignment (including a test and/or exam) is due must contact their instructors PRIOR to the deadline via Huntingdon College email with supporting documentation to request an extension or a make-up. In most cases, missed assignments are logistically difficult to make-up while maintaining the integrity of the module. In rare cases, approval to make-up an assignment may be granted at the discretion of the faculty member based on the seriousness of the circumstance and on the supporting evidence provided by the student. Contacting a fellow class member does not substitute for contacting the instructor.

Accommodation of Special Needs – Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee’s decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4577 or e-mail at disabilityservices@huntingdon.edu.
**Academic Honesty** – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas *which are not your own creation* is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

**Huntingdon College Library:** As an EB student you have access to the full-range of electronic resources provided by the Library of Huntingdon College. Your first step upon enrollment at Huntingdon should be to register for a library account. You can do this by going to the Library’s web site at [http://library.huntingdon.edu/](http://library.huntingdon.edu/) and under “EB Services” complete the “Library Card Application” form and submit it. You will receive shortly your personal library account information, which will then allow you to access a variety of resources including databases. Should you ever have a problem accessing the Library’s electronic resources, please contact the Library (specifically, Systems Librarian Brenda Kerwin at bkerwin@huntingdon.edu).

* Among the Library’s electronic resources, you will find a number of databases specific to the area of business administration and its allied fields of study (e.g. databases within /EbscoHost/, /Gale/, and /ProQuest/, as well as /Oxford Journals/). You will also find databases that support your core courses in such fields as English, history, communications, the arts, and the sciences. You may be familiar with the AVL (the /Alabama Virtual Library/) and have your own AVL card. As a student at Huntingdon College, you no longer need to maintain your own AVL card, if you access the AVL through our web site. Simply click on “Campus & Library” rather than “Home Access” within the AVL. A few other mentions: /Countess/ is the name of the Library’s online catalogue and among its holdings you will find electronic books. If you want to know what full-text electronic journals are available to you through the Library’s databases, you can use the /Serials Solutions/ link on our web site. You can limit your search by discipline (such as “Business & Economic”). If you use Google for any of your research, we greatly encourage you to use /Google Scholar/ and /Google Books/. These features of Google will direct you to resources appropriate for academic research.*

**CLASS SCHEDULE:**

**Week 1:** Reform and War

**Reading Assignment:** *On the Edge – The United States in the 20th Century.*

Prologue
Chapter 1, Life at the Start of the Century
Chapter 2, The Politics of Progressive Reform, 1896-1912
Chapter 3, Wilsonian Reform and Global Order, 1919-1920

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Writing Assignment: Learning Journal turned in at the beginning of class. Learning topics and questions include:
- The development of new business organizations and industrial growth
- Immigration and urbanization issues
- Questions about labor organization and race relations
- Intellectual "pragmatism" and social issues
- The Populist and Progressive parties come to power
- The beginnings of American empire: the Spanish-American War to the Roosevelt Corollary
- Mature Progressivism in the Wilson state
- World War I and its domestic effects
- How did the larger business and industrial organizations appearing at the turn of the century differ from those of the American past? What are their implications for the American future?
- What was intellectual "pragmatism?" Who were some of its leaders in various fields of American life?
- How did the appearance of Populism and Progressivism change the relationship between the American people and the American government? Give some specific examples.
- Name and identify 3 (there may be more than that) events that reflect the growing presence of the United States on the world stage between 1880 and 1920.

Research: Discuss topics for student research papers.

Week 2: The Jazz Age and the Great Depression

Reading Assignment: On the Edge – The United States in the 20th Century.  
Chapter 4, The Politics and Culture of the Jazz Age, 1920-1928
Chapter 5, The Great Depression and New Deal Reform, 1929-1936
Chapter 6, Democratic Capitalism and the Liberal State, 1937-1941

Writing Assignment: Learning Journal turned in at the beginning of class. Learning topics and questions include:
- The “New Era” of economic development after WWI
- The Jazz Age, Youth Culture, and the Lost Generation
- The Red Scare
- The conservative reaction: nativism, prohibition, and fundamentalism
- The election of 1928
- The Great Depression and Hoover’s response
- The election of 1932, Roosevelt, and the New Deal
- Continued discontent and Roosevelt’s response
- The debate over intervention into war
- List and briefly discuss two of the new and different features of social/cultural/intellectual life in the 1920’s and two of the more conservative trends during the same era.
- In what ways did Presidents Hoover and Roosevelt differ in their response to the Great Depression? In what ways were they similar?
- What criticisms of the New Deal were publicized by Huey Long? By Francis Townsend? What, if any, effects did they have?
- Why was the US reluctant to enter WWII? Back up your ideas with specific facts.

Research: Finalize topics for student research projects.

Review: Mid-term exam.

Week 3: World War II and Cold War Beginnings

Reading Assignment: On the Edge – The United States in the 20th Century.
Chapter 7, World War II: War Against Fascism and the Search for Global Order
Chapter 8, The Search for Security, 1945-1949
Chapter 9, Republican Leadership and the Anticommunist Crusade, 1950-1954

Writing Assignment: Learning Journal turned in at the beginning of class. Learning topics and questions include:
- The US entry and military role in WWII
- The Home Front during WWII
- The problems of reconversion and the post-war era
- The election of 1948 and the Fair Deal
- McCarthy and McCarthyism
- The Korean War
- The anti-communist crusade around the world
- The election of 1952
- What changes in the Home Front did the US experience during WWII? Was the World War II experience different from that during World War I? If so, how?
- Do you think there would have been a post-WWII Red Scare without Joseph McCarthy? Why or why not? Be sure to base your answer on facts.
- Discuss three events that helped bring about the idea of the Cold War.
- Who were the candidates and what were the platforms offered to the people of the US in the election of 1948? What do you think the results of this election tell us about the American people at that time?
- What was the importance of the Truman Doctrine and Marshall Plan?

Research: Status of student research papers.

Mid-term Exam.
Week 4: The Cold War, Civil Rights, and Vietnam

Reading Assignment: On the Edge – The United States in the 20th Century.  
Chapter 10, Eisenhower’s Troubled Consensus, 1954-1960  
Chapter 11, The Age of Liberal Activism, 1960-1965  
Chapter 12, Polarized America, Racial Turmoil and Vietnam, 1965-1968

Writing Assignment: Learning Journal turned in at the beginning of class. Learning topics and questions include:  
- Cultural norms and challenges under Eisenhower  
- Continuing Communist threats and international tensions  
- The beginning of the Civil Rights Movement  
- Kennedy’s “New Frontiers” at home and abroad  
- Johnson’s “Great Society” and Vietnam  
- The rise of counterculture and protest at home  
- The election of 1968 and the “new” Nixon  
- What were some of the new cultural and social movements of the 1950’s? What do they tell us about the mood(s) in the US at that time?  
- What “New Frontiers” at home and abroad were a part of the Presidency of John Kennedy? In what areas was there eventual success?  
- Discuss the slow entry of the US into the Vietnam situation. Does this look like a departure from American policy up until that time? Why or why not?  
- Name and discuss three factors that helped to create the counterculture of the 1960’s. Do you see any similarities between this time and the cultural upheaval of the 1920’s?  
- Why was 1968 such a pivotal year?  
- What was the importance of the Gulf of Tonkin incident and Tet in Vietnam?

Research: Status of student research projects.

Review: Final exam.

Week 5: Presidential Crisis, Post-Vietnam, and Centrism

Reading Assignment: On the Edge – The United States in the 20th Century.  
Chapter 13, The Embattled Presidency, 1968-1976  

Writing Assignment: Learning Journal turned in at the beginning of class. Learning topics and questions include:  
- The end of involvement in Vietnam
- The crisis and fall of President Nixon
- President Carter, economic troubles, and the Iran hostage crisis
- The rise of Reagan and Reganomics
- The collapse of Communism and the rise of new threats from the Middle East
- The Clinton Presidency
- The Bush years
- Militant Islam and the War on Terror
- According to your textbook, what were some factors in President Nixon’s fall other than the “smoking gun” of Watergate?
- Discuss the basic premises of Reaganomics.
- What were some of the events that signaled the end of the Cold War?
- How did Presidents G. Bush, Clinton and G.W. Bush all represent “a turn to centris?
- How has the present war affected U.S. domestic and foreign policies and affairs?

Research: Student research papers due.

Final Exam.