



SYLLABUS

Hist 1323 P07 United States History since 1877
History 1323 Fall 2018

Instructor: John Gorman
Section and CRN: P08
Office Location: Woolfolk 314
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Email Address: jwgorman@pvamu.edu
Office Hours: Office Hours 10:00am-11:00am & 1:00pm-2:00pm MWF
Mode of Instruction: Online

Course Location: New Science A103
Class Days & Times: MWF 11:00-11:50am
Catalog Description: This course covers American development from the era of discovery to the close of the Civil War. This course includes modules on the following topics: the colonial era; the young republic; westward expansion and sectionalism; and the Civil War and Reconstruction.

Prerequisites: None
Co-requisites: None

Required Texts: *US: A Narrative History, Volume II: Since 1877* (Paperback) by James West Davidson, Brian DeLay, Christine Leigh Heyrman, Mark Lytl, Michael Stoff (ISBN 0077374452). It is required to purchase the textbook from the Prairie View A&M University Bookstore. No other books will have the same information.

Up From Slavery by Booker T. Washington ISBN 9781434496409

The Movement and the Sixties by Terry Anderson ISBN 9780195104578

Required Resources: Respondus LockDown Browser:
 It is required that all students download the Respondus LockDown Browser on the computers they will take the quizzes and exams. Students will not be able to access quizzes or exams without the program.
 Web: <http://www.respondus.com/lockdown/information.pl?ID=975813429>
 When it asks you to choose a server/ e-learning system, click on Moodle24.

Recommended Texts: None

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to: [NOTE: BEGIN each outcome with a VERB]:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Learn basic facts of American history;	T	1
2	Be better able to think critically, recognize change over time, and demonstrate an understanding how actions have consequences	T, R	2, 3
3	Relate present-day issues and experiences to those of the past, in order to	T, R	3

	provide a better basis for appreciating challenges and possibilities of contemporary times		
4	Supplement knowledge of sources and methods of learning American history	R	5
5	Develop a global perspective by recognizing and remarking upon relationships between domestic and foreign affairs.	T, R	2

Major Course Requirements

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material

Chapter Assessments – designed to measure knowledge presented in course Textbook.

Reading blocks and Discussion Threads – Supplement and stimulate critical thinking

Research Project – assignments designed to supplement and reinforce course material

Class Participation – daily attendance and participation in class discussions.

Course Evaluation

Examinations and Quizzes – Each exam 16.66% of Final Grade

1. Lecture Exams *There are three main Lecture exams for the semester and each will be worth 100 points.*

Lecture exams will count for 40 percent of your total grade.

Each exam will consist of 40 multiple choice questions and 1 essay question. Each exam will be taken from a study guide for that exam that may be found in the course packet.

2. Common Readings and group discussion – Each discussion forum is 5% of final grade

There will be 6 common readings posted on Ecourses corresponding to the major periods of class lecture. Each set of common readings will have a series of questions for you to consider as you are reading them. Upon completion you are to make a post in the discussion thread for that reading on Ecourses and then respond to two other posts in ways that you either agree or disagree with their initial post. Remember this is an academic exercise so keep your post clean and civil as well as thought provoking! Your initial post must be at least 300 words and each of your 2 replies must be at least 150 words each.

Movie notes or other associated assignments from them. **Total of 10% of final Grade**

Men who built America

Theodore Roosevelt: An American Lion

The Century America's Time: Seeds of Change

The Century America's Time: Shell Shock

The Century America's Time: From Boom to Bust

The Century America's Time: Stormy Weather

The Century America's Time: Poisoned Dreams

5 Collaborative Book Review. 10% of Final Grade

3. Genealogy research project

Where did we come from? What are our roots? For African Americans living in the United States this is an often complex and difficult question to answer. Using family members, census records and other resources that are available online, trace your family lineage as far back as you can. Your difficulty will lay in going back prior to the 1870 census because prior to that point in time African Americans were not included in the federal census. More on this project will be forthcoming. M

4. Extra Credit (total earned 45 points)

1. Movie critiques

You can add +5 points to each exam grade if you write a critical review essay on movies from the list discussing the historical accuracy and or inaccuracy of the film. Your essay must be typed and stapled. A three-page minimum in length with a point size of no larger than 12pt. The essay must be in the form of a critique, i.e., what were the themes of the film and what were its strengths and weaknesses. Do not provide a lengthy synopsis of the plot of the movie. **You are discussing the historical accuracy of the movie** and phrases like “I think that” **should be avoided at all cost**. While what you think might be fascinating and probably humorous at times, it does not tell me anything about the history behind the movie and how well the movie depicts that history. Therefore, you should go 1) to your book and 2) to the internet and staple your internet sources to the back of the review when you turn it in. **You must use two internet sources!** You may select a film or documentary not on this list, but you must clear your choice with me first.

CRITERIA FOR GRADING:

Lecture Exams

First exam	16.66
Second exam	16.66
Final exam	16.68

Common readings and discussion threads

Weight – each discussion forum 5% of final Grade

The Guilded Age- 5%

Imperialism - 5%

Immigration - 5%

WWI - 5%

The Holocaust - 5%

Civil Rights - 5%

Collaborative Book Review – 10%

Course Assignments 10%

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). It is the student's responsibility to schedule any make-up exams with me. If a missed exam is not completed by the end of the semester, I will record a grade of "0" to be included in the final averages.

Class Policies

1. All students are expected to participate in class discussions. This means that you as the student need to be actively engaged in the class during every session. **Participation levels will be taken into account in borderline grade situations.**

2. Academic misconduct will not be tolerated. The work you turn in must be your own. **Work used or produced in other classes, copied from other students, books, journals, the Internet or anywhere else, work written for you by someone else, non-original ideas that are not given appropriate citation, are a few examples of academic misconduct.** **Students who engage in academic misconduct will not only fail that assignment and be reported to the appropriate collegiate officials, but also be given a failing grade for the course.** Specific acts that constitute plagiarism in this class include, but are not limited to, the following:

- **Substantially or substantively copying test answers or essays from a fellow student or former student, with or without that student's consent;**
- **Substantially or substantively copying materials from a book, article, or website, and representing these materials as your own;**

- **Obtaining, possessing, discussing, or reviewing a fraudulently obtained exam or assignment.**

3. Laptops, headphones, beepers, and cellular telephones are not to be brought to class.

4. Any work assigned is fair game for exams and quizzes, even if it has not been discussed in class.

Course Outline:

Unit One: Emergence of Modern America

Week 1 -6

Read *US: A Narrative History*. Chapter 17: “Reconstructing the Union [1865-1877]”

Read *US: A Narrative History*. Chapter 18: “The New South and the Trans-Mississippi West [1870-1890]”

Read *US: A Narrative History*. Chapter 19: “The New Industrial Order [1870-1900]”

Read Readings on Ecourses over the Gilded Age

Post in the Gilded Age Discussion forum

Read *US: A Narrative History*. Chapter 21: “The Political System under Strain at Home and Abroad [1877-1900]”

Read Readings on Ecourses over Immigration

Post in the Immigration Discussion Forum

Read *US: A Narrative History*. Chapter 22: “The Progressive Era [1890-1920]”

Exam 1

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Unit Two: America’s Entrance into World Power Status and the Great Depression

Week 7-12

Read *US: A Narrative History*. Chapter 23: “The United States and the Collapse of the Old World Order [1901-1920]”

Read Readings on Ecourses over Woodrow Wilson and his New World Order

Post in the WWI discussion forum

Read *US: A Narrative History*. Chapter 24: “The New Era [1920-1929]”

Read *US: A Narrative History*. Chapter 25: “The Great Depression and the New Deal [1929-1939]”

Exam 2

Unit Three: World War II, the Cold War, and Civil Rights

Weeks 13 – 16 April 11 – April 30

Read *US: A Narrative History*: Chapter 26: “America’s Rise to Globalism [1927-1945]”

Read *US: A Narrative History*: Chapter 27: “Cold War America [1945-1954]”

Read *US: A Narrative History*: Chapter 28: “The Suburban Era [1945-1963]”

Read *US: A Narrative History*: Chapter 29: “Civil Rights and Uncivil Liberties [1947-1969]”

Read *US: A Narrative History*: Chapter 30: “The Vietnam Era [1963-1975]”

Read *US: A Narrative History*: Chapter 31: “The Conservative Challenge [1976-1992]”

Final Exam-

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

The faculty and staff of the College of Arts and Sciences at PVAMU are committed to providing the best possible quality education to its students. To that end, we will work hard to prepare the students for success by setting the proper academic environment and background necessary to facilitate learning. In order for us to be successful, there are some basic expectations our students must demonstrate. These expectations are a simple ingredient to foster camaraderie and '*esprit de corps*' in every class and classroom on campus. Additionally, these are lifelong fundamental learning skills to better prepare students for success in America's job market.

CAS student expectations:

- You are expected to come to class prepared and on time.
- Higher education is an investment in your future, to that end; you must endeavor to be properly equipped for class. (i.e. School supplies, text, and other supporting materials).
- Resolution of any classroom issues (i.e. Grades, course materials, etc) should begin with the instructor.
- If you must leave early, notify the instructor before the class begins, sit by the door, and exit quietly.
- Be considerate of your fellow classmates; please turn off all phones, pagers and other electronic devices.
- Do not talk to other students during lecture. If you have a question or a comment on the subject being discussed, address it to the instructor directly.
- Walk quietly through the hallways, classes in other rooms may still be in session.
- Please refrain from eating, drinking, sleeping in class, using profanity, and engaging in any form of horseplay in the classroom it is disruptive to your fellow classmates.
- Be respectful, civil, polite and considerate when dealing with you professors as well as your fellow classmates.
- Student attire is based on personal preference and taste. The rule of thumb is simple, if it projects a statement which is offensive to others, then maturity should dictate that it is probably not a good idea to wear in class.
- Enthusiasm is infectious, a smile and positive attitude will go far to motivate and charge your professors and fellow classmates.

History 1302: Extra Credit Film Reviews

You can add +5 points to each exam grade if you write a critical review essay on movies from the list discussing the plot, setting, and the historical accuracy and or inaccuracy of the film. Your essay must be typed and stapled. A two-page minimum in length with a point size of no larger than 12pt. The essay must be in the form of a historical analysis: i.e., what were the themes of the film and what were its strengths and weaknesses from a historical perspective. Do not provide a lengthy synopsis of the plot of the movie. You may select a film or documentary not on this list, but you must clear your choice with me first. Each essay is due the class period after each test. You are to use at least two sources from the internet and staple them to be back of your review when you turn it in.

Film list (in alphabetical order)

Action in the North Atlantic - Bogart shines in this wartime-era propaganda thriller about a merchant marine man evading U-boats.

All the King's Men - demagoguery in America; based on the life of Huey Long - PG

All the President's Men - Slow-paced investigative drama/mystery about the Watergate scandal.

All Quiet on the Western Front - what World War I did to a generation - PG

Annie Hall - romantic relationships in 1970's America; a Woody Allen comedy - PG

Battle of the Bulge - Straightforward rendering of famous WWII battle.
 The Beast - Soviet soldiers and afghan rebels in the Afghan War in the 1980's - PG
 The Best Years of Our Lives - post World War II adjustments by American families - G
 The Big Chill - 1960's college rebels look back at their lives in the 1980's - PG
 Das Boot – Masterful German film epic chronicles the harrowing duty of a conflicted *Kriegsmarine* crew during WWII.
 Black Hawk Down - Harrowing war drama recreates the events of October 3, 1993, when a group of U.S. Army Rangers set off for a 90-minute mission to capture a Somali warlord ... and spent the next 17 hours in one of the fiercest firefights in military history.
 Bonnie and Clyde - romanticized look at two 1930's criminals - PG
 A Bridge Too Far - British and American troops attack the Germans in 1944 - PG
 The Candidate - a sardonic look at American politics - PG
 Citizen Kane - how power and money corrupts a man, considered to the greatest American film ever made - G
 Churchill - The Private War - Account of England=s most Famed Prime Minister of the 20th century - G
 Crimes and Misdemeanors - a morality play in the late 1980's America - PG
 The Deer Hunter - how the Vietnam war affected three soldiers - R
 The Desert Fox - Another WWII movie buff film is a vivid character study.
 Dieppe - British and Canadian commandos, 4de and 6de brigade of 2de Canadian division (General-major Roberts) attempt a raid on Dieppe, France.
 Dr. Strangelove, or How I stop Worrying and Learned to Love the Bomb - 1960's satire on the Cold War - PG
 Duck Soup - 1930's Marx Brothers satirical antiwar film - G
 Easy Rider - romanticizing of rebellious youth in the 1960's - R
 Eight Men Out - 1919 World Series Black Sox's scandal - PG
 Gallipoli - Australians attack the Turks in World War I - PG
 Grapes of Wrath - travails of a poor Oklahoma family during the Great Depression - G
 The Great Dictator - Charlie Chaplin's satirical look at Adolph Hitler - G
 The Great Escape - Acclaimed, true-life nail-biter about WWII P.O.W.s plotting escape from Nazi prison camp. Fans of classic suspense films enjoy its tension-building set-up. Also pleases drama lovers with its strong character development.
 From Here to Eternity - Widely appealing, pre-WWII army action/romance about recruits at Pearl Harbor. Realistic, high-tension classic has aged remarkably well. Still a must both for fans of Hollywood-style romance and combat action films.
 Hamburger Hill - vicious fighting during the Vietnam War-R
 A Hard Day's Night - Beatles' craze of the 1960s - G
 The Indomitable Teddy Roosevelt - story of the life of the man who welcomed America into the 20th century - G
 Inner Circle - how the individual was crushed in Stalin's Russia - PG
 JFK - Stone's controversial, politically charged, equally stylish historical/investigative drama.
 Judgement at Nuremburg - rnorality, legality and the crimes of the Nazis - PG
 The Killing Fields - communist genocide in the name of the people in Cambodia in the 1970s - PG
 The Lighthorsemen - Australian cavalry in World War I - PG
 The Longest Day - Mammoth-sized cast lavishly recreates the Normandy invasion, 6 June 1944 in another WWII classic.
 Matewan - labor violence in 1920s West Virginia - PG
 MacArthur - Gregory Peck plays this drama portraying the life of one of America=s greatest generals - PG
 Malcolm X - Dramatic, highly acclaimed biopic of controversial African-American leader from 60s.
 Memphis Belle - an American World War II bomber crew in Europe - PG
 Men of Honor - Fact-based biopic of Carl Brashear, the U.S. Navy's first African-American diver, who had to battle institutional racism, personal trauma, and crippling injury over his 30-year career.
 Midway - account of the epic WWII battle that was the turning in the Pacific - PG
 The Missiles of October - an account of the crisis that almost led to nuclear war between the U.S. and Russia.
 Mission to Moscow - 1940s Hollywood Soviet apologia - G
 Mr. Smith Goes to Washington - integrity vs. corruption in American government - G
 Modern Times - the individual faces industrialization - G
 Nixon -
 Oh, 'What a Lovely War - antiwar musical (!) using actual songs from World War I - PG
 Paradise Road - European and American women in the tender mercies of the Japanese army in World War II - PG
 Patton- World War II years of the dynamic American general - PG
 Platoon - how the Vietnam War impacts a group of U. S. soldiers - R
 Red Hot - teenagers, roll and roll, and the secret police in the USSR - PG

Reds - American intellectuals and the Bolshevik Revolution in Russia - PG
 Rough Riders -Teddy Roosevelt and the 1898 war with Spain-PG
 Run Silent, Run Deep - dramatic tale of much-better groomed US Navy officers clashing on board WWII submarine.
 Sands of Iwo Jima - Classic WWII flag-waver recreates the Marines' biggest invasion in the Pacific; features actual combat footage of the battle.
 Sand Pebbles - American sailors in China during the 1920s-PG
 Saving Private Ryan - American soldiers in World War II combat with no punches pull - R
 Schindler's List - graphic telling of the Nazi Holocaust - R
 Secret Honor - Engrossing, offbeat theatrical drama chronicling an imaginary angry Nixon tirade.
 Sergeant York - an American country boy faces conscience vs. duty in World War I - G
 Sons of the Desert - Laurel and Hardy comedy of the 1930s-G
 Stalingrad - More downbeat, violent tale of the *Wehrmacht* infantryman's grim lot.
 Thirteen Days – an account of the crisis that almost led to nuclear war between the U.S. and Russia.
 Tora! Tora! Tora! - The attack on Pearl Harbor told from both sides-PG
 Torpedo Run - WWII-era submarine drama with noirish revenge aspect.
 Truman - Account of the life of the President who followed Roosevelt - PG
 The Tuskegee Airmen - Drama-focused WWII tale looks at the first African-American pilots of WWII
 Twelve O'Clock High - Clark Gable plays the lead in this account of life in a WWII bomber wing - G
 U-571 - American sailors find themselves trapped on a German U-boat with the Nazi navy hot on their heels.
 We Were Soldiers - Harrowing war drama follows a battalion of American soldiers on a late 1965 foray into a secluded valley in central Vietnam. Based on the memoir by Lt. Colonel Harold Moore and Joseph Galloway.
 Woodstock - you want to see what the Hippies and rock music was about in the late 1960's - R

SUGGESTED READINGS:

- Allen, Frederick Lewis. Since Yesterday: The Nineteen-Thirties in America. Sept. 3, 1929-Sept.3, 1939. Harper & Brothers. New York. 1939.
- Blum, John Morton. V Was For Victory: Politics and American Culture during World War II. Harcourt Brace Jovanovich, Publishers, New York. 1976.
- Casdorff, Paul D. Let the Good Times Roll: Life at Home in America during WWII. Paragon House. New York. 1991.
- Chadwin, Mark Lincoln. The Warhawks: American Interventionist before Pearl Harbor. The Norton Library - University of North Carolina Press. New York. 1970. C.1968.
- Deconde, Alexander. A History of American Foreign Policy. Third Edition. Vol. I. "Growth to World Power 1700-1914." Charles Scribner's Sons. New York. 1978.
- Divine, Robert A. The Reluctant Belligerent: American entry into World War II. Second Edition. Alfred A. Knopf, New York. 1979.
- Haig, Alexander M. Jr. Inner Circles: How America Changed the World. A Memoir. Time Warner Books Inc., New York. 1992.
- LaFeber, Walter. America, Russia, and the Cold War 1945-1984. Fifth Edition. Alfred A. Knopf, New York. 1985.
- Leuchtenburg, William E. Franklin D. Roosevelt and the New Deal, 1932-1940. Harper & Row Publishers. New York. 1963.
- Morgan, H. Wayne. America's Road to Empire: The War with Spain and Overseas Expansion. John Wiley and Sons, Inc., New York. 1964.
- Mowry, George E. The Era of Theodore Roosevelt and the Birth of Modern America. Harper and Row Publishers, Inc., New York. 1962.
- Nixon, Richard M. Beyond Peace. Random House Publishers. New York. 1994.
- , Seize the Moment: America's Challenge in a One Superpower World. Random House Publishers. New York. 1992.
- Perrett, Geoffrey. Days of Sadness, Years of Triumph: The American people 1939-1945. Penquin Books Inc., Baltimore, Maryland. 1974.
- Polenberg, Richard. War and Society: The United States, 1941-1945. Harper & Row Publishers. New York. 1972.
- Rossiter, Clinton. The Federalist Papers. Nal Penguin Inc., New York. 1961.
- Smith, Daniel. The Great Departure: The United States and World War I 1914-1920. Alfred A. Knopf, New York. 1965.
- Smith, Gaddis. American Diplomacy during the Second World War 1941-1945. Second Edition. Alfred A. Knopf, New York. 1985.
- Terkel, Studs. "The Good War" an Oral History of World War II. Ballantine Books, New York. 1984.
- Winkler, Allan M. Homefront U.S.A.- America during World War II. Harlan Davidson, Inc., Arlington Heights, Illinois. 1986.

Signature page

I have read the syllabus and understand that I am responsible for completing all required work for this course. Assignment due dates not listed in this CIS are to be found on Ecourses AND WILL BE ANNOUNCED IN CLASS. IT IS YOUR RESPONSIBILITY TO ATTEND CLASS, PARTICIPATE, TAKE NOTES AND BE AWARE OF ASSIGNMENT DUE DATES. IF YOU ARE TEXTING ON YOUR PHONE OR OTHERWISE NOT PAYING ATTENTION IN CLASS YOU WILL BE ASKED TO LEAVE THE CLASSROOM.

Signature: _____

