

WE '02

# Chaminade University of Honolulu

## SYLLABUS Winter, 2002

### U.S. History 202: <sup>100</sup>America Since the Civil War

Mr. Thomas M. Fairfull – Instructor

January 10 thru March 14 2002

477-6722 or 735-2038

Pearl Harbor Naval Station  
1645 to 2105 Thursdays

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**Objectives:** History is simply a rich record of human events. This **survey** course aims at **acquainting** the student with the **significant political, social, economic, international and technological events and trends** that shaped the conditions of life in the United States since the end of the Civil War. It will provide the student with a **broad knowledge of the people, developments, and issues** salient to the period, and a **general understanding** of the relationships among these events and trends, and how the past continues to influence our lives.

**Requirements:** There will be a **mid-term examination** and a **final examination**, both essay, aimed at measuring the student's grasp of significant people and events, and the student's understanding of historical relationships. A **critical book review** of **one scholarly book** of the student's choice, **relevant to some aspect of the history of this period**, and **approved by the instructor**, is also required, and is due not later than 7 March.

**Attendance:** University policy requires that two consecutive unexcused absences must be reported to the AUP office. Since class participation is an element of your final grade, and since class discussions will expand upon and amplify your text assignments, **it is important that your attendance be regular and prompt**. Read your assignments in preparation for class and be prepared to discuss the subjects covered during class sessions.

**Grading:** Performance evaluation will be based on:

Class Participation	10%	A = 90 and above
Mid-Term Examination	35%	B = 80.00 to 89.99
Book Review	20%	C = 70.00 to 79.99
Final Examination	35%	D = 60.00 to 69.99

**General Readings:** Reading assignments are from Gary Nash, Julie Roy Jeffrey, et al. *The American People: Creating a Nation and a Society, Volume II: From 1865*, New York: HarperCollins, 1996. Additional reading handouts may be provided from time to time.

## **Class Schedule:**

10 January	Introduction, administrative requirements, panoramic review of the American experience through the Civil War; introduction to the Industrial Age.
17 January	<b><u>Reconstruction and Expansion</u></b> – <i>The Birth of New South; Filling the Great Plains; Agrarian Ferment</i> . Text: <b>Chapters 16-17</b>
24 & 31 January	<b><u>Industrialization &amp; Immigration</u></b> - <i>The Gilded Age; Robber Barons; The Gospel of Wealth; The Huddled Masses; Urban Growth; Social Darwinism</i> . Text: <b>Chapters 18-19</b>
7 February	<b>[Mid-Term Exam]</b> <b><u>Imperialism</u></b> - <i>Social Darwinism Writ Large; The War With Spain; A New World Power</i> . Text: <b>Chapter 20</b>
14 February	<b><u>Idealism</u></b> – <i>The Progressive Era &amp; Social Reform; The War to End All Wars</i> . Text: <b>Chapters 21-22</b>
21 February	<b><u>Isolationism</u></b> – <i>The Roaring Twenties; The Great Depression; The New Deal</i> . Text: <b>Chapters 23-24</b>
28 February	<b><u>Internationalism</u></b> – <i>Global War; The Atomic Age &amp; Cold War; Limited War &amp; Domestic Effects</i> . Text: <b>Chapters 25-27</b>
7 March	<b><u>Introspection</u></b> – <i>Camelot &amp; Liberalism; The Great Society; The Age of Cynicism</i> . Text: <b>Chapters 28-30 [Book Review Due]</b>
14 March	<b>FINAL EXAMINATION</b>

**Instructor's Responsibilities:** To insure that students are receiving a quality educational experience, that each student receives full value for the time and effort expended in fulfilling course requirements, and that each student completes the course with a "firm grasp of the obvious" – a solid understanding of the history of the period.

**Student's Responsibilities:** To prepare for class and participate fully, to make a best effort at all times, to keep the instructor informed of any problems encountered with comprehension or attendance, and to suggest ways to improve the educational experience that the course offers.