

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

### **School of Arts & Humanities: History and Military History**

**HIST408: The United States 1900 to Second World War**

**Credit Hours: Three**

**Length of Course: 8-Weeks**

**Prerequisite: None but HIST300 highly recommended**

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

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#### **Instructor Information**

#### **Course Description (Catalog)**

This course examines the changes in American society at the end of the 19th century as it confronted the issues of industrialization, immigration, and urbanization. It explores the open conflict between the advocates of isolationism and collective security and examines the impact of World War I. It also examines the changing values of the 1920's, the stock market crash of 1929, the Great Depression that followed, and the prelude to the second World War. (Prerequisite - HIST300/HS334 for majors only).

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## Course Scope

The focus *The United States: 1900 to World War II* is the American experience from the turn of the twentieth century to 1945. Students will spend the semester engaged in a dialogue on the American experience during those years. This class will identify and focus on the watershed events and trends of this momentous era.

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## Course Objectives

Upon completion of *The United States: 1900 to World War II* students will be able to:

- CO-1 Describe and analyze changes in American society from the turn of the twentieth century to the end of World War II.
- CO-2 Compare and contrast economic, political, and social reform movements in the United States, their causes and results, and describe their causes and consequences.
- CO-3 Describe and analyze the economic history of the United States.
- CO-4 Assess the interaction of social developments and political behavior in the years 1900-1945.
- CO-5 Analyze the ties between foreign and domestic policy in the years 1900-1945.
- CO-6 Describe and analyze the strategy and tactics used during World War II.

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## Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and forums.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

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## Course Materials

### Required Course Textbooks

Cooper, John J. *Pivotal Decades*. New York: Norton & Co., 1990. ISBN: 393956555.

Kennedy, David. *Over Here: The First World War and American Society*. New York: Oxford UP, 2004. ISBN-10: 0195173996 (this book is electronic. See the document in the Resources area for how to download this book.)

Rauchway, Eric. *Great Depression and the New Deal: A Very Short Introduction*. New York: Oxford UP, 2008. (this book is electronic. See the document in the Resources area for how to download this book.)

### Additional Resources

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional*.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.

**Important Note:** The Director of the Undergraduate History Programs requires conformity with the traditional citation method used by Historians. This is the [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional endnote attribution. Do not use parenthetical (APA / MLA) variations. Students cannot use Wikipedia or encyclopedias (this includes online encyclopedias) as references for any form of assignment. You may use dictionaries for specific definitions when necessary.

### Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

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## Evaluation Procedures

**Forums:** Each week we will have a discussion on the Forum about that week's learning objectives (materials and topics). The Forum is the heart of our class and it is where we will dig into the materials and hash out the events and experiences that occurred in the United States between 1900 and 1945. There are eight graded forums, one each week. This means that you have a graded forum in week one over content. Please make a note of this—you must participate in Forum 2 during week one, in addition to the Introductions Forum.

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**Focus Topic:** Please choose a topic in U.S. History between 1900 and 1945 that you would like to focus on during this course. You will submit this topic choice in the assignments area during week one. This topic will form the basis for the Annotated Bibliography AND the article review that you will do for the class.

**Annotated Bibliography:** Create an annotated bibliography on your research topic. Essentially, this is a comprehensive resource of all good primary and secondary sources related to your research paper topic. For example, if your topic is on the Underground Railroad (for another class, of course, since that topic is too early for this class), you would include sources on the “railroad,” but also sources on slavery and Abolitionism. This is a comprehensive bibliography that you will keep as a resource into the future. Your bibliography should have at least 15 primary sources and 30 secondary sources. Format according to Chicago style and separate your primary and secondary sources into two separate areas. If you are unsure what an annotated bibliography looks like, refer to this site: <http://olinuris.library.cornell.edu/ref/research/skill28.htm>.

**Article Review:** You must choose one academic article on your topic to review during the course. This article should be from a credible history journal, which you can access through the APUS library system. Please message me about your article if you have doubts about it being a credible academic source. This article will also appear as a secondary source on your Annotated Bibliography. The Journal Article Review paper should be at least 5 pages long. These websites will assist you in writing this article review:

[https://www.google.com/search?q=reviewing+an+article+for+history&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a#hl=en&sugexp=les%3Bedyhmh&gs\\_nf=3&tok=SS4rDeR04\\_c28fcsbO3hIQ&pq=reviewing%20an%20article%20or%20history&cp=17&gs\\_id=1bv&xhr=t&q=how+to+review+a+journal+article&pf=p&client=firefox-a&hs=bKe&tbo=d&rls=org.mozilla:en-US%3Aofficial&scient=psy-ab&oq=how+to+review+a+j&gs\\_l=&pbx=1&bav=on.2,or.r\\_gc.r\\_pw.r\\_cp.r\\_qf.&fp=d65065a80262fe64&bpcl=38897761&biw=1379&bih=722](https://www.google.com/search?q=reviewing+an+article+for+history&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a#hl=en&sugexp=les%3Bedyhmh&gs_nf=3&tok=SS4rDeR04_c28fcsbO3hIQ&pq=reviewing%20an%20article%20or%20history&cp=17&gs_id=1bv&xhr=t&q=how+to+review+a+journal+article&pf=p&client=firefox-a&hs=bKe&tbo=d&rls=org.mozilla:en-US%3Aofficial&scient=psy-ab&oq=how+to+review+a+j&gs_l=&pbx=1&bav=on.2,or.r_gc.r_pw.r_cp.r_qf.&fp=d65065a80262fe64&bpcl=38897761&biw=1379&bih=722) and <https://academicskills.anu.edu.au/node/492>.

**The Final Exam:** The final exam will be available during week 8. It will be comprehensive and will cover all course materials and forums. It consists of essay questions. Please note that you can open the test, print it, work on it offline, and then load your answers when you complete the exam.

<b>Grade Instruments:</b>	<b>Points</b>	<b>% Final Grade</b>
Forum #1 Introduction	P/F	P/F
Research Topic Proposal	2	2%
Annotated Bibliography	20	20%
Journal Article Review	20	20%
Forum #2	2	2%
Forum #3	6	6%
Forum #4	6	6%
Forum #5	6	6%
Forum #6	6	6%
Forum #7	6	6%
Forum #8	6	6%
Final Exam	20	20%
TOTAL	100	100%

I will post your grades for each assignment within five days of the due date or within five days of when you submit it if submitted after the due date. I will provide detailed feedback about what you did well, and what may need improvement. If you have any questions about a grade or need clarification on the feedback, please feel free to email to discuss your concerns.

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**8 – Week Course Outline**

Please see the [Student Handbook](#) to reference the University’s grading scale

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<u>Week</u>	<u>Topic</u>	<u>Weekly Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Forum(s)</u>
Week 1	A new century and the origins of Progressivism	To recognize the new political and social directions as influenced by Teddy Roosevelt.  To understand the critical moments in the first 14 years of the 20 <sup>th</sup> Century, including the first flight, the impact of Roosevelt as President, the sinking of the Titanic, and the building of the Panama Canal.	<i>Pivotal Decades</i> , Chaps. 1-5	1. Forum #1: Introductions (required and graded)  2. Forum #2  3. Submit research topic
Week 2	Progressivism, Wilson, and a context for the Great War	Understand the primary tenets of the Gilded Age. Analyze the causes of World War I.	<i>Pivotal Decades</i> , Chaps. 6-8  <i>Over Here</i> , Prologue	1. Forum #3
Week 3	The Great War with a focus on the Western Front 1914-1918	Describe the major battles and leaders of the War, on both the Eastern and Western fronts.  Analyze the reasons for the U.S. entering the war.	<i>Pivotal Decades</i> , Chaps. 9-10,  <i>Over Here</i> , chapters 1-4	1. Forum #4
Week 4	Aftermath of the Great War: Versailles to the great contraction 1919-1931	Analyze the impact of the Treaty of Versailles on the world.  Discuss the key events of the 1920s, including Lindberg’s flight and the Scopes Trial.  Explain the economic collapse in the U.S. in 1929.	<i>Pivotal Decades</i> , Chaps 11-12,  <i>Over Here</i> , Chaps 5-6	1. Forum #5
Week	From the great	Explain the Great	Rauchway, Chaps. 1 to 3	1. Forum #6

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5	contraction to lightning war 1931-1939	<p>Depression and New Deal.</p> <p>Analyze the effectiveness of the New Deal.</p> <p>Evaluate the rise of fascism in Europe.</p> <p>Explain Hitler's rise to power.</p>	<i>Over Here</i> , Epilogue	
Week 6	The Second World War 1939-1943	<p>Recognize the major battles and turning points of World War II, including those in Poland, Scandinavia, the Low countries, the Battle for France, the Battle of Britain, North Africa, Soviet Union, the entry of the United States, Sicily and Italy.</p> <p>In the Pacific these include: Manchuria, China, approach to French Indochina and India and Dutch East Indies, Pearl Harbor, the Doolittle Raid, Midway, Guadalcanal, key islands in the South and Central Pacific.</p>	Rauchway, Chaps. 4 and 5	<ol style="list-style-type: none"> <li>Forum #7</li> <li>Submit Annotated Bibliography</li> </ol>
Week 7	The Second World War 1943-1945	<p>Analyze World War II in Europe and the Pacific.</p> <p>Examine the impact of the war on the U.S. homefront.</p>	Rauchway, Chaps. 6 and 7	<ol style="list-style-type: none"> <li>Submit Journal Article Review</li> <li>Forum #8</li> </ol>
Week 8	Aftermath of the Second World War	Analyze the beginnings of the Cold War. Evaluate the effectiveness of the Marshall Plan and the Truman Doctrine.	Short History, <i>Chap. 28</i>	<ol style="list-style-type: none"> <li>Final Exam</li> </ol>

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**Policies**

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Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)  
[Plagiarism Policy](#)  
[Extension Process and Policy](#)  
[Disability Accommodations](#)

### **Writing Expectations**

- Typewritten in double-spaced format
- Times New Roman 12-point font
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.
- Footnotes as applicable

### **Citation and Reference Style**

Students in this course will follow the Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. If I deduct points, it will be within the overarching policy set forth by the Director of the History, Military Studies, Western & World History Programs. This general policy is that I may reduce assignments that are one week late by 25 percent of the grade, two weeks late by 50 percent, and anything later than that may receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

### **Netiquette**

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers.

### **Disclaimer Statement**

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Course content may vary from the outline to meet the needs of this particular group.

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## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. The Portal for the History program is located [here](#).