

History 212-01/Fall 2007

United States History Since 1865

Tues/Thurs 2-3:15, MHRA 2209

Instructor: Susan W. Thomas

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Office Hours: Tues and Thurs 3:30-4:30, or by appt., MHRA 3103

Course Materials

Required Textbook: Henretta, James A., et al, *America, A Concise History, Vol. Two: Since 1865*, Third Ed.

Additional readings: Available on Blackboard.

Course Overview

Through a combination of lecture, class discussion, film, and selected readings, this course will examine many of the social, political, and economic changes that have shaped America since the end of the Civil War. Using both a chronological and thematic approach, we will pay close attention to how major changes affected marginalized peoples, including immigrants, people of color, the poor, and women. While these groups were seemingly powerless, they sometimes seized opportunities and became the catalysts for change in America. By consistently focusing on the historical significance of race, region, ethnicity, class, and gender, we can enrich our understanding of the past and learn to think more critically about the world in which we live.

Course Objectives

We will not simply memorize dates and facts! While you will be required to remember important people, places, and events, we will use those facts to understand how "ordinary" people experienced extraordinary events. We will uncover the ways in which such people resisted changes imposed from above and sometimes forced change from below. We will not only focus on what happened and when, but we will also think about why events unfolded as they did and what the consequences were.

Our goals will be:

- To acquire critical thinking skills
- To learn how to analyze primary source documents
- To learn how to formulate an argument and support it with evidence
- To recognize connections between the past and our current social, political, and economic debates in order to make informed decisions about our future

Grade distribution:

Participation (includes any brief in-class writings/quizzes): 20%

Three 3-5 pg. essays, 10% each = 30%

Three Exams: 15% + 15% + 20% each = 50%

Grading Range:

A+ (97 and above), A (93-96), A- (90-92); B+ (87-89), B (83-86), B- (80-82); C+ (77-79), C (73-76), C- (70-72); D+ (67-69), D (63-66), D- (60-62); F (less than 60, unacceptable work)

Technology in the Classroom

Turn off your cellphones and iPods when class begins. Laptops are permitted.

Course Requirements

Attendance and Participation:

Attendance counts as part of the participation grade. More than four absences will be

considered excessive and could affect your grades. The remaining portion of your participation grade will be drawn from in-class writing assignments, quizzes, and discussion.

Essays:

You will complete three brief papers (no more than 5 pages in length) on a topic I will assign. These papers will offer you the opportunity to use the skills you are developing to analyze materials, to choose a position on a specific question, and then defend your position with evidence. You will be drawing only from materials used in lectures, the readings/websites on Blackboard, and the specific sources designated on the assignment.

Unless you have a **documented** excuse, late papers will be penalized one letter grade for each class day until I receive the paper in hand. You may **not email** your papers to me.

Exams:

There will be a total of three in-class exams, each of which will consist of short answer and identification questions. Exams will test your ability to synthesize information from the lectures, the readings, the discussions, and the audio/visual components of the course into a succinct and coherent response. If you attend class regularly, do the readings, and take notes, you should not have any difficulty completing the exams successfully. The final exam **will not** be cumulative. **I require blue books for all exams.**

As with the essays, I require a documented excuse before scheduling a make-up exam you might have missed.

Student Responsibilities:

Each student bears the responsibility to attend class regularly and complete all assignments on time. Students will work together to create an open and respectful class environment in which each person's contribution is equally important. On those occasions when students disagree either with one another or with the readings, we will all remain courteous to one another and express our views without intent to disparage or harm others.

Check your [e-Spartan](#) email regularly. This is the system I will be using to contact you, should the need arise. My email address is listed at the top of the syllabus for your reference.

Learning Disabilities and Other Concerns:

If you have a diagnosed learning disability or special needs that will affect how you perform in class or will require consideration in writing assignments or on tests, it is your responsibility to ensure that I receive the proper documentation as soon as possible.

*****Academic Integrity and Plagiarism*****

In all assignments, students are expected to do their own work and abide by the University's Honor Code. You must provide references for materials consulted and/or quoted in your writing assignments. Plagiarism is a serious offense that could result not only in failure for the particular assignment, but also in failure for the entire course. We will discuss plagiarism further before the first essay assignment. To view the University's Plagiarism Policy, follow this link: <http://academicintegrity.uncg.edu/>.

Lectures and Assignments

Important notes:

- Check [Blackboard](#) at the beginning of each week to find the assigned readings listed on the syllabus. We will be discussing these in class, and any quizzes will be drawn from these documents. Read them first, before you turn to the assigned chapter for background and contextual information.
- Complete all assigned readings before the scheduled class meeting, so you will read Chapter 15 and the documents on Blackboard before you come to class on August 23.

Questions to keep in mind:

- What is the American Dream? Can all achieve it? Is it still a relevant goal?
- What rights define us as Americans? Do all deserve the same rights?
- What is the role of government in securing rights for Americans?
- Why do we continue to debate the meaning of 'freedom and equality for all'?

Week One: When the War was Over: Recreating the Union

Aug 21/T: Go over Syllabus and Introduce Course
Themes/Terminology/Technology

Aug 23/Th: Ch. 15, "Reconstruction, 1865-1877"
Docs—[Sherman's Field Order 15](#); [Mississippi Black Code](#)

Week 2: Creating a New South

Aug 28/T: Ch. 19, p 581-588;
Docs—[Booker T. Washington's 'Atlanta Compromise Speech'](#);
[W.E.B. DuBois, 'Of Mr. Booker T. Washington and Others'](#); [Rebecca Felton Speech](#)

Winning the West

Aug 30/Th: Ch. 16, "The American West"
Docs—[The Dawes Act, 1887](#); [Tragedy at Wounded Knee \(1890\)](#); The Reservation and the Destruction of Indian Culture (e-Reserve)
Optional Reading: The Lost Frontier (e-Reserve)

Week 3: Changing the Face of America: Industrial Capitalism, Urbanization, and Immigration

Sept 4/T: Ch. 17, "Capital and Labor in the Age of Enterprise, 1877-1900"
Docs— [Why Strikes are Necessary](#); Knights of Labor Preamble; [Rose Schneiderman](#)
Optional Reading: Subverting the Organization of Labor (e-Reserve)

Sept 6/Th: Ch. 18, "The Rise of the City"
Docs—[Lee Chew](#); [Chinese Exclusion Act](#); Mary Antin, 'The Promised Land'

Week 4: Gilded Age Politics: Wealth, Poverty, and Corruption

Sept 11/T: Ch. 19, "Politics in the Age of Enterprise, 1877-1896" (skip p. 581-588)
Docs—[Andrew Carnegie](#), 'Gospel of Wealth'; [Henry Demarest Lloyd](#), 'Wealth Against Commonwealth'; [Populist Party Platform](#)

An Imperial Nation

Sept 13/Th: Ch. 21, "An Emerging World Power"
Docs—[White Man's Burden](#); [The March of the Flag](#); [McKinley's Decision on the Philippines](#)

Week 5: Progressivism North and South, Black and White: Part I

Sept 18/T: Ch. 20, "The Progressive Era"
Docs—[Jane Addams](#), 'Women and Public Housekeeping'; [Triangle Fire](#); [Upton Sinclair](#), [The Jungle](#)
Optional Reading: American Women Should/Should Not Have the Right to Vote (e-Reserve)

Writing Assignment One Due = 10%

Sept 20/Th: Progressivism North and South, Black and White: Part II
Docs—African American Women and the Anti-Lynching Crusade (e-Reserve)
Optional Reading: Did Racial Segregation Improve the Status of African Americans? (e-Reserve)

Week Six:

Sept 25/T: Exam 1 = 15% Bring Blue Book

World War I: Making the World Safe for Democracy: Xenophobia and Racism at Home

Sept 27/Th: Ch. 22, "War and the American State, 1914-1920"
Docs—[Why did the Socialist Movement Fail in the U.S.?](#); [The Case Against the 'Reds'](#);
Southern Blacks' Warnings About Migration (e-Reserve)

Week 7: Anything Goes: The Roaring Twenties, Part I

Oct 2/T: Ch. 23, "Modern Times: The 1920s"
Docs: [The New Woman and Bobbed Hair](#)

Anything Goes: The Roaring Twenties, Part II

Oct 4/Th: Docs: [DuBois Defends Black Resistance](#); [Shut the Door: Immigration Restriction](#)

Week 8: The Depression: Economic and Social Consequences

Oct 9/T: Ch. 24, "The Great Depression"
Docs: [Hoover Reassures the Public](#); ['Women on the Breadlines'](#); Superman in Depression and War (e-Reserve)
Optional Reading: Donald Worster, 'The Black Blizzards Roll In' (e-Reserve)

The Depression: Political Consequences

Oct 11/Th: Ch. 25, "The New Deal, 1933-1939"

Docs—[Homesteaders—New Style](#)

Week 9: World War II on the Homefront

Oct 16/T: --No Class/Fall Break!

Oct 18/Th: Ch. 26: "The World at War, 1939-1945"

Docs—[FDR Four Freedoms Speech](#) ; [Executive order 9066](#); [Abolish Jim Crow!](#)

Optional Reading: The Home Front During World War II (e-Reserve)

Week 10: *Writing Assignment Two Due = 10%*

The Cold War Begins

Oct 23/T: Ch. 27, "Cold War America, 1945-1960"

Docs—[‘Domino Theory’](#); [NSC-68](#)

Part I: Fifties Affluence, Conformity, and Paranoia

Oct 25/Th: Ch. 28, "The Affluent Society and the Liberal Consensus, 1945-1965"

Docs—[A Journalist Describes Levittown](#); [Little Boxes](#); Cities and Suburbs (e-Reserve)

Week 11: Part II: Fifties Affluence, Conformity, and Paranoia

Oct 30/T: [Armageddon Again](#); [Comic Book Code](#)

Nov 1/Th: Class Cancelled!

Week 12: Sixties America, Part I: Movements for Change

Nov 6/T: Exam Two=15% Bring Blue Book

Nov 8/Th: Civil Rights

Docs—[Southern Manifesto](#); [Letter from a Birmingham Jail, 1963](#); World War II and the Origins of the Freedom Struggle (e-Reserve)

Week 13: Sixties America, Part II and III: Movements for Social and Political Change

Nov 13/T: Freedom and Equality for All

Docs—[What is the Pill doing to the Moral Patterns of the Nation?](#) ; [Welfare is a Woman's Issue](#); [Equal to What?](#)

Optional: Beth Bailey, 'The Sexual Revolution: Was it Revolutionary?' (e-Reserve)

Nov 15/Th: The Counterculture: Sex, Drugs, and Rock & Roll

Docs--[The Revolution will not be Televised](#); [Port Huron Statement](#); Why the Shirelles Mattered (e-Reserve)

Optional Reading: Popular Music (e-Reserve)

Week 14: Vietnam and Political Upheaval: The American Nightmare

Nov 20/T: Ch. 29, "The War Abroad and at Home: The Vietnam Era, 1961-1975"

Docs-- [The Gulf of Tonkin Resolution](#); The Great Society (e-Reserve); [War on Poverty](#); [Why was the U.S. in Vietnam?](#)

Optional Reading: Explaining the Tragedy of Vietnam (e-Reserve)

Nov 22/Th: No Class/Happy Thanksgiving!

Week 15: *Writing Assignment Three Due = 10%*

The Rise of the New Right

Nov 27/T: Ch. 30, "The Lean Years, 1969-1980"

Docs—The Rise of the Sunbelt and the Reddening of America (e-reserve)

From Reagan to “W”: What Next?

Nov 29/Th: Ch. 31, “A New Domestic and World Order, 1981-2004”

Docs--[Immigration 2007](#); Silencing Opponents of War (e-Reserve)

Week 16: Shaping our History

Dec 4/T: No Reading!!!

Dec 6/Th--Final Exam=20% Bring Blue Book