

History 212-07 Fall 2012  
The United States Since 1865  
Defining American Freedom  
Tuesdays 6-8:50 pm

Professor M. Williams  
Office: MHRA 2112  
Office Hours: Tues 1-3pm

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**Required Text:**

Foner, Eric *Give Me Liberty: An American History Volume 2 Seagull Third Edition*. W.W. Norton & Company, 2012.

Foner, Eric *Voices of Freedom: A Documentary History Volume 2*. W.W. Norton & Company, 2011

Argersinger, Jo Ann *The Triangle Fire: A Brief History with Documents* Bedford St. Martin

Howard-Pitney, David *Martin Luther King, Jr., Malcolm X and the Civil Rights Struggle of the 1950s and 1960s*, Bedford St. Martin

**Course Description**

This course is a general survey of American history from Reconstruction to the present. We will focus on American definitions of freedom and how the American understanding of freedom has changed throughout our history. We will examine how politics, the economy, foreign policy, American society and even culture have helped to shape and were shaped by how Americans understood what freedom would mean in their everyday lives and the nation's role in the world. If we are a nation built on the ideas of liberty and equality, what does that mean and how does it affect the everyday lives of Americans?

**Course Objectives**

Students will be able to trace the major themes and events of American history from 1865 to the present.

Students will be able to use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.

Students will be able to construct a historical argument using primary sources.

Students will improve their ability to articulate their ideas both orally and in written form.

Students will be able to analyze historical duration, succession, and change in terms of human agency and larger system or structures in a wide variety of places and periods.

**Course Policies**

**Attendance:** Attendance is required for all class meetings. As the class only meets once a week, attendance at every meeting is vital to success in the course. Students will be allowed one absence without any effect on the final grade. All subsequent absences will lower the student's final grade by 1/3 of a letter grade (B to B-, B- to C+, ect). Five or more absences will result in

an automatic F for the course. I would encourage you to use your absence responsibly, only missing for emergency reasons.

**Participation:** Participation grades are based on the *quality* of your participation in class. Participation involves actively engaging in class discussion, taking notes, listening to your peers, and answering questions. Comments in class should be informed, relevant and constructive. Thus, participation requires having done the assigned readings and thought critically about how they relate to the class discussion and other class materials prior to coming to class. Sleeping, side talking, texting, or any other behavior drawing your attention away from the class discussion will not be tolerated. Electronic devices are **prohibited** in class. Come to class prepared to learn and engage in the history of the US since 1865.

**Written Assignments:** All assignments are due prior to the beginning of class on the due date. No late work will be accepted. See the attached sheet for weekly writing assignment details. All written assignments should be the student's own original work with the proper citations. See the Academic Integrity Policy for the university policy on plagiarism and the consequences. Also, I reserve the right to quiz the class on any of the class materials at any time.

**Academic Integrity Policy:** All students should be familiar with the academic integrity policy of the university. All work submitted should be your own original work using proper citations for any quoted or paraphrased material. Refer to the following web address for the full policy and penalties for plagiarism. <http://studentconduct.uncg.edu/>

**Paper:** Each student will write one paper for this course to be due Sept. 18<sup>th</sup> or on Nov. 20<sup>th</sup>. The details of the paper will be handed out two weeks prior to the due date. The paper will ask you to analyze either the *Triangle Fire* or *Martin Luther King Jr., Malcolm X, and the Civil Rights Struggle of the 1950s and 1960s* as they relate to the main themes of the course using the sources presented and read in class. No outside research will be necessary.

### **Grading:**

Participation 10%

Weekly Writing Assignments 15%

Film Response 5%

Paper 30%

Midterm 20%

Final 20%

## **Weekly Assignments**

### **Aug. 21<sup>st</sup> Week 1 Reconstruction**

**In Class Workshop:** Identifying types of sources. The elements of a good written response.

**Reading:** 94. "The Mississippi Black Code" (1865) *Voices of Freedom*, 95. "A Sharecropping Contract" (1866) *Voices of Freedom*

### **Aug. 28<sup>th</sup> Week 2 Land and Economic Expansion**

**In Class Workshop:** Reading Primary Sources (Worksheet)

**Reading:** Foner, *Give Me Liberty* Ch. 16

99. "An Indian's View of Indian Affairs," Chief Joseph (1879) *Voices of Freedom*

101. "A Second Declaration of Independence" (1879) *Voices of Freedom*

102. *Progress and Poverty*, Henry George (1879) *Voices of Freedom*

### **Sept. 4<sup>th</sup> Week 3 The Boundaries of Freedom**

**In Class Workshop:** Using examples to answer a question.

**Reading:** Foner, *Give Me Liberty* Ch. 17

105. "The Populist Platform" (1892) *Voices of Freedom*

107. "Crusade for Justice," Ida B. Wells (1892) *Voices of Freedom*

109. "President McKinley on American Empire" (1899) *Voices of Freedom*

111. "The White Man's Burden," Rudyard Kipling (1899) *Voices of Freedom*

### **Sept. 11<sup>th</sup> Week 4 Reforming America: The Progressive Era**

**In Class Workshop:** Creating a Thesis

**Reading:** Foner, *Give Me Liberty* Ch. 18

Argersinger, Jo Ann *The Triangle Fire: A Brief History with Documents* Bedford St. Martin

### **Sept. 18<sup>th</sup> Week 5 "The Great War" Fighting at Home and Abroad**

**In Class Workshop:** Examination of wartime propaganda. How do we use images and cultural artifacts as historical evidence?

**Reading:** Foner, *Give Me Liberty* Ch. 19

120. "A World 'Safe for Democracy,'" Woodrow Wilson *Voices of Freedom*

122. "Address to the Congress on Women's Suffrage," Carrie Chapman Catt (1917) *Voices of Freedom*

125. "Returning Soldiers," W.E.B DuBois (1919) *Voices of Freedom*

127. "John A Fitch on the Great Steel Strike" (1919) *Voices of Freedom*

### **First Paper DUE**

### **Sept. 25<sup>th</sup> Week 6 The Jazz Age and the Culture of Business**

**In Class Workshop:** Cultural Production: Advertising, music, and art- reading American ideas in American cultural production. Art vs. Propaganda

**Reading:** Foner, *Give Me Liberty* Ch. 20

128. "Andre Siegfried on the 'New Society,'" (1928) *Voices of Freedom*

133. "The New Negro," Alain Locke (1925) *Voices of Freedom*

134. "Elsie Hill and Florence Kelly Debate the Equal Rights Amendment" (1922) *Voices of Freedom*

### **Oct. 2<sup>nd</sup> Week 7 A New Deal for America**

**In Class Workshop:** Preparing for the mid-term

**Reading:** Foner, *Give Me Liberty* Ch. 21

137. "Steel Workers Organizing Committee, A New Declaration of Independence"(1936) *Voices of Freedom*

138. "Greater Security for the Average Man," FDR (1934) *Voices of Freedom*

142. "A Negro Nation within a Nation" W.E.B. Du Bois (1935)

### **Oct. 9<sup>th</sup> Week 8- MIDTERM EXAM**

## **Oct. 16<sup>th</sup> Week 9 FALL BREAK- no class**

## **Oct. 23<sup>rd</sup> Week 10 World War II: Fighting for Freedom**

**In Class Activity:** How to edit a paper. Peer editing of writing assignment.

**Reading:** Foner, *Give Me Liberty* ch. 22

143. "Franklin D. Roosevelt on the Four Freedoms" (1941) *Voices of Freedom*

148. "African Americans on the Four Freedoms" (1944)

149. "Justice Robert A. Jackson, Dissent in *Korematsu v. United States*" (1944) *Voices of Freedom*

## **Oct. 30<sup>th</sup> Week 11 Cold War: Exporting Freedom**

**In Class Workshop:** Using pop culture as sources. Understanding the importance of context.

**Reading:** Foner, *Give Me Liberty* ch. 23

Watch *On the Waterfront* (or *The Red Menace*) on **BB**

**FILM RESPONSE DUE**

## **Nov. 6<sup>th</sup> Week 12 Consumerism as Americanism**

**In Class Workshop:** Debating Definitions of Freedom: Civil Rights vs. "Freedom of Choice"

**Reading:** Foner, *Give Me Liberty* Ch. 24

158. "What Freedom Means to Us" Richard M. Nixon, (1959) *Voices of Freedom*

160. "The Southern Manifesto" (1956) *Voices of Freedom*

163. "Howl" Alfred Ginsberg (1955) *Voices of Freedom*

164. "Martin Luther King and the Montgomery Bus Boycott" (1955) *Voices of Freedom*

## **Nov. 13<sup>th</sup> Week 13 Civil Rights: An American Revolution?**

**In Class Workshop:** Debating the meanings of freedom through the Sharon Statement and the Port Huron Statement. Debating Strategies for Freedom with MLK and Malcolm X

**Reading:** Foner, *Give Me Liberty* Ch. 25

Howard-Pitney, David *Martin Luther King, Jr., Malcolm X and the Civil Rights Struggle of the 1950s and 1960s*, Bedford St. Martin

166. "The Sharon Statement" (1960) *Voices of Freedom*

169. "The Port Huron Statement" (1962) *Voices of Freedom*

## **Nov. 20<sup>th</sup> Week 14 Reacting to the 1960's: Whose rights were revolutionized?**

**In Class Workshop:** Reimagining our own definitions of freedom. Looking back to day one's exercise. Reflect on what impacts how we imagine freedom.

**Reading:** Foner, *Give Me Liberty* Ch. 26

174. "Red stocking Manifesto" (1969) *Voices of Freedom*

176. "Jimmy Carter on Human Rights (1977) *Voices of Freedom*

177. "Listen America!" Jerry Falwell (1980)

180. "Inaugural Address" Ronald Reagan (1981)

**SECOND PAPER DUE**

**Nov. 27<sup>th</sup> Week 15 Globalization and its Discontents**

**In Class Workshop:** Prepare for Final Exam

**Reading:** Foner, *Give Me Liberty* Ch. 27

**Dec. 4<sup>th</sup> Final Exam-** time and room TBD