History 212-02 / U.S. History since 1865

Deborah Russell, Instructor
ddrussel@uncg.edu

Fall 2013, T/TH 3:30-4:45
Classroom: MHRA 1214

Office Hours: MHRA 2102
T/Th 2-3 and by appointment

Student Learning Outcomes/ Through active engagement in this course, students will be able to:

- Identify major events, people, and themes that have shaped the history of the United States since the Civil War and demonstrate an understanding of their significance
- Distinguish between primary and secondary types of historical evidence and demonstrate critical historical thinking skills
- Recognize that a historian's analysis is supported by evidence from multiple primary sources and reflects the complexity of history
- Analyze historical data and evidence from a variety of primary documents, including documents, visual images, oral histories, material objects, manuscripts, and print sources
- Identify factors of change and continuity by analyzing human actions and broad social forces
- Recognize, analyze, and explain historical connections to recent events and developments
- Develop coherent oral and written arguments based on knowledge of the past
- Begin the process of conducting research by investigating and interpreting primary and secondary sources

Our central question will be: How has "freedom," both as an ideal and a reality of everyday life, been experienced, expanded, and restricted in modern America? Discussion will focus on:

- different perspectives and understandings of freedom—political, economic, social, religious, and personal
- issues of class, gender, culture, and race/ major historical questions, paradoxes, and debates

Required reading: You must obtain the following editions in order to do the assigned reading. Please use print editions rather than e-books. Bring books with you to class.

- Foner, Eric. *Give Me Liberty: An American History, Vol. Two* (Brief Third Edition), 2012. (textbook, overview) Class presentations and activities will highlight *some* of the events, themes, and issues of U.S. history since the Civil War. The text will provide the framework for your study and additional information to help you get the most from this course.
- Foner, Eric, ed. *Voices of Freedom, A Documentary History, Vol. Two* (Third Edition), 2011. (primary documents)
- Anne Moody, *Coming of Age in Mississippi* (any edition) (memoir)
- Additional print sources accessible on Blackboard
- You also have access to helpful learning resources at the textbook site: http://www.wwnorton.com/college/history/give-me-liberty3/ch/15/studyplan.aspx

Communication: I want to be as accessible to you as I can. Our main means of communication will be through UNCG e-mail and Blackboard. You should check your university e-mail daily. Contact me with your comments, questions, and concerns and I will do my best to reply to you promptly. I also encourage you to come to discuss your progress in the course during my office hours. Ideally, I would like to meet with each of you individually at some point in the semester.

Attendance and participation: Students are expected to be present, to arrive and leave on time, and to participate in the class. Your participation will be a crucial factor in your learning experience. Our understanding of historical concepts is broadened by engaging with one another and clarifying perspectives through discussion. You cannot participate if you are not present; therefore, attendance is expected and recorded each day. This semester includes 28 class meetings, plus the final exam. You are "allowed" three excused absences, but these should be taken for personal or family illness, emergencies, or unavoidable scheduling conflicts only. More than three absences will be considered excessive and will adversely affect your participation grade in this class. (* I will work with you through documented extended health or personal emergencies.) Please e-mail me prior to class if you find you must be absent and include the reason for your absence.

Electronic devices: Turn off all electronic devices—phones, laptops, tablets--and put them away during class. You will not need them during class time and their use generally causes distraction. If you do insist on using them, you may be asked to leave the classroom and be counted absent for that day's session. Take notes with a pen and paper and transfer those to your computer later if desired.

UNCG's Academic Integrity Policy: http://sa.uncg.edu/handbook/academic-integrity-policy/
It is your responsibility to review the policies at the link above. Violations, including plagiarism on written work and cheating on exams, will be handled according to UNCG procedures. I will report plagiarism through university channels. See the UNCG library's site for help with quoting, citing, and paraphrasing: http://library.uncg.edu/tutorials/index.aspx?m=10&p=1

Assignments and Grading:

- Midterm exam (October 10) **20%**
- Final exam (December 5) **20%**
- Class participation, attendance, reading checks and quizzes **20%**
- Weekly "significant lines" and written primary source analysis **20%**
- Two short papers, 5-6 pages each **10% each**
  - Paper 1- Analysis of a group of primary sources
  - Paper 2- Based on *Coming of Age in Mississippi* and related primary sources

Weekly writings on primary sources: One assignment of each unit is to read the related primary sources posted on Blackboard and found in *Voices of Freedom*. Roughly once a week: 1) Identify and **type out one line from *each* selection** that seems particularly significant to you. Be ready to share that line with the class and talk about it. 2) Write a **one to 1 ½-page analysis** (not a mere summary) of one of the assigned documents. (Your choice.) Do a close reading of **one in particular** that stands out to you. Do not spend time repeating the information from the editor's introduction in your essay. If you do use this material, however, give the editor credit (Foner 392). Bring your weekly writing with you to class **on the day assigned** ready to submit—typed (12 point), double-spaced, one-inch margins.

Written Assignments: Weekly writings and major papers will be collected at the end of the class assigned. All late work will receive a lower grade than it would have if it had been submitted on the due date. If you are absent, you are still responsible for getting your work to the instructor on time. Assignments submitted late will receive a letter grade deduction and will not be accepted more than 24 hours after the original due date. * See policy above for unusual circumstances. **Assignments must be submitted as hard copies.** (Should you be unable to print a hard copy to submit on the due date, I will accept an electronic copy of the assignment as a placeholder until the next class period if it is *emailed prior to class time.* I must receive the hard copy in the following class or the late policy will apply.) If you leave an assignment in my mailbox, you should email me to let me know it is there.

Grading scale: A+ (98-100), A (93-97), 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 = 59 and lower
No credit = 0 (failure to take exams or to hand in work, plagiarism)

Exam format: The midterm and final exams will require you to write. Each will cover about half of the course material and will include images, quotations, identifications and short essay answers. I will provide you with a study guide a week before the exam date. Purchase blue books in which to write your answers.

Paper format: Your papers will be relatively short--5-6 pages each-- and should be typed (12 point) and double-spaced with one-inch margins. They are designed to require you to think critically and write persuasively about primary sources. You will receive more detailed instructions and a grading rubric for each paper later in the semester.

Schedule of topics and readings:

Day 1 (T August 20) Introduction to Course/ Why Study History/What Historians Do
1865: Historical Context

Day 2 (Th August 22) Aftermath of Civil War/ Reconstruction, 1865-1877
Reading: Chapter 15, Foner, *Give Me Liberty!* pp. 440-473

Day 3 (T August 27) Reconstruction, 1865-1877
Reading: On Blackboard: Alexander Stephens, "Cornerstone" speech (1861); Andrew Johnson excerpts: Veto of Civil Rights Bill of 1866, Interview at the White House with Frederick Douglass (1866); Albion Tourgée letter to Senator Joseph C. Abbott (1870)
Voices of Freedom, Chapter 15: "What Is Freedom?": Reconstruction, 1865-1877, pp. 1-27/ "Colloquy with Colored Ministers" (1865), Petition of Committee on Behalf of the Freedmen to Andrew Johnson (1865), The Mississippi Black Code (1865), A Sharecropping Contract (1866), Elizabeth Cady Stanton, "Home Life" (ca. 1875), Frederick Douglass, "The Composite Nation" (1869), Robert B. Elliott on Civil Rights (1874)
Significant Lines/ Primary Source Analysis # 1 Due

Day 4 (Th August 29) The Gilded Age, 1870-1890
Reading: Chapter 16, Foner, *Give Me Liberty!* pp. 474-506

Day 5 (T September 3) The Gilded Age, 1870-1890
Reading: On Blackboard: Luther Standing Bear, excerpt from *My People the Sioux* (oral history 1928), Howard Ruede, Letter from a Kansas Homesteader (1878), Thorstein Veblen, excerpt from *The Theory of the Leisure Class* (1899)
Voices of Freedom, Chapter 16: America's Gilded Age, 1870-1890, pp. 28-48/ Chief Joseph, "An Indian's View of Indian Affairs" (1879), William Graham Sumner on Social Darwinism (ca. 1880), A Second Declaration of Independence (1879), Henry George, Progress and Poverty (1879), Edward Bellamy, Looking Backward (1888), Walter Rauschenbusch and the Social Gospel (1912)
Significant Lines/ Primary Source Analysis # 2 Due

Day 6 (Th September 5) Freedom's Boundaries, at Home and Abroad, 1890-1900
Reading: Chapter 17, Foner, *Give Me Liberty!* pp. 507- 541

Day 7 (T September 10) Freedom's Boundaries, at Home and Abroad, 1890-1900
Reading: On Blackboard: Josiah Strong, excerpt from *Our Country: Its Possible Future and Its Present Crisis* (1891), Booker T. Washington, Atlanta Exposition Address excerpt (1895)
Voices of Freedom, Chapter 17: Freedom's Boundaries, 1890-1900, pp. 49-72/ The Populist Platform (1892), John Marshall Harlan, Dissent in *Plessy v. Ferguson* (1986), Ida B. Wells, Crusade for Justice (ca. 1892), Frances E. Willard, Women and Temperance (1883), President McKinley on American Empire (1899), Emilio Aguinaldo on American Imperialism in the Philippines (1899), Rudyard Kipling, "The White Man's Burden" (1899)
Significant Lines/ Primary Source Analysis # 3 Due

Day 8 (Th September 12) The Progressive Era, 1900-1916
Reading: Chapter 18, Foner, *Give Me Liberty!* pp. 542- 574
Image Quiz # 1

Day 9 (T September 17) The Progressive Era, 1900-1916
Reading: On Blackboard: Jane Addams, excerpt from *Twenty Years at Hull House* (1910)
Voices of Freedom, Chapter 18 documents pp. 73-106/Manuel Gamio on a Mexican- American Family and American Freedom (ca. 1926), Charlotte Perkins Gilman, Women and Economics (1898), John A. Ryan, A Living Wage (1912), The Industrial Workers of the World and the Free Speech Fights (1909), Margaret Sanger on "Free Motherhood," from Women and the New Race (1920), Carlos Montezuma, "What Indians Must Do" (1914), Woodrow Wilson and the New Freedom (1912), The Progressive Party Platform (1912)
Significant Lines/ Primary Source Analysis # 4 Due

Day 10 (Th September 19) Safe For Democracy: The U.S. And World War I, 1916-1920
Reading: Chapter 19, Foner, *Give Me Liberty!* pp. 575- 609

Day 11 (T September 24) Safe For Democracy: The U.S. And World War I, 1916-1920
Reading: On Blackboard: Wilson, Fourteen Points (1918), C. McKay, “If We Must Die” (1919)
Voices of Freedom, Chapter 19 documents pp. 107-136/ Woodrow Wilson, A World "Safe for Democracy" (1917), A Critique of the Versailles Peace Conference (1919), Carrie Chapman Catt, Address to Congress on Women's Suffrage (1917), Eugene V. Debs, Speech to the Jury (1918), Randolph Bourne, "Trans- National America" (1916), W. E. B. Du Bois, "Returning Soldiers" (1919), Marcus Garvey on Africa for the Africans (1921), John A. Fitch on the Great Steel Strike (1919)
Significant Lines/ Primary Source Analysis # 5 Due

Day 12 (Th September 26) Paper 1 due

Day 13 (T October 1) From Business Culture to Great Depression, The Twenties, 1920-1932
Reading: Chapter 20, Foner, *Give Me Liberty!* pp. 610-642

Day 14 (Th October 3) From Business Culture to Great Depression, The Twenties, 1920-1932
Reading: On Blackboard: Excerpts from Scopes Trial transcript (1925)
Voices of Freedom, Chapter 20 documents pp. 137-163/ André Siegfried on the "New Society," from the Atlantic Monthly (1928), The Fight for Civil Liberties (1921), Bartolomeo Vanzetti's Last Statement in Court (1927). Congress Debates Immigration (1921), *Meyer v. Nebraska* and the Meaning of Liberty (1923), Alain Locke, The New Negro (1925), Elsie Hill and Florence Kelley Debate the Equal Rights Amendment (1922)
Significant Lines/ Primary Source Analysis # 6 Due

Day 15 (T October 8) The New Deal, 1932-1940
Reading: Chapter 21, Foner, *Give Me Liberty!* pp. 643- 673

Day 16 (Th October 10) Midterm exam
FALL BREAK

Day 17 (Th October 17) The New Deal, 1932-1940
Reading: On Blackboard: Franklin D. Roosevelt, First Fireside Chat (March 12, 1933), Letters to the Roosevelts (1930s)
Voices of Freedom, Chapter 21 documents pp. 164-190/ Letter to Secretary of Labor Frances Perkins (1937), John Steinbeck, The Harvest Gypsies (1936), Steel Workers Organizing Committee, a New Declaration of Independence (1936), Franklin D. Roosevelt, "Greater Security for the Average Man" (1934), Herbert Hoover on the New Deal and Liberty (1936) Norman Cousins, "Will Women Lose Their Jobs?" (1939), Frank H. Hill on the Indian New Deal (1935), W. E. B. Du Bois, "A Negro Nation within a Nation" (1935)
Significant Lines/ Primary Source Analysis # 7 Due

Day 18 (T October 22) Fighting for the Four Freedoms: World War II, 1941-1945
Reading: Chapter 22, Foner, *Give Me Liberty!* pp. 674-708

Day 19 (Th October 24) Fighting for the Four Freedoms: World War II, 1941-1945
Reading: On Blackboard: Albert Einstein, Letter to President Roosevelt (1939), Two views of women of the home front (1944, oral history 1984)
Voices of Freedom, Chapter 22 documents pp. 191-211/ Franklin D. Roosevelt on the Four Freedoms (1941), Henry R. Luce, The American Century (1941), Henry A. Wallace on "The Century of the Common Man" (1942), F. A. Hayek, The Road to Serfdom (1944), World War II and Mexican- Americans (1945), African- Americans and the Four Freedoms (1944), Justice Robert A. Jackson, Dissent in *Korematsu v. United States* (1944)
Significant Lines/ Primary Source Analysis # 8 Due

Day 20 (T October 29) The United States and the Cold War, 1945-1953
Reading: Chapter 23, Foner, *Give Me Liberty!* pp. 709-737
Image Quiz # 2

Day 21 (Th October 31) The United States and the Cold War, 1945-1953
Reading: On Blackboard: Testimony and Reflections on HUAC (1940s)
Voices of Freedom, Chapter 23 documents pp. 212-242/ Declaration of Independence of the Democratic Republic of Vietnam (1945), The Truman Doctrine (1947), NSC 68 and the Ideological Cold War (1950), Walter Lippmann, a Critique of Containment (1947), The Universal Declaration of Human Rights (1948), President's Commission on Civil Rights, To Secure These Rights (1947), Joseph R. McCarthy on the Attack (1950), Henry Steele Commager, "Who Is Loyal to America?" (1947)
Significant Lines/ Primary Source Analysis # 9 Due

Day 22 (T November 5) An Affluent Society, 1953-1960
Reading: Chapter 24, Foner, *Give Me Liberty!* pp. 738- 770
Reading: *Coming of Age in Mississippi*--Chapters 1-16

Day 23 (Th November 7) An Affluent Society, 1953-1960

Reading: On Blackboard: Dwight D. Eisenhower, Farewell Address (1961)
Voices of Freedom, Chapter 24 documents pp. 243-266/ Richard M. Nixon, "What Freedom Means to Us" (1959), Clark Kerr, Industrialism and the Industrial Man (1960) The Southern Manifesto (1956), Milton Friedman, Capitalism and Freedom (1962), C. Wright Mills on "Cheerful Robots" (1959), Allen Ginsberg, "Howl" (1955), Martin Luther King Jr. and the Montgomery Bus Boycott (1955)
Significant Lines/ Primary Source Analysis # 10 Due

Day 24 (T November 12) The Sixties, 1960-1968

Reading: Chapter 25, Foner, *Give Me Liberty!* pp. 771-808
Reading: *Coming of Age in Mississippi*—Complete

Day 25 (Th November 14) Paper 2 due

Day 26 (T November 19) The Sixties, 1960-1968

Voices of Freedom Chapter 25, pp. 267-298/James Baldwin on Student Radicals (1960), The Sharon Statement (1960), Barry Goldwater on "Extremism in the Defense of Liberty" (1964) Lyndon B. Johnson, Commencement Address at Howard University (1965), The Port Huron Statement (1962), Paul Potter on the Antiwar Movement (1965), The National Organization for Women (1966), César Chavez, "Letter from Delano" (1969)
The International 1968 (1968)
Significant Lines/ Primary Source Analysis # 11 Due

Day 27 (Th November 21) The Triumph of Conservatism, 1969-1988

Reading: Chapter 26, Foner, *Give Me Liberty!* pp. 809-843
Reading: *Voices of Freedom*, Chapter 26 documents pp. 299-322/ Redstockings Manifesto (1969), Barry Commoner, The Closing Circle (1971), Jimmy Carter on Human Rights (1977), Jerry Falwell, Listen America! (1980), Phyllis Schlafly, "The Fraud of the Equal Rights Amendment" (1972), James Watt, "Environmentalists: A Threat to the Ecology of the West" (1978), Ronald Reagan, Inaugural Address (1981)
Significant Lines/ Primary Source Analysis # 12 Due

Day 28 (T November 26) The Recent Past

Last day of class

THANKSGIVING BREAK

Final Exam: Thursday, December 5 -- 3:30- 6:30 p.m. --Covers material since midterm