

History 212-02, Fall 2015
The United States Since 1865: Lives and Times

Professor Thomas Jackson

Office: MHRA 2141

Office Phone: 334-4040; History Dept.: 334-5992

Office Hours: T, TH, 1:50-2:45, and W, 12-2 by Appointment in Canvas

Graduate Assistant: Kimber Heinz <kjheinz@uncg.edu>

T, Th, 3:30-4:45

MHRA 1215

tjackson@uncg.edu

"Only now is the child finally divested of all that he has been. His origins are become remote as is his destiny and not again in all the world's turning will there be terrains so wild and barbarous to try whether the stuff of creation may be shaped to man's will or whether his own heart is not another kind of clay."

-- Cormac McCarthy, *Blood Meridian* (1985)

This course examines, through reading, discussion, and writing, how individual lives and historical forces interacted in the United States since 1865. "Collective biography" offers an excellent way to understand how large historical forces shaped the experiences of ordinary and extraordinary people, without losing sight of individual consciousness and choice. We learn how people actually made history in concert or conflict with others. Biography brings the past alive and informs us how people have passed through the life cycle, drawing upon psychic and material resources of family, community, institutions, and social positions. How people tried to shape their own or their group's destiny, overcoming, or failing to overcome, understanding their situations by their own dim or bright lights, how they dreamed, schemed, broke through, came up short, became leaders, lost their followers-- all of these are grist for the mill.

Understanding historical change requires that we put people in *contexts*: **events** like the Civil War or Great Depression; political **party realignments** like the elections of 1896 or 1936; **movements** like the Populist revolt or the civil rights movement; **ideologies** like individualism or progressivism or fundamentalism; and **social locations** of race, class, gender, ethnic belonging. This is a fundamental skill of historical thinking: *contextualization*. Further, *taking historical perspective* requires we understand people *first* as they understood themselves, in light of the norms and knowledge of their day. Then we see in ways they might not have seen how were shaped by childhood, family, church, social mobility, occupational opportunity structures, or political movements. Then we see their ideas and choices in response to rapidly changing circumstances and power relationships. Only then can we evaluate or critique the wisdom of their rationales and choices, in light of what we now know about them, and considering those people they influenced, inspired, oppressed, or fought.

It *has* been a wild and sometimes barbarous 150 years. People were often driven beyond their knowing or even imagining to act against others in hostile, divisive, or violent ways. Yet as often they also acted in courageous, unifying, and redemptive ways. The quest for freedom, for mastery of our individual and collective destinies, is a major theme in this country's history. Yet we often seem destined to repeat the past, to walk rutted paths with feet and hearts and minds made of a kind of ancient clay.

During and after European conquest of the Western Hemisphere, the United States became the home and the destination of an astounding array of the world's peoples. If they weren't already here, they arrived on these shores driven by hope, economic necessity, and in the case of African Americans, by brutal force. The country has since been riven with regional, class, ethnic, racial, religious, and cultural divisions. Yet often in the heat of conflict at home and abroad we see extraordinary acts of cooperation and major strides toward inclusion.

Course Content and Major Themes

The United States was a nation built upon ideals of freedom, equality, openness, and resistance to imperial tyranny. Yet it was also built by millions of unfree, coerced, and exploited laborers of all colors and nationalities. With a dizzying a cast of characters, the nation excluded, subordinated, or segregated its people as much as it included and integrated them. Exclusion and inclusion happened at the same time and were bound up with each other. In other words, some people were welcomed into the circle of “We the People” even as others were pushed out -- only to fight their way into the circle later.

Can this nation achieve peace and cooperation with other nations at the same time that we resolve our political conflicts with the rough democratic tools inherited from our forbearers? Can we retool our own means of production and consumption so as to not damage the biosphere? Can we balance majority rule and minority rights in a country that divides its riches so unequally, and still segregates its people so efficiently? History, as seen through the eyes of those who made it -- and through our own trained minds -- can be an invaluable tool in modeling the historical clay that you will give to your own children. Let it be a vessel of wisdom and sustenance rather than some heavy dead burden dragged from one generation to the next.

The course will consider the biggest questions of American history through representative biographies of public figures who engaged in some degree of conflict over the meaning of democracy and the justice of the social order. We will follow their lives in context as they grappled with questions such as:

- What were the necessary political and economic conditions to make real the 14th amendment’s promise of equal citizenship after the Civil War ended slavery?
- Under what rules of the economic game could Americans “better their condition,” in Lincoln’s words, in a new era when “captains of industry” and armies of factory workers suddenly dominated large sectors of the American economy?
- How could women achieve equality in the political sphere and the family, at a time when both public and private spheres traditionally subordinated them to men?
- Was America a Christian Republic, and how could the teachings of science be reconciled with evangelical beliefs in the inerrancy of the Bible?
- Why did Jim Crow segregation in the South become codified into law in the 1890s-1900s, and what strategies in the 1960s and 1970s proved effective in African Americans’ struggle to dismantle an oppressive social system?
- In an age of mass media and economic distress, what resources and solutions did political candidates pursue in order to rescue the country?
- What role did ordinary citizens claim in defining the great issues affecting the U.S. role in the world: war and immigration?
- What impact did radicalism and anti-radicalism have on a country that was changing rapidly and incorporating many of world’s peoples into its economy, if not fully as citizens in its political system?

Student Learning Objectives

Upon successful completion of this course, students will be able to:

Demonstrate comprehension of major characters, events, decisions, ideologies, and trends in U.S. in a way that rises above recitation of facts and dates to the level of *interpretation*. People identify facts and dates accurately because they *matter* in explaining patterns of human experience and change.

Discuss and debate conflicting positions taken by those who *lived* history *and* by historians who write about these actors. This involves critical analysis of primary and secondary sources.

Write short essay quizzes and papers that compare, contrast and explain the points of view and actions of historical actors in terms of their *contexts* of opportunity and constraint.

Focus, research, and write a comparative paper based on scholarly and primary sources

Analyze lives in context so that you can imagine your own life course amid rapid, unpredictable change, and shifting opportunities, and so that you may make informed choices in a democratic society.

Student Learning Activities – A Summary

Discussion Reports, Quizzes, Participation, and Two Papers—No Midterm, No Final. In the CANVAS modules for this course, I will provide focusing questions for each class along with the full assignments. These will mix textbook readings, some scholarly articles, and loads of primary sources, including audiovisual materials available either on CANVAS or through Internet links. Classes will have mini-lectures, general question and answer sessions, and focused group discussions. Lectures supply new material or examples of themes discussed in texts. Weekly on-line quizzes outside of class draw on any assigned material or content presented in mini-lectures. For most classes, groups of 4 will meet in Teams A through N. Every 4th meeting, you will be the “scribe” or “recorder-reporter” who will summarize and report on the day’s discussion in writing. Reports will draw upon notes and discussions you have in teams, using the Google Docs feature within “Groups” in CANVAS.

The class has two papers: one on an important *extra primary source* you find yourself, pertinent to one of the figures we examine on one of the days (I will circulate signup sheets and hold you to your commitment). The final paper will *compare one of the figures discussed in class with a comparable person chosen from their day or ours*, drawing on original research in primary and secondary sources. A short proposal several weeks before the class will be reviewed by me, Ms. Wood, and two of your classmates. The final paper will be evaluated by me and two of your classmates.

Required Reading and Other Materials

I have created several ways for you to bring to class the required course reading material. Bring to each class *some easily accessible version of each week’s readings*.

John Hollitz *Contending Voices: Biographical Explorations of the American Past, Volume II: Since 1865 (Second OR ANY Edition)* Available at the campus bookstore). Also through Amazon.com, or AbeBooks.com or textbook.com. NB: Financial aid students are often REQUIRED to buy through the campus bookstore. But you have cheaper alternatives.

Osha Gray Davidson. *The Best of Enemies: Race and Redemption in the New South*. ANY edition. Chapel Hill: The University of North Carolina Press, 2007. Campus bookstore or online—all students must purchase physical copies of this book.

PDFs and links to on-line sources through the CANVAS Learning Management System (LMS). Listed under both “Files” and “Modules.” I assign several short excerpts each week that speak to themes of the course.

Photographs, cartoons, films, television shows, either on the web or embedded in CANVAS.

To my mind, nothing beats paper for quick reference, unless you are very nimble with bookmarking and annotating e-books and pdfs. So a printed Course Reader will be available at **Copy King**, 611 W. Lee St., Greensboro, ph. 333-9900 (I will announce when this is ready, but call them first).

Strategic Reading with a Purpose

Expect to read about 50-60 pages per week-- not a heavy reading load for a University course, and pared down since I started teaching this in 2000, so as to ensure thorough preparation and focused analysis. Surveys at Universities show students often reading smaller percentages of assigned readings than professors think. That is not an option in this class! Your team-mates will be relying on you to pull your share, and there is no way to parse out readings among group members. You will need all eyes on everything assigned to make sense of the main ideas. The University and I assume that every 3 credit hour course will involve 6 hours of reading and writing and preparation outside of class. **Please drop this class and find another one if you cannot make that minimal commitment to reading, preparing, and collaborating on answering those weekly questions.**

Every assignment will set up a dialogue of today's scholarship and primary sources from the principal actors who lived the history. Hollitz does this well with every chapter (referencing the sources when he discusses them). I will add great sources, and you should use Hollitz's questions and mine to put scholarship and evidence in conversation. This is the most *critical* critical thinking skill history can give you.

How to Read: Use the guiding questions at the end of textbook chapters and in each of the CANVAS modules. Employ your skills of **previewing, reading, highlighting, note taking**, and of course, **writing**. Good writing consists of accurate **paraphrase, summary, and selective quotation**. **Then come grammatical sentences, coherent paragraph construction** (one controlling idea), and **overall essay coherence** (frequently evident in good **transitions** between paragraphs. But see guidelines for group discussion reports below — essay coherence does not rigidly apply there).

Assignments, Evaluation, and Weights in Calculating Your Final Grade

Rev. Jackson Preaches: "If you never risk saying something 'stupid,' you will never learn to say anything smart." -- Rev. Jackson

Attendance: We expect you to attend every class. Be on time: you will need to sit with your team. Ms. Heinz will quietly take roll and not count anyone after she closes her CANVAS browser. More than three absences and your final grade will drop a point for every day missed. I make exceptions only on the grounds of documented personal or family illness, serious emergency, or the urgent need to give birth to a future UNCG student (please do not ask for exceptions due to conflicting work schedules, appointments, oversleep, or extracurricular activity). Email Ms. Heinz in advance or 24 hours after a legitimate excuse, with some documentation attached. Four *consecutive* absences with no word from you constitute grounds for withdrawing you from the course. Why so strict? Though it's a big class, it will rise or fall on your preparation and participation. There is no way to get the notes from your friends, since aside from mini-lectures and general discussion, your success in groups depends on bringing notes in. That said, if you *do* miss class, you should still collaborate with your group on answering questions.

Coursework will be graded according to the following criteria:

1) Level of analysis/argumentation. Strive to present a thoughtful argument and interpretation, *not* a mere summary of facts. (Note: it does not matter which side of an issue one argues, only how well or how poorly one makes the argument. And usually we see elements of validity in different arguments). When analyzing primary sources, be clear about authorship, audience, and truth claims. Explain them by putting them in the *context* of debate, conflict, or cooperation in which people felt moved to speak and act. With secondary scholarship, appreciate the author's **evidence and argument**, and be able to explain how he or she **analyzes** past controversies with evidence. Scholarly writing always has a discernable **structure** – see it before you dive in.

2) Use of evidence. The material you select to support your points must be relevant or pertinent to the question, and must clearly back up your points. In the final formal writing assignment, you must use footnotes according to the Chicago Manual of Style guide on Canvas or any number of websites.

3) Clarity of communication. You must present the evidence and express your argument in a clear, comprehensible manner, in writing and orally. Strive to be concise, avoid rambling around an issue.

4) Comprehension of events, personalities, developments in the context of interpretation. This pertains to the quizzes and discussion reports and final project.

A = excellent performance on all four criteria.

B = above average on all four, or excellent on some tempered by flaws in others.

C = average across the board, or above average in part but with significant flaws.

D = below average overall performance. This is a minimal pass that reflects some effort, but you will need to up your game if you expect to graduate.

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; N/C: 0 (as in No Credit in cases of failure to produce any work, and oh yes, in cases of plagiarism).

Graded Assignments

(Look to the Canvas Home Page and Modules for Content Details)

I. GENERAL PARTICIPATION AND PEER REVIEWS 10%: We evaluate the clarity, pertinence, and conciseness of your comments and questions during the general class discussion. When your day comes, raise your hand and give a 1-2 minute synopsis of your extra research into primary sources (see below). Later in the semester, write thorough and helpful 1 page peer evaluations of two of your peers' final papers, including the 1 page proposals and bibliographies that precede it.

II. 10 BEST QUIZZES ON CANVAS, 20%--20 minute quizzes taken between Thursday after class and Saturday night at 8:00. Multiple choice, Identification, Short essay response.

With no mid-term, and a final individual research paper, assessment will be weekly. This is "formative" rather than "summative" assessment. It helps you digest the week's material, lectures, and discussions in a way that reinforces key points. It helps us see what you are getting and not getting, and helps me adjust my delivery. These are your individual work, done alone, based on readings and mini-lectures--each will have an "academic integrity" reminder. Evidence of cheating is not hard to detect (patterns of wrong answers, identical verbiage). Not every student will take the same quiz.

Some of these quizzes will have multiple choice questions, due to the size of this class. But you will never be asked to regurgitate meaningless facts or dates that do not bear on the burning questions that keep Americans so interested in their own past. This factual knowledge will also be important to higher-level written assignments.

Example: Anyone who thinks Presidential Reconstruction *followed* Congressional Reconstruction, for example, would not understand how popular Black protest forced Congress to confront President Johnson in 1866, in a way that revolutionized citizenship and guaranteed the vote to any man born within the boundaries of the nation (later, women, too). That *formal* right to citizenship, as you know, was *substantively* lost to African Americans and many whites for 70 years! But the 13th, 14th, and 15th amendments form the cornerstones of everyone's rights. Do you know them? How would you know if someone was stomping on them?

III. Team discussion reports 30%--2-3 page reports after each 15-20 minute small group discussion, written up by one of your four Team members-- DUE by midnight the following day. Everyone on your team gets the same grade. Reports will be on CANVAS, NO LESS THAN 600 WORDS and no less than 900, which equals 2-3 double spaced

pages, Times New Roman 12, 1" margins. Evaluation Rubrics and any Team assignments will accompany everything in the "Module."

I created 14 groups of 4, and with up to 20 class discussions, each of you will be a "scribe" up to 5 times, every other week or so. The *best 16 reports* will count for your grade. Assignments and focusing questions will be clearly outlined in a day's Canvas module. Again, you are not passive participants in a "traditional" lecture course. Canvas "Groups" provide options for collaboration in Google Docs, which you should use in compiling and combining notes *in advance as you read*, making individual assertions and inferences, selecting evidence and the best quotes, and commenting on others' choices and ideas. You can even upload a picture of your hand-written notes in the Group space.

You are not required to answer all questions, but your reports should show you have grappled with several characters and at least two of the core issues. Sometimes I will assign positions to each team so the class can flesh out a debate. But in these cases you must still read all the selections to know what others argued, unless I clearly assign different readings to different teams.

AGAIN: AFTER EVERY MEETING, ONE OF FOUR GROUP LEADERS—THE "SCRIBE" OR "RECORDER-REPORTER," WILL SYNTHESIZE THE WRITTEN AND SPOKEN DISCUSSION POINTS. HE OR SHE WILL NOTE GROUP MEMBERS' AGREEMENTS AND DISAGREEMENTS, MAJOR COMPARISONS AND CONCLUSIONS, AND INCLUDE GROUP CHOICES OF "BEST EVIDENCE." These have no rigid templates, as long as they are reflective of authentic discussion, and not narrowly focused or minimally compliant. *In other words, they don't have to have a coherent thesis or integrated development, the way formal essays do.*

Example: I will post within several weeks examples of the best student group reports.

The reports should start with points you could firmly agree upon, supported by brief quotes with parenthetical citations at the end of the paragraph ((example: Cain, 15)). No formal citations or coherent essay structures required here, as long as the sentences are complete and reflect areas of agreement and disagreement and concrete references to evidence, either as a *paraphrase* or a succinct *direct quote*. Always identify the historical person who produced a historical quote or argument. Therefore, the *subject* of some sentences will be historical people we are studying, as in "Richard Cain reflected the black elite's fear of negative prejudices, we all agreed." Or you might write: "Student X insisted Richard Cain's dim view of the Freedman's Bureau as a "pauperizing agency" was strategic: Cain denied the prevalent misconception that most Blacks did not want to work even as he worked for the bigger prize of independent land ownership."

A backup person might want to proofread reports before submission. Twice during the semester I will have you evaluate everyone in your group. I will ask simply what percentages of the work each person actually did, including yourself. If there is consensus among three people in the group, I will talk to any "slackers" and reduce their grade accordingly.

Evaluation Criteria: Balanced and accurate representation of major viewpoints and choices of the main actors in the case study. Evidence that you have considered within your group multiple perspectives, that you are able to put these viewpoints in debate or dialogue (role playing is encouraged in some instances to get all the issues and viewpoints on the table). This is training in an essential job skill for the 21st century: you all are used to collaborating by now. If I ask a Team to represent or champion the views of one person, make sure you understand how he or she is seen by others in light of their values. You are grappling with people in situations of conflict and cooperation, so you need to understand all sides if you are to understand or represent one of the actors.

IV. One short paper, extra research and analysis of one or more primary sources in context. 4-5 pages, 10%

In one class, for one person, each of you will be extra well prepared. You will have researched and discovered additional primary sources—speeches, letters, recordings, news reports, Congressional Testimony, whatever—reflecting specific views on a focused controversy that engaged one person at a pivotal moment of their lives. *Signups are coming shortly. Rubric for evaluation will be on Canvas.*

V. Final Research Essay, Due One Day Before the Final Exam. Wednesday, December 2, 3:30 PM, And Peer Review of One Student Essays Due the next day, Thursday December 3, at 6:00 PM: 8-10 pages. 30%.

Focus upon two individuals who lived history in a way that sparks *your* imagination. One should be someone we've considered, asking you to read deeper into an aspect of their life. The other person must be someone new, either from their day, or from our own (Tom Watson and Mike Huckabee as candidates, for example, if you want to do a past-present comparison, or Tom Watson and Hoke Smith or Al Smith if you want to do a past-past comparison). You must rely upon at least one scholarly source not assigned in class for each of your individuals, and at least two more primary sources for the person we studied, and three to four for the new person you pick. Check biographies or historical monographs out of the library. Find scholarly articles or biographical profiles in the online databases.

How did history shape these peoples' lives and how did they try to shape history? Focus upon a decision they made or a body of beliefs they held. Try to get evidence about their personal history and their consciousness of broader historical change, evidence that will help you explain *why* they did or said what they did. For example: "Roy Wilkins opposed Black Power because he and his organization had been using legal means to achieve racial desegregation for 40 years and Black Power carried connotations of street violence. Like his forbearers in the NAACP, he dreamed of a country without color consciousness or group identities . . ." This builds on one of the chapters we will read and that you might write on as one of the formal papers you select to write.

Course Schedule of Meetings, Topics, Due Dates
(Always Consult Canvas for Full Assignments, Complete Readings and
Updates, Including Questions)

NOTA BENE: Pick a day and a person that interests you and sign up soon for the extra primary source paper. Everyone will write at different times for that requirement, but your insights will add immeasurably to the class.

8/18: Introductions: See Canvas for instructions on updating your profile and filling out an online form to introduce yourselves to Ms. Heinz and me.

8/20: Interpreting Primary Sources: Ex-Slave Narratives from the WPA Writers Project

See canvas for a comparison of two narratives and an exercise in contextualizing primary sources.

8/25: Reconstruction -- The Promise and Betrayal of Biracial Democracy

Hollitz, *Contending Voices*, ch. 1. Robert Smalls and Carl Schurtz, 1-20

"General, We Want Homesteads," an appeal from Edisto Island Freedmen to General Oliver Otis Howard, Richard H. Cain, "An Advocate of Federal Aid for Land Purchase (1868)", in McSeveny, ed., *Selected Historical Documents* ((NY, 2001) 17-20.

1866 Democratic Campaign Cartoon: "The Freedman's Bureau! An agency to keep the Negro in idleness."

8/27: New South Dreamers and the Birth of Jim Crow

Hollitz, *Contending Voices*, ch. 3, 44-63, on farmers, Tom Watson and Henry Grady.

James Lowen, *Lies My Teacher Told Me*, selections from ch. 13, "Gone With the Wind: the Invisibility of Racism in American History Textbooks"

9/1: Industrial Capitalism -- Corporate Titans and Laboring Masses

Hollitz, *Contending Voices*, ch. 2, 22-43. "Craftsmen and Buccaneers, Terence Powderly and Jay Gould." (The most recent edition substitutes Samuel Gompers for Gould. I will scan that one and post it too).

Read in both editions about Powderly, Gould, and Gompers.

Documents: Excerpts from the congressional investigation into the rail strike of 1886. Some news coverage, interview with Gould.

9/3: Voting Rights and Sexual Freedom: The Strange Case of Victoria Woodhull

"The Crisis of the NWSA" 308-325, Wolloch, *Women and the American Experience*. 17 pp.

Associated Speeches and visuals.

9/8: Progressive Women -- Efficiency, Responsibility, and a "New Freedom"

Hollitz, *Contending Voices*, ch. 4, 64-85, on Emma Goldman and Ellen Richards

Emma Goldman, "A New Declaration of Independence" Published in *Mother Earth*, July 1909

Emma Goldman to "The Press", Feb 15, 1916 [letter14], *The Emma Goldman Papers*, U.C. Berkeley

9/10: Suffs and Antis: The Great Debate Over Woman Suffrage in the Progressive Era

Jane Addams, *Why Women Should Vote* (1915); Madeline McDowell Breckenridge "A Mother's Sphere," (social housekeeping); Adela Hunt Logan, "Colored Women As Voters," 1912; Caroline Lowe and Leonora O'Reilly, 1912 in "On Behalf of 7,000,000 Wage Earning Women," from *One Half the People: The Fight for Woman Suffrage*

Mary Ella Swift, "Suffrage for Women a Handicap in Civic Work," *The Anti-Suffragist* 3, 4 (1913)

Helen Kendrick Johnson, *The world's need of women, The Reply : an anti-suffrage magazine.* ,

1/1 (1913), 8-10

9/15: World War I, Dissent, and the Manufacture of Consent

Hollitz, *Contending Voices*, ch. 5, Randolph Bourne and George Creel, 86-105. (20)

Loyalty Leaflets, Committee on Public Information, "Plain Issues of the War," Elihu Root, no. 5, "What Really Matters," Anon., no. 7

"The Prussian System," F.C. Walcott, Sept 12, 1917.

9/17: Progressivism, Radicalism, and Racism: Woodrow Wilson and Helen Keller

James Loewen, *Lies My Teacher Told Me*, 1. "Handicapped by History: the Process of Hero-Making," 11-30

Loewen, *Lies*, 1. "Handicapped by History: the Process of Hero-Making," 11-30 (19). Loewen boldly suggests another periodization for American history that runs counter to the idea of "progress" during "Progressivism."

9/22: Sacco and Vanzetti and the Rise of Immigration Restriction

Davidson and Lytle, *After the Fact*, 11. Sacco and Vanzetti, 256-280 (24).

Speeches on both sides of the Immigration Restriction Debate.

9/24: Battling for the Soul of America: Cultural Fractures of the 1920s

Hollitz, *Contending Voices*, ch. 6, 106-128, on William Jennings Bryan and Clarence Darrow.

New York Times coverage of the trial of the century.

9/29: The New Deal, EPIC, and the Dawn of the New Media Politics

Hollitz, *Contending Voices*, ch. 7, 129-147 on Upton Sinclair and Louis B. Mayer.

California Newsreel coverage of the campaign and a sampling of major newspapers—LA Times and New York Times

10/1: The Ethics and Politics of Relief: Eleanor Roosevelt and Lorena Hickock

Robert S. McElvaine, ed., *Down and Out in the Great Depression: Letters from the Forgotten Man* (Chapel Hill: University of North Carolina Press, 1983), selected letters.

Lorena Hickock, Selected Letters to Eleanor Roosevelt

10/6: World War II and Internment of Japanese Americans

Hollitz, *Contending Voices*, ch. 8, 148-166, **Harry Ueno and Dillon Myer**

Selections from the diaries of Harry Ueno and Charles Kikuchi

“**Charles Kukuchi** on Life in a Japanese Internment Camp 1942”, in Belmonte, *Speaking of America*, 716-721

10/8: The Atomic Bomb: Ending WWII and Commencing the Cold War

Davidson and Lytle, *After the Fact*, 13. The Decision to Drop the Bomb, 310-334 (24).

Harry Truman's diary entries for July 17-18, and July 25, 1945, From “Notes by Harry S. Truman on the Potsdam Conference, July 17-30, 1945,” Harry S. Truman Presidential Library,

Leo Szilard, et. al. “Petition to the President of the United States, July 17, 1945”

10/13: Spring Break

10/15: NO CLASS—Professor at Conference

10/20: Origins of the Cold War – What if Either of These Men Had Been President?

Hollitz, *Contending Voices*, ch. 9, 167-187, James Byrnes and Henry A. Wallace

Henry Wallace speeches.

10/22: Red Scare II: McCarthyism

Hollitz, *Contending Voices*, ch.10, 188-210, Joseph McCarthy and Margaret Chase Smith

Selections from Army McCarthy Hearings and TV programming of Edward R. Murrow

10/27: Modern Civil Rights Movement --Overview

Hollitz, *Contending Voices*, ch. 11, 211-230, on Roy Wilkins and Fannie Lou Hamer and the MFDP and black power

10/29: Whites and Blacks in the Jim Crow South,

Osha Gray Davidson. *The Best of Enemies: Race and Redemption in the New South*. Chapel Hill: The University of North Carolina Press, 2007. ch 1-3, 1-70.

Class Discussions of your choices for final project on dual biographies, and research strategies.

11/3: Mass Action and the Integration of Public Space

Best of Enemies, ch 4-7, 71-151

11/5: Poor People's Movements and the Search for Class Power

Best of Enemies, ch 8-11, 153-244

11/10: Redemption? The Individual in History

Best of Enemies, 12-Epilogue, 245-298.

Thomas F. Jackson, "Bread of Freedom: Martin Luther King Junior and Human Rights," *OAH Magazine of History* (April 2008), 14-16.

Martin Luther King, Jr., "The American Dream," Ebenezer Baptist Church, July 4 1965.

11/12: Women's Rights and Women's Liberation

Hollitz, *Contending Voices*, ch. 13, 253-272, on Betty Friedan and Gloria Steinem

"The Politics of Housework" privately published by Pat Mainardi of Redstockings

Tillmon, Johnnie. "Welfare Is a Women's Issue." *Liberation News Service* (415) February 1972, in Linda Gordon, ed., *America's Working Women* (1976), 355-358.

11/17: Vietnam: Fighting for Freedom Abroad, Fracturing Consensus at Home

Hollitz, *Contending Voices*, ch. 12, 231-252, on Robert McNamara and Jan Barry, managing the unmanageable war.

Speech by John Kerry, Vietnam Veterans Against the War

11/19: Environmentalism in the 1980s

Hollitz, *Contending Voices*, ch. 14, Edward Abbey and James Watt

11/20: 1 Page Proposal for Final Paper, Including Statement of Problem, Characters, and Sources—Peer Reviewed

11/24: The Recent Past and Future of Capitalism

John Hollitz, "Conservatism and the Limits of Consumer Capitalism: Irving Kristol and Ralph Nader," in *Contending Voices v. 2* (New York, 2007), 292-314.

A Sample of conservative and progressive voices on an ongoing debate.

Appendix: Class Policies and Technologies

The Student-Professor-University Contract:

Agreeing to take this class means that you will attend every meeting, prepare in advance, think critically, discuss clearly and respectfully, and report your findings in clear, concise spoken or readable English. You also agree to abide by the Academic Integrity Policy in all work. You agree to use all electronic devices only for the purposes of the class and never in a way that distracts others *or yourself* from full thoughtful attention. Your choice of UNCG involved accepting the collective wisdom of the faculty around General Education and History Department requirements. Though not perfect, we have thought long and deeply about what you need to thrive in higher education and life, as thinkers, doers, and citizens. So even if you "hate history" (or think you do), and even if you took this particular class "because it fit my schedule," please fully and freely commit to this particular class. If everyone does this, the class will be infinitely richer and easier. I have had hundreds of students tell me "I didn't think history was like *this!*" For sure, many others checked the box and never looked back!

By agreeing to teach this class at UNCG, I am professionally obligated to make the class and each session and assignment clear in its topics and purposes. I will always strive to make the class interesting and productive for you, to use my 32 years of professional training and my research into student learning to guide you to become more informed critical historical thinkers. You are entitled to timely feedback, clear criteria and explanations for our assessments. I am obligated to enforce the Academic Integrity Policy, which I do with at least one individual every semester on a case-by-case basis. After polling the class, I will set up office hours convenient to most, and encourage each of you to come to discuss the class, or just brainstorm about history and your place in it. Our graduate assistant, Kimberly Heinz, is also a great resource person. She will be helping me grade quizzes and monitor discussion reports, and will also help you craft a rewarding final research project.

Technology and Digital Etiquette

The class deserves your full attention. Laptops, tablets, and phones should be used for activities exclusively related to class. The Canvas phone and Tablet apps work reasonably well. No texting, messaging, facebooking on phones or computers. I love these gadgets, but they can suck the energy out of the class when people are too distracted by those attention-grabbing screens. Please give the class nothing less than your full attention -- if you are on Facebook, you are certainly distracting yourself, and most probably distracting others. If we see you using electronic devices for purposes other than the class, we will ask you to switch to paper, even if you've already bought the e-book! Sometimes I will ask everybody to shut everything down and just talk!

What does this class require in the way of technology? You will need to learn the Canvas Learning Management System (that recently replaced blackboard), which I am learning at present. Get or borrow a computer that can handle Canvas, the Google forms, quizzes, and Google Docs that you will be using individually and collaboratively in your group. Learn how to collaborate in Google Docs. Forgive any mistakes I make as I switch from Blackboard to Canvas, and please let me know about them when you see them! (See more extensive notes on Canvas below). That said, please use the Canvas Student Guides, help each other, and call or chat with 6-Tech instead of asking me technical questions, unless I have clearly not done something right in Canvas!

You will need to use your UNCG email and other accounts to access Canvas and the Jackson Library's digital research engines. *Only email me through your Google UNCG Account or Canvas, please.* Other emails from gmail or yahoo addresses often end up in my spam folder. And many of the class exercises require that you login to UNCG. I try to answer emails within 24 hours of receiving them, but often do not read them until the evening. **Your UNCG account:** You must have this up and running to get into Canvas, to collaborate with each other and your instructors within Canvas and Google Docs, and most importantly, to access the paid subscription databases the Library affords for optimum information literacy!

Email etiquette and file naming: Please always in the Subject line list "HIS 212," and enough information that I can know what you are asking, such as "documented excuse," or "you listed a source in the module that is missing." Unlike my colleagues, you may address me "Hey, Dr. Jackson," since I have lived in North Carolina long enough to know that is a salutation. But always put in a salutation, and sign your full name.

A Note on CANVAS the new Learning Management System.

CANVAS HIS 212 is THE central clearing house for everything in this course. **Canvas Guides** is a great place, or just click on **Help** when you are in CANVAS. **6-TECH** will help you with difficulties with your computer or the **CANVAS APP (for phones and tablets)**—works well, to my judgement). Make sure you have installed Google Drive to work with Canvas, because there will be many links to files you can view or download and to forms I'll ask you to fill out.

The course page opens at "**Home**" on the "**Syllabus**" which also gives you a complete schedule of "Module" dates and requirements. The **Calendar** is also helpful. Assignments, questions, links, and downloadable documents are all in the "Modules."

Groups are open now to your free sign up. When you are preparing for class and discussion, make use of the "Collaborate" function in Groups. For each class, one shared Google Doc seems best for you to break down the questions, put notes or engage in discussions, all on one document. The "scribe" for that day should set it up and work up the shared notes and comments into a report. This seems to work better than Group Discussions, but you are free to figure out what works best for you. "Comments" on other peoples' answers to the questions can work but so can in text additions, since you see who is saying what.

Helpful Help Topics (but also check out the Canvas help center links have your questions answered: [Campus Canvas Support](#), [browsers](#), (some [agree](#) Firefox works best, others say Chrome, Firefox, and Safari work equally well—if something isn't working, try another browser), [getting started](#), [computer specs](#) (pretty generous to older computers I hope), [notification preferences](#) (make sure your settings *send announcements to your UNCG email address* in addition to others you use if you don't check that as often), [collaborations](#) (required for the Discussion Group Reports), [uploading assignments](#) (choose the Google Doc option when your Group finishes the Discussion Report you have been working on—we can experiment with how to include instructor comments, but generally we will stay out of the process until you upload a report).