

History 212-06

United States History, 1865-2003

Spring 2004 * T-TH 11:00-12:15

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Office Hours: 241 McIver Hall: 2:00-4:00 M & W; and by appointment gladly given.

Course Theme: *Novus Ordo Seclorum -- A New Order for the Ages.*

Taking a cue from the Great Seal of the republic, the course examines how the citizens of the United States have thought about and changed their government and society.

Course Goals:

I. To assess the development of the American republic from its fragmented condition at the close of the Civil War to the economic and political readjustments of the early twenty-first century. We will:

- ✧ Identify the issues that defined political and social debates.
- ✧ Appraise the changes and continuities in key economic, demographic, and cultural aspects of American society.
- ✧ Relate political tension to social tension.

II. To acquire the basic skills used by historians. Together we will learn history not just by reading what historians say, but by doing what historians do. By the end of the semester you will be able to:

- ✧ Critically analyze primary documents within their historical context.
- ✧ Identify a writer's thesis and evaluate how well he or she supports it.
- ✧ Write a logical and coherent argument of historical interpretation in essay form.

Course Mechanics:

I. Readings. The heart of this course lies in the readings. Lectures, in-class discussion, and all exercises build upon material and themes found in our textbook and supplemental readings. *Out of Many (Text)* is our main guide through the course. *Civilities and Civil Rights* by William Chafe examines desegregation in Greensboro during the 1950s & 1960s. Finally Barbara Ehrenreich provides a springboard to discussion of contemporary American society with *Nickel and Dimed*. All books are in stock at the campus book store. Every student should buy these readings as soon as possible. Because this survey covers a vast historical terrain at a brisk pace, it is **IMPERATIVE** that all members of the class keep on top of the reading.

As a study guide, the instructor will provide interpretive questions for each class meeting. On any date, one of these questions may be selected for a short essay quiz.

II. Evaluation. Student performance will be judged by written work and classroom participation.

1) We will have two exams and at least four quizzes. The first exam falls on March

2-4th and the second on April 27-29th. Quizzes are unannounced.

2) Classroom participation will be determined by demonstrated engagement with the course materials. What you say, or more significantly, what you ask in class is valued over how often you speak.

III. Grading. Quizzes and tests will be assigned a score on the scale 0-100: 0-60=F, 60-70=D, 70-80=C, 80-90=B, 90-100=A. The lowest quiz score will be dropped. All quizzes when averaged equal two-fifths of the course grade, classroom participation equals one fifth, the first exam equals one-fifth. The second exam is two-fifths of the whole.

IV. Optional Assignments. Probes: You may write two brief essays (2-3 pp.) on topics that interest you for additional credit. Each of these independent probes can add from one to three points to your final grade. Please consult with the instructor if you wish to write a probe, or have questions about suitable topics. Sample probes can be found outside McIver 241.



THE COURSE

Jan. 13 – INTRODUCTION: HISTORICAL MEMORY

Jan. 15 – THE PAIN OF WAR AND THE WOE OF AFTERMATH

Jan. 20 – RECONSTRUCTION

Reading: *Text (Out of Many)*, pp. 321-327.

Jan. 22 – THE CASE OF 'CHICKEN STEPHENS'

Reading: *Handout*.

Jan. 27 – CIVIL RIGHTS AND REDEMPTION

Reading: *Text (Out of Many)*, pp. 327-344.

Jan. 29 – THE DEVELOPMENT OF THE WEST

Reading: *Text*, pp. 345-364.

Feb. 3 – INDUSTRIALIZATION I

Reading: *Text*, pp. 367-383.

Feb. 5 – INDUSTRIALIZATION II

Reading: *Text*, pp. 367-379.

Feb. 10 – THE TURBULENT 1890s

Reading: *Text*, pp. 388-405.

Feb. 12 – THE ASCENDENCY OF JIM CROW

Reading: Handouts.

Visit website: www.withoutsanctuary.com.

Feb. 17 – WHITE SUPREMACY & EMPIRE
Reading: Handouts.

Feb. 19 – A PROGRESSIVE ERA
Reading: *Text*, pp. 407-423.

Feb. 24 – WORLD WAR I & REACTION
Reading: *Text*, pp. 427-443.

Feb. 26 – THE ROARING TWENTIES
Reading: *Text*, pp. 445-460.

Mar. 2 – THE BIG CRASH, 1929-1932
Reading: *Text*, pp. 462-466 & Handouts.

Mar. 4 – FIRST EXAM

Take-home essay due at start of class; then three in-class essays from study questions follow.

Mar. 9 & 11 – SPRING BREAK: NO CLASS
Reading: *NONE*.

Mar. 16 – FDR'S NEW DEAL
Reading: *Text*, pp. 466-478.

Mar. 23 – A WORLD AT WAR
Reading: *Text*, pp. 480-501.

Mar. 25 – ENDGAME
Reading: Handout on Hiroshima; Chafe, pp. 3-28.

Mar. 30 – EARLY COLD WAR
Reading: *Text*, pp. 505-524; Chafe, pp. 28-60.

Apr. 1 – A TROUBLED CONSENSUS
Reading: *Text*, pp. 527-534 & 544-549; Chafe, pp. 60-101.

Apr. 6 – *BROWN v. BOARD OF ED. OF TOPEKA, KANSAS*
Reading: *Text*, pp. 549-564; Chafe, pp. 102-152.

Apr. 8 – GREENSBORO & BIRMINGHAM
Reading: Chafe, pp. 153-202.

Apr. 13 – THE COLD WAR: HIGH NOON
Reading: *Text*, pp. 535-542 & 568-583; Chafe, pp. 203-236.

Apr. 15 – NIXON'S AMERICA
Reading: *Text*, pp. 583-596; Chafe, pp. 237-249.

Apr. 20 – NEO-CONSERVATISM
Reading: *Text*, pp. 598-622; Chafe, pp. 251-254; Ehrenreich, pp. 1-21.

Apr. 22 – END OF COLD WAR: A VICTORY?
Reading: *Text*, pp. 625-645; Ehrenreich, pp. 22-95.

Apr. 27 – CONTEMPORARY AMERICA
Reading: Ehrenreich, pp. 95-191.

Apr. 29 – SECOND EXAMINATION

Take-home essay due at start of class; then three in-class essays from study questions follow.