

HIST 1361-1: United States History Since Reconstruction



Fall 2015

Monday, Wednesday, and Friday 9:30-10:20am in CGC 110

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Office Hours: Mondays 12:30pm-2pm, Tuesday 10am-12:30pm, and by appointment

COURSE DESCRIPTION

This course offers a sweeping survey of United States history following Reconstruction, a period of time critical to the emergence of the nation as a domestic and international power. Together, we will explore the cultural, political, economic, and social pressures that spurred historical change from the end of Reconstruction in 1877 to the election of Barack Obama in 2008. Recognizing that events that unfolded beyond American borders at times had a profound effect on life in the United States—and, indeed, that American culture, business, and foreign policy influenced world affairs—we will place our story in a global context while retaining a tight focus on the United States. In addition to introducing students to modern United States history, this course will help students develop introductory-level skills in the discipline of history, including: inquiry-driven historical analysis, interpretation of primary sources, information literacy in historical research, and persuasive written and oral expression.

ASSIGNED READINGS

We have two required books for this course, *American Horizons U.S. History in a Global Context Since 1865* by Michael Schaller, et. al. (ISBN 978-0199739912) and *After the Fact: The Art of Historical Detection, Volume II* by James West Davidson and Mark Lytle (ISBN 978-0077292690), both of which are available at the bookstore as well as from online retailers. All other course readings will be available on TLEARN. The assigned films will be available for viewing through TLEARN as well.

COURSE FORMAT

This course consists of a mix of lectures and in-class activities on Mondays and Wednesdays as well as seminar-style discussions on Fridays. I expect you to have completed the assigned

reading prior to class so that you can come to each of our meetings ready to explore the day's topic in depth.

Throughout the course, we will examine a variety of primary documents and multimedia resources, including historical newspaper articles, letters, speeches, films, songs, artifacts, and firsthand accounts, to immerse ourselves in the debates and developments that shaped the modern nation. Our discussion sections will devote significant time to exploring and evaluating these sources. **You must bring the assigned readings to each Friday discussion meeting.**

The textbook and other secondary readings will supplement, rather than duplicate, the in-class lectures. These readings will supply background information to help you interpret and understand the primary documents and media resources, and to help you contextualize the material we cover during the lectures. In order for the class to be successful, you should complete all of the assigned readings, attend lecture, and participate actively in our discussions of the material.

COURSE REQUIREMENTS

Participation: This course requires active, informed participation in discussion and all in-class activities as well as careful engagement with the readings. To give everyone a chance to think about potential themes or issues we might touch on during our Friday discussions in advance, each student must post one question or a brief reflective comment on the readings, assigned media, or lecture themes on the TLEARN discussion board. The posting must be made by no later than one hour before the start of class each Friday. I will factor these posts into your participation grade. For the first few weeks of the semester, I will post sample questions on the TLEARN discussion board to guide discussion or spur debate.

Secondary Source Assignment: You will submit one 3-4 page essay that compares, contrasts, and critiques two secondary sources (which I will provide to you in advance). Rather than simply summarizing each article, your essay should evaluate the thesis, argument, and evidence that each author presents, and use this evaluation as the basis for your comparison of the two sources. This assignment will give you an opportunity to develop and hone your critical reading skills. The essays will be due in class on **September 25**.

Midterm Exam: The midterm exam will consist of short-answer identification questions based on key terms from my lectures (historical figures, places, events, and concepts) and essay questions that focus on major themes of the class and the course readings. The midterm will be given in class on **October 12**.

Primary Source Analysis: I will distribute a selection of primary source documents. You will select the one that you find most interesting and write a 2-3 page essay on it. In your analysis, I expect you to briefly summarize the source (no more than half a page) and offer your critical interpretations as to what the source says about the larger historical moment. What can historians learn from the source? This assignment will build on the primary source analyses we will do in class and will prepare you for the final exam, which will feature a primary source analysis as one of its core components. The essays will be due in class on **November 13**.

Final Exam: The final exam will give you a chance to demonstrate what you have learned from the assigned readings and films, discussions, and the course lectures. It will also be a chance for you to think synthetically about how the different themes of the course fit together. It will consist of short-answer identification questions based on key terms (from week seven through the end of the term ONLY), a short primary source analysis essay, and a comprehensive essay. You will have a choice of essay questions and identifications. **The final exam will be held on Monday, December 14 from 8:30am-11:30am in CGC 110.**

Policies for Written Work

Formatting. All written work must:

- be double-spaced in Times New Roman 12-point font
- have one-inch margins on each side
- include page numbers
- include a word count
- be stapled

If an assignment does not meet these formatting guidelines, it will not be collected, read, or graded.

Citations. All sources MUST be cited according to Chicago Author-Date guidelines. Citation guidelines are available at <http://lib.trinity.edu/lib2/cite.php>. You can also consult the 16th edition of the Chicago Manual of Style, available at Coates Library in the reference section and online through the library catalog.

Late Work. Late work will not be read or evaluated unless you have made arrangements with me in advance. If you think you will not be able to turn in an assignment on time, talk to me as soon as possible!

GRADING

The final course grade will be determined as follows:

Secondary Source Essay:	20%	Midterm Exam:	20%
Primary Source Analysis:	15%	Final Exam:	30%
Participation:	15%		

ACADEMIC HONOR CODE

All students are covered by a policy that prohibits dishonesty in academic work. Students who are under the Honor Code are required to pledge all written work that is submitted for a grade: “On my honor, I have neither given nor received any unauthorized assistance on this work” and their signature. The pledge may be abbreviated ‘pledged; with a signature. The specifics of the Honor Code, its underlying philosophy, and the norms for sanctioning can all be found at: http://www.trinity.edu/departments/academic_affairs/honor_code/index.htm.

If you have any doubt about whether an action violates the Honor Code, please email me before submitting your essays or research project.

If you are struggling, overwhelmed, or confused please contact me! I am here to help you in the course and guide you through the material. I understand that personal circumstances or unforeseen events can sometimes interfere with your academic work; I will keep any concerns confidential and work with you to ensure your best possible performance in the course.

OTHER COURSE POLICIES

Students With Disabilities

If you have a documented disability and will need accommodations in this class, please speak with me privately early in the semester. All discussions will remain confidential. In order to receive accommodations, you must be registered with Disability Services for Students. If you are not already registered with DSS, please contact their office at 999-7411 or dss@trinity.edu.

Class Conduct

Respect your fellow students and instructor. Do not be disruptive. Turn off phones and do not text in class. If you text during class, I will ask you to leave and your participation grade for the semester will be reduced. You may use laptops for taking notes or look at course texts, but if you use them for activities not related to class, you will not be able to use them at all in class. If you are late, please come in quietly. Consistent lateness will result in a lowered course grade, as will violations of any of the above mentioned aspects of class conduct.

Attendance:

Attendance is mandatory. You must have a valid excuse for missing class (serious illness, family emergency, etc.). Absences will be excused only with a doctor's note or a letter from your dean or coach. If you miss more than three classes or are consistently late, your final grade will be reduced (at my discretion). If you need to miss a class, please notify me immediately. Absence from class does not excuse you from reading or writing assignments.

SCHEDULE OF WEEKLY MEETINGS

Week 1: Introduction		
8/26	W	Course Introduction/1877 as a Turning Point
8/28	F	Transcontinental Expansion Reading: <i>American Horizons</i> , Ch. 16
Week 2: The Gilded Age		
8/31	M	Becoming an Industrial Giant Reading: <i>American Horizons</i> , Ch. 17
9/2	W	Industrial and Agricultural Labor Reading: <i>American Horizons</i> , Ch. 17
9/4	F	Discussion Primary Sources: Andrew Carnegie, "The Gospel of Wealth," (1889); "'The Incident' of the 6 th of July," <i>Illustrated American</i> (1892)
Week 3: The Gilded Age		
9/7	M	NO CLASS: LABOR DAY
9/9	W	Urbanization, Immigration, and the Birth of Progressive Reform Reading: <i>American Horizons</i> , Ch. 18
9/11	F	Discussion Primary Sources: Jacob Riis, "How the Other Half Lives," (1890) photograph gallery Secondary Source: Davidson and Lytle, <i>After the Fact</i> , Ch. 9, "The Mirror with a Memory"
Week 4: American Empire		
9/14	M	Building an American Empire Reading: <i>American Horizons</i> , Ch. 19
9/16	W	Roosevelt, Taft, and American Diplomacy Reading: <i>American Horizons</i> , Ch. 19
9/18	F	Discussion Primary Sources: Mary Elizabeth Lamb, "Awake United States" Sheet Music and Lyrics (1898); McKinley Preaches His Imperial Gospel (1899); Excerpts of letters from African American Soldiers in the Philippines (1899-1900); Albert J. Beveridge, "March of the Flag," (1903)
Week 5: An Age of Progressive Reform		
9/21	M	Reforming Cities and States Reading: <i>American Horizons</i> , Ch. 20

9/23	W	Building a National Reform Movement Reading: <i>American Horizons</i> , Ch. 20
9/25	F	Discussion Primary Sources: Introduction to Ida B. Well's pamphlet "Lynch Law in Georgia," (1899); Excerpt from Upton Sinclair, <i>The Jungle</i> , Chapter 14 (1906) Secondary Source: Davidson and Lytle, <i>After the Fact</i> , Ch. 10, "USDA Government Inspected" ***SECONDARY SOURCE ESSAY DUE IN CLASS***
Week 6: America and the Great War		
9/28	M	The U.S. Path to War, 1914-1917 Reading: <i>American Horizons</i> , Ch. 21
9/30	W	America at War Reading: <i>American Horizons</i> , Ch. 21
10/2	F	Discussion Primary Sources: Debate Team Packets (Just read the documents assigned to your team)
Week 7: Prosperity and Despair		
10/5	M	The Roaring and Divided Twenties Reading: <i>American Horizons</i> , Ch. 22
10/7	W	The Great Depression and the New Deal Reading: Reading: <i>American Horizons</i> , Ch. 23 Donald Worster, "The Black Blizzards Roll In," from <i>Dust Bowl: The Southern Plains in the 1930s</i>
10/9	F	Discussion Primary Sources: Harding, Return to Normalcy speech (1920), Marcus Garvey "Look For Me In A Whirlwind Or A Storm," speech/audio recording (1924); Evans, <i>The Klan's Fight for Americanism</i> (1926) Images: Great Depression Photo Essay
Week 8: The World at War		
10/12	M	***MIDTERM EXAM – IN CLASS***
10/14	W	Entering World War II Reading: <i>American Horizons</i> , Ch. 24 Primary Source: Franklin D. Roosevelt, "Fireside Chat 19: On the War with Japan (December 9, 1941)"
10/16	F	NO CLASS

Week 9: The Postwar Order		
10/19	M	World War II Reading: <i>American Horizons</i> , Ch. 24
10/21	W	The Cold War Begins Reading: <i>American Horizons</i> , Ch. 25
10/23	F	Discussion Primary Sources: Harry Truman, Inaugural Address (1949); Joseph McCarthy, Speech at Wheeling, West Virginia (1950) Secondary Source: Davidson and Lytle, <i>After the Fact</i> , Ch. 13, "The Decision to Drop the Bomb"
Week 10: The Cold War At Home		
10/26	M	The Cold War at Home Reading: <i>American Horizons</i> , Ch. 26
10/28	W	Discussion Film: <i>The Atomic Café</i>
10/30	F	The Civil Rights Movement (part 1) Reading: <i>American Horizons</i> , Ch. 26
Week 11: The Civil Rights Movement		
11/2	M	The Civil Rights Movement (part 2) Reading: <i>American Horizons</i> , Ch. 27
11/4	W	The Tumultuous 1960s Reading: <i>American Horizons</i> , Ch. 27
11/6	F	Discussion Documentary: <i>Eyes on the Prize</i> , Part 1: Awakenings and Part 2: Fighting Back Primary Sources: Martin Luther King, Jr., "Letter from a Birmingham Jail," (1963); Black Panther Party Platform (1966); National Organization for Women, "Bill of Rights," (1968)
Week 12: The Vietnam Era		
11/9	M	Quagmire: Vietnam Reading: <i>American Horizons</i> , Ch. 28
11/11	W	The Silent Majority, Vietnamization, and Watergate Reading: <i>American Horizons</i> , Ch. 28
11/13	F	Discussion Primary Source: LBJ and the Logic of Escalation, Presidential Recording of phone call between LBJ and Martin Luther King, Jr. (7 July 1965) Secondary Source: Davidson and Lytle, <i>After the Fact</i> , Ch. 16, "Breaking into Watergate" ***PRIMARY SOURCE ESSAY DUE IN CLASS***

Week 13: The Conservative Ascendancy		
11/16	M	The Era of Limits and Jimmy Carter Reading: <i>American Horizons</i> , Ch. 29
11/18	W	The Reagan Revolution Reading: <i>American Horizons</i> , Ch. 29
11/20	F	Discussion Primary Sources: Ronald Reagan, Announcement for Presidential Candidacy (1979); Ronald Reagan, Speech to the National Association of Evangelicals (1983) Secondary Source: Carter "The Rise of Conservatism Since World War II," <i>OAH Magazine of History</i>
Week 14: The End of the Cold War		
11/23	M	Reagan, Bush, and Gorbachev Reading: <i>American Horizons</i> , Ch. 30
11/25	W	NO CLASS – THANKSGIVING BREAK
11/27	F	NO CLASS – THANKSGIVING BREAK
Week 15: Globalization		
11/30	M	A New World Order? Reading: <i>American Horizons</i> , Ch. 31
12/2	W	Into the 21st Century Reading: <i>American Horizons</i> , Ch. 31
12/4	F	Discussion Primary Sources: George H. W. Bush, "State of the Union Address (January 28, 1992); Bill Clinton, "Remarks on the Signing of NAFTA," (December 8, 1993); David Brooks, "The Organization Kid," (2001), Adolph R. Reed, Jr., "Obama's Centrism Is No Surprise," (2009)
Week 16: Conclusions		
12/7	M	Concluding Thoughts and Final Exam Review