

HIST 1361-1: United States History Since Reconstruction



Spring 2016
Monday, Wednesday, and Friday 8:30-9:20am in CGC 140

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Office Hours: Mondays 10:30-12:30pm, Tuesdays 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 one required book for this course, *American Horizons U.S. History in a Global Context Since 1865* by Michael Schaller, *et. al.* (ISBN 978-0199389346) which is 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 TriniTV.

COURSE FORMAT

This course consists of a mix of lectures and in-class activities, which will generally take place on Mondays and Wednesdays, as well as seminar-style discussions, which will generally take place on Fridays. I expect you to have completed the assigned reading prior to each 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 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, lecture, and all in-class activities as well as careful engagement with the readings.

Reading Responses: The reading response papers will help you prepare for participation in our discussion. These reading responses are due on the following discussion days:

Week 3: 1/29	Week 9: 3/11
Week 4: 2/5	Week 11: 3/28
Week 7: 2/26	Week 13: 4/15

You must turn in **five** of the six responses. I will not accept more than five responses. However, you get to choose which week to skip (though this does **not** excuse you from reading or participation in our class discussion). I will provide guidelines for the reading response papers in class and on TLEARN.

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 **February 10**.

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 **February 29**.

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 3-4 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 **April 8**.

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, a short primary source analysis, a short essay, and a comprehensive essay. You will have a choice of essay questions and identifications. **The final exam will be held on Monday, May 9 from 8:30am-11:30am in Chapman 140.**

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 papers will be penalized 2 grades per day (e.g. A- to B, B to C+). If you think you will not be able to turn in an assignment on time, talk to me as soon as possible so that we can arrange an extension if appropriate. Extensions are granted at my discretion; requests made within 48 hours of the due date will be granted only in exceptional circumstances. In **ALL** cases, late work is a better option than plagiarism, which will be considered a violation of the academic honor code (see page 4 for more details about the honor code).

GRADING

The final course grade will be determined as follows:

Secondary Source Essay:	20%	Reading Response Papers:	10%
Primary Source Analysis:	20%	Midterm Exam:	15%
Participation:	15%	Final Exam:	20%

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/injury, 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. Absence from class does not excuse you from reading or writing assignments. You are responsible for getting notes from a classmate for any lectures or discussions that you miss, and I encourage you to come to my office hours as well to go over anything in those notes that you wish to discuss or about which you have any questions.

SCHEDULE OF WEEKLY MEETINGS

Week 1: Introduction		
1/13	W	Course Introduction/1877 as a Turning Point
1/15	F	Transcontinental Expansion Reading: <i>American Horizons</i> , Ch. 16
Week 2: Age of Industrialization		
1/18	M	NO CLASS: MARTIN LUTHER KING JR. DAY
1/20	W	Becoming an Industrial Giant Reading: <i>American Horizons</i> , Ch. 17
1/22	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		
1/25	M	Industrial and Agricultural Labor Reading: <i>American Horizons</i> , Ch. 18
1/27	W	Urbanization, Immigration, and the Birth of Progressive Reform Reading: <i>American Horizons</i> , Ch. 18
1/29	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		
2/1	M	Building an American Empire Reading: <i>American Horizons</i> , Ch. 19
2/3	W	Roosevelt, Taft, and American Diplomacy Reading: <i>American Horizons</i> , Ch. 19
2/5	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		
2/8	M	Reforming Cities and States Reading: <i>American Horizons</i> , Ch. 20

2/10	W	Building a National Reform Movement Reading: <i>American Horizons</i> , Ch. 20 ***SECONDARY SOURCE ESSAY DUE IN CLASS***
2/12	F	Discussion Primary Sources: 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”
Week 6: America and the Great War		
2/15	M	The U.S. Path to War, 1914-1917 Reading: <i>American Horizons</i> , Ch. 21
2/17	W	America at War Reading: <i>American Horizons</i> , Ch. 21
2/19	F	Discussion Primary Sources: Debate Team Packets (Just read the documents assigned to your team)
Week 7: Prosperity and Despair		
2/22	M	The Roaring and Divided Twenties Reading: <i>American Horizons</i> , Ch. 22
2/24	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>
2/26	F	Discussion and Midterm Exam Review Primary Sources: Harding, Return to Normalcy speech (1920), Marcus Garvey “Look For Me In A Whirlwind Or A Storm,” speech/audio recording (1924); Evans, The Klan’s Fight for Americanism (1926) Images: Great Depression Photo Essay
Week 8: The World at War		
2/29	M	***MIDTERM EXAM – IN CLASS***
3/2	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)”
3/4	F	World War II Reading: <i>American Horizons</i> , Ch. 24 Secondary Source: Davidson and Lytle, <i>After the Fact</i> , Ch. 13, “The Decision to Drop the Bomb”

Week 9: The Postwar Order		
3/7	M	The Cold War Begins Reading: <i>American Horizons</i> , Ch. 25
3/9	W	The Cold War at Home Reading: <i>American Horizons</i> , Ch. 26
3/11	F	Discussion Primary Sources: Harry Truman, Inaugural Address (1949); Joseph McCarthy, Speech at Wheeling, West Virginia (1950) Film: <i>The Atomic Café</i>
*** SPRING BREAK 3/13 – 3/20 ***		
NO CLASS		
Week 10: The Cold War At Home		
3/21	M	The Civil Rights Movement (part 1) Reading: <i>American Horizons</i> , Ch. 26
3/23	W	The Civil Rights Movement (part 2) Reading: <i>American Horizons</i> , Ch. 27
3/25	F	NO CLASS: GOOD FRIDAY
Week 11: The Civil Rights Movement		
3/28	M	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)
3/30	W	The Tumultuous 1960s Reading: <i>American Horizons</i> , Ch. 27
4/1	F	Discussion Primary Sources: Debate Team Packets

Week 12: The Vietnam Era		
4/4	M	Quagmire: Vietnam Reading: <i>American Horizons</i> , Ch. 28
4/6	W	The Silent Majority, Vietnamization, and Watergate Reading: <i>American Horizons</i> , Ch. 28
4/8	F	Discussion Primary Source: LBJ and the Logic of Escalation, recording of LBJ phone call (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		
4/11	M	The Era of Limits and Jimmy Carter Reading: <i>American Horizons</i> , Ch. 29
4/13	W	The Reagan Revolution Reading: <i>American Horizons</i> , Ch. 29
4/15	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</i>
Week 14: The End of the Cold War		
4/18	M	Reagan, Bush, and Gorbachev Reading: <i>American Horizons</i> , Ch. 30
4/20	W	A New World Order? Reading: <i>American Horizons</i> , Ch. 31
4/22	F	Discussion Primary Sources: Debate/Simulation Team Packets
Week 15: Globalization		
4/25	M	Into the 21st Century Reading: <i>American Horizons</i> , Ch. 31
4/27	W	Discussion and Final Exam Review David Brooks, "The Organization Kid," (2001), Adolph R. Reed, Jr., "Obama's Centrism Is No Surprise," (2009)
4/29	F	Concluding Thoughts and Final Exam Review
FINAL EXAM: Monday, May 9 from 8:30am-11:30am in Chapman 140		