

## HIST 1361-1: United States History Since Reconstruction



Spring 2017

Monday, Wednesday, and Friday 9:30-10:20am in CGC 114

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Office Hours: Mondays 1pm-3pm, Wednesdays 11:30am-1:30pm, and by appointment

### COURSE DESCRIPTION

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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 surveying 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

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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

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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**

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**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: 1/27	Week 9: 3/10
Week 4: 2/3	Week 10: 3/24
Week 7: 2/24	Week 13: 4/12

You must turn in **four** of the six responses. I will not accept more than four responses and I will not accept late reading responses. However, you get to choose which weeks 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 analyzes a secondary source (which I will provide to you in advance). Rather than simply summarizing the article or chapter, your essay should evaluate the thesis, argument, and evidence that the author presents, and use this evaluation as the basis for your discussion of the source and how it relates to our course content. This assignment will give you an opportunity to develop and hone your critical reading skills. The essays will be due in class on **February 8**.

**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 27**.

**Primary Source Analysis:** I will distribute a selection of primary source document packets. You will select the topic that you find most interesting and write a 3-5 page essay using documents from the corresponding packet. In your analysis, I expect you to briefly summarize the topic (no more than half a page) and offer your critical interpretations as to what the sources reveal about the larger historical moment. What can historians learn from the sources? 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 7**.

**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 Friday, May 5 from 8:30am-11:30am in Chapman 114.**

### **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
- 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**

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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

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All students are covered by a policy that prohibits dishonesty in academic work. Under the Honor Code, a faculty member will (or a student may) report an alleged violation to the Academic Honor Council. It is the task of the Council to investigate, adjudicate, and assign a punishment within certain guidelines if a violation has been verified. 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](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 assignments.** Additionally, if you are struggling, overwhelmed, or confused please contact me! I am here to help you in the course and to 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

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### *Students With Disabilities*

If you have a documented disability and will need accommodations in this class, I expect that you will deliver your accommodation letter to me during my office hours early in the semester so we can discuss how I might prepare to meet your needs. Please make these arrangements with me as soon as possible once you have met with the SAS Coordinator and have picked up your accommodation letters. All discussions will remain confidential. If you have not already registered with Student Accessibility Services, contact the office at 999-7411 or [SAS@trinity.edu](mailto:SAS@trinity.edu). You must be registered with SAS before I can provide accommodations.

### *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

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Week 1: Introduction		
1/11	W	<b>Course Introduction/1877 as a Turning Point</b>
1/13	F	<b>Transcontinental Expansion</b> Reading: <i>American Horizons</i> , Ch. 16
Week 2: Age of Industrialization		
1/16	M	<b>NO CLASS: MARTIN LUTHER KING JR. DAY</b>
1/18	W	<b>Becoming an Industrial Giant</b> Reading: <i>American Horizons</i> , Ch. 17
1/20	F	<b>Discussion</b> Primary Sources: Andrew Carnegie, "The Gospel of Wealth," (1889); "'The Incident' of the 6 <sup>th</sup> of July," <i>Illustrated American</i> (1892)
Week 3: The Gilded Age		
1/23	M	<b>Industrial and Agricultural Labor</b> Reading: <i>American Horizons</i> , Ch. 18
1/25	W	<b>Urbanization, Immigration, and the Birth of Progressive Reform</b> Reading: <i>American Horizons</i> , Ch. 18
1/27	F	<b>Discussion</b> 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		
1/30	M	<b>Building an American Empire</b> Reading: <i>American Horizons</i> , Ch. 19
2/1	W	<b>Roosevelt, Taft, and American Diplomacy</b> Reading: <i>American Horizons</i> , Ch. 19
2/3	F	<b>Discussion</b> 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		
2/6	M	<b>Reforming Cities and States</b> Reading: <i>American Horizons</i> , Ch. 20

2/8	W	<b>Building a National Reform Movement</b> Reading: <i>American Horizons</i> , Ch. 20  ***SECONDARY SOURCE ESSAY DUE IN CLASS***
2/10	F	<b>Discussion</b> 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”
<b>Week 6: America and the Great War</b>		
2/13	M	<b>The U.S. Path to War, 1914-1917</b> Reading: <i>American Horizons</i> , Ch. 21
2/15	W	<b>America at War</b> Reading: <i>American Horizons</i> , Ch. 21
2/17	F	<b>Discussion</b> Primary Sources: Debate Team Packets (Just read the documents assigned to your team)
<b>Week 7: Prosperity and Despair</b>		
2/20	M	<b>The Roaring and Divided Twenties</b> Reading: <i>American Horizons</i> , Ch. 22
2/22	W	<b>The Great Depression and the New Deal</b> 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>
2/24	F	<b>Discussion and Midterm Exam Review</b> 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
<b>Week 8: The World at War</b>		
2/27	M	***MIDTERM EXAM – IN CLASS***
3/1	W	<b>Entering World War II</b> Reading: <i>American Horizons</i> , Ch. 24 Primary Source: Franklin D. Roosevelt, “Fireside Chat 19: On the War with Japan (December 9, 1941)”
3/3	F	<b>World War II</b> 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		
3/6	M	<b>The Cold War Begins</b> Reading: <i>American Horizons</i> , Ch. 25
3/8	W	<b>The Cold War at Home</b> Reading: <i>American Horizons</i> , Ch. 26
3/10	F	<b>Discussion</b> Primary Sources: Harry Truman, Inaugural Address (1949); Joseph McCarthy, Speech at Wheeling, West Virginia (1950) Film: <i>The Atomic Café</i>
<b>*** SPRING BREAK 3/11 – 3/19 ***</b>		
<b>NO CLASS</b>		
Week 10: The Civil Rights Movement		
3/20	M	<b>The Civil Rights Movement (part 1)</b> Reading: <i>American Horizons</i> , Ch. 26
3/22	W	<b>The Civil Rights Movement (part 2)</b> Reading: <i>American Horizons</i> , Ch. 27
3/24	F	<b>Discussion</b> 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)
Week 11: The Vietnam Era		
3/27	M	<b>The Tumultuous 1960s</b> Reading: <i>American Horizons</i> , Ch. 27
3/29	W	<b>Quagmire: Vietnam</b> Reading: <i>American Horizons</i> , Ch. 28
3/31	F	<b>Discussion</b> Primary Sources: Debate/Simulation Team Packets Primary Source: LBJ and the Logic of Escalation, recording of LBJ phone call (7 July 1965)

Week 12: Malaise		
4/3	M	<b>The Silent Majority, Vietnamization, and Watergate</b> Reading: <i>American Horizons</i> , Ch. 28
4/5	W	<b>Discussion</b> Secondary Source: Davidson and Lytle, <i>After the Fact</i> , Ch. 16, "Breaking into Watergate"
4/7	F	<b>The Era of Limits and Jimmy Carter</b> Reading: <i>American Horizons</i> , Ch. 29  ***PRIMARY SOURCE ESSAY DUE IN CLASS***
Week 13: The Conservative Ascendancy		
4/10	M	<b>The Reagan Revolution</b> Reading: <i>American Horizons</i> , Ch. 29
4/12	W	<b>Discussion</b> 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>
4/14	F	<b>NO CLASS: GOOD FRIDAY HOLIDAY</b>
Week 14: The End of the Cold War		
4/17	M	<b>Reagan, Bush, and Gorbachev</b> Reading: <i>American Horizons</i> , Ch. 30
4/19	W	<b>A New World Order?</b> Reading: <i>American Horizons</i> , Ch. 31
4/21	F	<b>Discussion</b> Primary Sources: Debate/Simulation Team Packets
Week 15: Globalization		
4/24	M	<b>Into the 21<sup>st</sup> Century</b> Reading: <i>American Horizons</i> , Ch. 31
4/26	W	<b>Discussion and Final Exam Review</b> David Brooks, "The Organization Kid," (2001), Adolph R. Reed, Jr., "Obama's Centrism Is No Surprise," (2009)
4/28	F	<b>Concluding Thoughts and Final Exam Review</b>
FINAL EXAM: Friday, May 5 from 8:30am-11:30am in Chapman 114		