

# HIST 1361-1: United States History Since Reconstruction



**Spring 2020**

**Monday, Wednesday, and Friday 9:30-10:20am in MMS 257**

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**Office Hours: Mondays and Wednesdays 11:30-1pm 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.* which is available at the bookstore as well as from online retailers. Any edition of this text is acceptable for the course. The books for our Gilded Age/Progressive Era project can be purchased online or borrowed from the library or interlibrary loan. 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.

## **LEARNING OUTCOMES**

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This course is designed to contribute to the Humanities approach within the Pathways curriculum. As such, by the end of this course students will have demonstrated the ability to:

- discuss the significance of ideas, texts, performances, or cultural artifacts within an appropriate intellectual or historical framework.
- apply the interpretive or analytical methods that characterize at least one of the humanistic disciplines.

## **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.

**Primary Source Analysis:** These short, guided analyses of the assigned primary sources will help you prepare for participation in our discussions. You must turn in **three** analyses over the course of the semester, and can write on any of the primary sources assigned. These analyses are due **before** class starts on the day the source is assigned. **I will not accept late analyses** or more than three analysis papers over the course of the semester, but you have flexibility in terms of choosing which documents (and thus due dates) you would like. I strongly recommend that you space these out over the semester. I will provide guidelines for the analysis papers in class and on TLEARN.

**GAPE Project:** You will read one of the books about the Gilded Age or Progressive Era from the project book list and then create a research poster, podcast segment, creative project (to be developed in consultation with me), or analysis essay that explores and explains the argument, evidence, and significance of that book. I will provide guidelines for this project in class and on TLEARN. This project will be due by class time on **February 24**.

**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 a broad essay question that focuses on the major themes of the class and the course readings. The midterm will be given in class on **March 2**.

***Life in the Vietnam Era Mini-Research Paper:*** I will share a selection of document packets that reflect on aspects of American life during the 1960s and 1970s. You will select the packet that you find most interesting, read through the documents carefully, and then conduct your own research into the ProQuest Historical Newspapers archive to find at least two more related primary sources. You will then write a 3-5 page analysis of the historical moment that your packet addresses based on the primary 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 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, 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 Thursday May 7 from 8:30am-11:30am in MMS 257.**

### **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 submitted in .doc (preferred) or .pdf format on TLEARN

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

Citations. All sources **MUST** be cited according to Chicago Notes-Bibliography 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. I am almost always happy to grant an extension on the major assignments provided you ask me in advance. Requests made within 24 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:

GAPE Project:	15%	Primary Source Analyses:	15%
Mini-Research Paper:	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 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.**  
[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. 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

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### Students With Disabilities

If you have a documented disability and will need accommodations in this class, please bring your accommodation letter to me early in the semester so we can discuss how I can best meet your needs. 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. You must be registered with SAS before I can provide accommodation.

### 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, 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**

1/15	W	<b>Course Introduction/1877 as a Turning Point</b>
1/17	F	<b>Transcontinental Expansion</b> Reading: <i>American Horizons</i> , Ch. 16

**Week 2: Age of Industrialization**

1/20	M	<b>NO CLASS: MARTIN LUTHER KING JR. DAY</b>
1/22	W	<b>Becoming an Industrial Giant</b> Reading: <i>American Horizons</i> , Ch. 17
1/24	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**

1/27	M	<b>Industrial and Agricultural Labor</b> Reading: <i>American Horizons</i> , Ch. 18
1/29	W	<b>Urbanization, Immigration, and the Birth of Progressive Reform</b> Reading: <i>American Horizons</i> , Ch. 18
1/31	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**

2/3	M	<b>Building an American Empire</b> Reading: <i>American Horizons</i> , Ch. 19
2/5	W	<b>Roosevelt, Taft, and American Diplomacy</b> Reading: <i>American Horizons</i> , Ch. 19
2/7	F	<b>Discussion</b> Primary sources: Andrew Carnegie, “Distant Possessions,” (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		
2/10	M	<b>Reforming Cities and States</b> Reading: <i>American Horizons</i> , Ch. 20
2/12	W	<b>Building a National Reform Movement</b> Reading: <i>American Horizons</i> , Ch. 20
2/14	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"
Week 6: America and the Great War		
2/17	M	<b>The U.S. Path to War, 1914-1917</b> Reading: <i>American Horizons</i> , Ch. 21
2/19	W	<b>America at War</b> Reading: <i>American Horizons</i> , Ch. 21
2/21	F	<b>Discussion</b> Primary Sources: Debate Team Packets (just read the documents assigned to your team)
Week 7: Prosperity and Despair		
2/24	M	<b>The Roaring and Divided Twenties</b> Reading: <i>American Horizons</i> , Ch. 22  *** GAPE PROJECT DUE – Upload to TLEARN by class time! ***
2/26	W	<b>The Great Depression and the New Deal</b> Reading: <i>American Horizons</i> , Ch. 23 Secondary source: Donald Worster, "The Black Blizzards Roll In," from <i>Dust Bowl: The Southern Plains in the 1930s</i>
2/28	F	<b>Discussion and Midterm Exam Review</b> Primary Sources: Indian Citizenship Act (1924), 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), Great Depression Photo Essay (look through images)
Week 8: The World at War		
3/2	M	***MIDTERM EXAM – IN CLASS***
3/4	W	<b>Entering World War II</b> Reading: <i>American Horizons</i> , Ch. 24 Primary Sources: Franklin D. Roosevelt, "Fireside Chat 19: On the War with Japan (December 9, 1941)"

3/6	F	<b>World War II</b> Reading: <i>American Horizons</i> , Ch. 24 Primary Sources: Aleut Women’s Petition (1942), Memorandum Regarding Enlistment of Navaho Indians (1942) Secondary Source: Davidson and Lytle, <i>After the Fact</i> , Ch. 13, “The Decision to Drop the Bomb”
*** SPRING BREAK 3/7 – 3/15 ***		
NO CLASS		
<b>Week 9: The Postwar Order</b>		
3/16	M	<b>The Cold War Begins</b> Reading: <i>American Horizons</i> , Ch. 25
3/18	W	<b>The Cold War at Home</b> Reading: <i>American Horizons</i> , Ch. 26
3/20	F	<b>Discussion</b> Primary Sources: Joseph McCarthy, Speech at Wheeling, West Virginia (1950); Margaret Chase Smith, “Declaration of Conscience,” (1950); Scholar Maria de los Angeles Tones Recalls Her Experiences with Operation Pedro Pan, (1961) Film: <i>The Atomic Café</i>
<b>Week 10: The Civil Rights Movement</b>		
3/23	M	<b>The Civil Rights Movement (part 1)</b> Reading: <i>American Horizons</i> , Ch. 26
3/25	W	<b>The Civil Rights Movement (part 2)</b> Reading: <i>American Horizons</i> , Ch. 27
3/27	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), The Young Lords Define Their Platform, (1970)
<b>Week 11: The Cold War At Home</b>		
3/30	M	<b>The Tumultuous 1960s</b> Reading: <i>American Horizons</i> , Ch. 27
4/1	W	<b>Quagmire: Vietnam</b> Reading: <i>American Horizons</i> , Ch. 28
4/3	F	<b>Virtual Discussion (NO IN-CLASS MEETING)</b> Readings: Team packets

Week 12: The Vietnam Era		
4/6	M	<b>The Silent Majority, Vietnamization, and Watergate</b> Reading: <i>American Horizons</i> , Ch. 28
4/8	W	<b>The Era of Limits and Jimmy Carter</b> Reading: <i>American Horizons</i> , Ch. 29
4/10	F	<b>*** NO CLASS – GOOD FRIDAY ***</b>
Week 13: Conservative Ascendancy		
4/13	M	<b>Discussion – Bring a <u>PRINTED COPY</u> of your research paper to class!!</b>  <b>***RESEARCH PAPER DUE IN CLASS – <u>Upload to TLEARN AND bring a printed copy</u>***</b>
4/15	W	<b>The Reagan Revolution</b> Reading: <i>American Horizons</i> , Ch. 29
4/17	F	<b>Discussion</b> Primary Sources: Ronald Reagan, Announcement for Presidential Candidacy (1979); Walter Mondale, Address at the Democratic National Convention (1984) Secondary Source: Carter “The Rise of Conservatism Since World War II,” <i>OAH Magazine</i>
Week 14: The End of the Cold War		
4/20	M	<b>Reagan, Bush, and Gorbachev</b> Reading: <i>American Horizons</i> , Ch. 30
4/22	W	<b>A New World Order?</b> Reading: <i>American Horizons</i> , Ch. 31
4/24	F	<b>Discussion</b> Primary Sources: Debate/Simulation Team Packets
Week 15: Globalization		
4/27	M	<b>Into the 21<sup>st</sup> Century</b> Reading: <i>American Horizons</i> , Ch. 31
4/29	W	<b>Discussion and Final Exam Review</b> Adolph R. Reed, Jr., “Obama’s Centrism Is No Surprise,” (2009)
5/1	F	<b>Concluding Thoughts and Final Exam Review</b>
FINAL EXAM: Thursday, May 7 from 8:30am-11:30am in MMS 257		