

History 114-C
Fall 2010
Comenius 305
TR 2:35-3:45 p.m.

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Office Hours: TR 2-2:30
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History 114: The United States Since the Civil War

Introduction:

By mid-1865, the United States was a young country of only eighty-nine years. Yet it had experienced economic, cultural, and political changes of great magnitude. A fledgling republic in 1776, the United States had grown from a backwater to a notable industrial power. It had fought, for better or for worse, with its neighbors to the north and south for more land and pushed aside defenseless peoples (somehow considered non-citizens) who had resided in North America for thousands of years. But out of this story of almost ruthless expansion came the nation's greatest achievement, the abolition of slavery, in a war which cost 620,000 American lives. After achieving so much, so quickly, the United States seemed poised for greatness, and indeed it was. In thirty years, the nation quickly emerged as an industrial society which challenged any nation on earth. The lax politics of the late 1800s fell away in a spirit of reform. And suddenly, the United States entered the world stage as it never had, as a major (and essential) player in a World War. Americans barely had time to celebrate their achievements before facing the Great Depression; a challenge no one predicted. After sixteen years of suffering, tremendous political and economic reform, and the horror of a Second World War, the United States emerged not as a great nation, but as a superpower. For forty years, the country would wage a Cold War abroad against its Communist challenger while facing the needs of a changing society at home. Government played an increasing role in people's lives. After centuries of waiting for their chance, many millions of mistreated, downtrodden, and ignored people rose up and secured their rights. And the nation triumphed over Communism... but the end of the Cold War did not signal the end of troubled times for Americans, who for the last twenty years have discovered that their prosperity is fleeting and their security quite fragile.

Course Objectives:

1. To understand and apply the primary course concepts of change (cultural, political, economic, and in social institutions and systems) to course content.
2. To apply course material when analyzing, synthesizing, and interpreting various primary sources from America's past.

3. To acquire knowledge about the experience of various gender, racial and ethnic groups including their experience with prejudice and empowerment.
4. To take personal responsibility for learning informational content and developing skills in analysis and synthesis, concept and interpretation applications, chronological awareness and cause and effect relationships.
5. To understand the most important events of the last 150 years and be able to explain how the actions of powerful and average people have influenced the past and continue to influence our lives today.

Grading:

15% Class Participation

10% Pop Quizzes

10% Primary Source Responses

20% Research Paper

15% Midterm Exams (2)

15% Final Exam

1. Class Participation- Please come into class having read all assignments due that day and be prepared to ask and answer questions about them. Be prepared to discuss course concepts. In addition to discussion of the textbook and lecture points, class time (at least once per week) will include a discussion of primary source documents. After breaking into groups, i.e. 5-6 people, you will answer a series of questions about the documents of the day. Each group will be asked to respond. On occasion, we may stage debates over major historical questions, for example: “was the New Deal successful, or did it leave too many people behind to be considered true reform?” Your fellow group members will determine five points out of your fifteen-point class participation grade by when they evaluate your performance toward the primary source assignments.

2. Pop Quizzes- It is important for students to stay on top of the readings... It is also important for students to be fully aware of their performance in a class. To facilitate both of these aims, students will receive occasional quizzes throughout the semester at the beginning of class. The quiz will assess comprehension of the day’s readings and a major lecture point from the previous week. The quizzes will be short essay and will be out of ten points, five points each question.

3. Primary Source Discussion Responses- Even half an hour of class time is hardly enough to really explore and analyze a primary source document. To give you a chance to take the discussion to the next level, each discussion group will be expected to submit a formal response to questions on several documents at five different times during the semester. Each response paper should be in paragraph form and 2-3 pages. Each response will be worth 2 percent of your

final grade (each member of the group will earn the same grade). Although the professor will provide questions to start off the discussion, you may feel free to make your own intelligent comments as well. Please check the course schedule to see when responses are due. You will have one week following each class date to complete them. Late responses will not be accepted. To ensure that all members of the group participate, it is suggested that you rotate the roles of “discussion leader” and “secretary.”

4. Research Paper- You by now are aware of the stress I have placed on primary sources. To make good use of the time we spend on analysis and discussion, I am asking students to pick one of the major themes or topics we discuss in the course as the subject for your research paper. It is essential that you discuss your subject with me to make sure you are on the right track. The assignment is to write an 8-10 page paper summarizing, analyzing, and commenting on several primary sources (roughly between five and ten) related to your topic and relating them to what we have learned in class. You may use sources we have discussed in class, but you must also find a number of good sources online and/or in other document collections. You are asked to construct a thesis around these sources and show what they collectively tell us about your subject. You may, but are not required, to use outside secondary sources to help you with context and to add to your knowledge of the subject, but please, do not base your paper on secondary material or simply summarize the interpretations of these sources. I am asking you to do your own thinking here. Please ask me for clarification. I will also pass out an evaluation guide for how I will assess your work. Your choice of subject is due on Oct. 19. A rough draft (for which you will receive 5 of the total 20 points, PASS/FAIL) will be due on Nov. 16. The final draft will be due on Nov. 30.

5 and 6. Midterm Exams and Final Exam- On the assigned dates you will be given exams consisting of essay questions drawn from my lectures reflecting the work completed in the previous weeks (the final will include one cumulative question). We will discuss the possible contents of the exams at length and please feel free to make suggestions of possible questions or topics at any time. Exam responses can and should refer to material from lectures, the text, and any documents you feel are relevant.

Grading Scale:

(Be aware that I reserve the right to use qualitative judgements when determining your grades for assignments and for the course.)

A 94-100	B- 80-83	D+ 67-69
A- 90-93	C+ 77-79	D 64-66
B+ 87-89	C 74-77	D- 60-63
B 84-86	C- 70-73	F 0-59

Books- Students are expected to purchase the following books for this course:

Foner, Eric. *Give Me Liberty, Vol. 2* (Seagull Edition, 2009).

Foner, Eric. *Voices of Freedom, Vol. 2* (Second Edition).

Binder & Reimers, *The Way We Lived, Vol. II* (Sixth Edition).

Attendance- mandatory. Attendance to this class is important, after all, this is where the learning happens... All students are allowed two absences (or one full week) with or without an excuse. But a third absence, excused or unexcused, will be reflected in your participation grade. You will lose participation points with poor attendance. To makeup up a quiz, you must speak to me and we will discuss it. The same goes for the midterms.

Late Work and Makeup Work- If you miss a quiz please let me know. We can arrange a makeup assignment so that you do not lose credit for the quiz. However, you are only allowed **ONE** makeup quiz for the semester, so keep that in mind. Again, if you know you will miss a midterm exam, we will need to arrange a makeup time. Finally, for writing assignments, you make ask for a three-day extension past the due date, after which you will lose half a letter grade per day. If you do not submit the paper on time and do not ask for an extension, you will receive the same penalty for each day it is late.

Academic Honesty Policy- I fully intend to uphold Moravian College's strict policies on plagiarism, cheating, and any other form of academic dishonesty. You may find details on this in the Student Handbook, or here:

<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>).

Moravian's honesty policy applies to all your work in this course. In addition, be it known that cell phones, PDAs, iPods, cheat sheets, books, notes, or any other form of information (that isn't in your head) will not be permitted during exams. **Plagiarism, or other dishonesty, will result in a zero for the assignment with no opportunity for a make-up. A second instance of plagiarism will result in a failure for the course and could also result in expulsion.**

Classroom Behavior- Use of electronic devices, cell phones, PDA's, mp3 players, etc. is as much a distraction to other students as it is to the professor, and will not be allowed in class. If you must answer a text or phone call in class, take it outside. But be warned that it could result in being marked absent for the entire class. Anyone who engages in disruptive behavior will be asked to leave. Regarding use of the restroom, please keep visits to a minimum.

Blackboard- I will be using Blackboard to communicate with you on occasion. I will also post the syllabus, any study guides I prepare, and slideshows from each class. I hope to post the slideshows several hours before class in case you care to print them out. I will also periodically post discussion questions for you to consider, but I will let you know in class when I have done so and when you should respond by.

Disabilities Services Statement- Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street, (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

The professor reserves the right to amend this syllabus as needed and will inform students of changes in a timely manner.

Class schedule: (To be clear: under each class title is the reading due that day.)

- 8/31 Introduction and Reconstruction I
- 9/2 Reconstruction II
Read: *GML* Chpt. 15; *VoF* The Mississippi Black Code 7 and Douglass 20; *TWWL* 14-17.
- 9/7 The West
Read: *GML* 568-579; *VoF* Chief Joseph 30; *TWWL* 33-36, 54-58.
- 9/9 The Industrial Revolution and Robber Barons
Read: *GML* 556-568, *Handouts*; *TWWL* 85-88.
- 9/14 The Gilded Age and Populism
Read: *GML* 579-622, *VoF* Sumner 34 and Populists 52; *TWWL* 100-101.
First Discussion Response due Sep. 21.
- 9/16 The Middle Class Progressive Era
Read: *GML* 622-624, 637-669; *VoF* Willard 70 and Mitchell 89.
- 9/21 The Progressive Era in Washington, D.C.
Read: *GML* 669-677; *VoF* Wilson 105 and Platform 109; *Handouts*.
- 9/23 America as Imperial Power: The Spanish-American War and the Philippines
Read: *GML* 624-636; *VoF* Ames 72 and Beveridge 77.
Second Discussion Response due Oct. 5.
- 9/28 America and World War I: at Home and Abroad
Read: *GML* Chpt. 19; *VoF* Debs 126 and DuBois 135; *TWWL* 117-118, 120-122.
- 9/30 Midterm I
- 10/5 The So-called Roaring Twenties
Read: *GML* 719-750, *VoF* Darrow 156 and Immigration 160; *TWWL* 157-161.
- 10/7 The Great Depression
Read: *GML* 750-755; *VoF* Steinbeck 180; *TWWL* 171-174.
- 10/14 The First New Deal
Read: *GML* 756-772; *Handouts*.
- 10/19 Library Presentation on Primary Sources
Research Paper Topics DUE!

CHANGES COMMENCE NOW:

- 10/21 The Second New Deal
Read: *GML* 772-795, *VoF* Roosevelt 186, Hoover 190, Hill 198, and Hayek 214.
Third Discussion Response due Nov. 2.
- 10/26 World War II: The Home Front
Read: *GML* 796-804, 807-837; *VoF* Roosevelt 207, Randolph 221, and Jackson 224;
TWWL 187-190, *Street Fighting* by Ernie Pyle.
- 10/28 World War II: The Battlefield
Read: *GML* 804-807.
Fourth Discussion Response due Nov. 9.
- 11/2 The Early Cold War and McCarthyism
Read: *GML* 838-870; *VoF* “NSC 68” 231, McCarthy 249, Commager 252.
- 11/4 Eisenhower’s America
Read: *GML* Chpt. 24; *VoF* Kerr 261, Mills 273, and Ginsberg 275; *TWWL* 226-228.
- 11/9 Midterm II
- 11/11 The New Frontier and the Great Society
Read: *GML* 912-929; *Handouts*.
- 11/16 “We Shall Overcome:” Civil Rights in the 1960s
Read: *GML* 929-933; *VoF* Johnson 291; *Handouts*; *TWWL* 225-226, 228-231.
Research Paper Drafts DUE!
- 11/18 Tragedy in Vietnam
Read: *GML* 935-940, 966-968; *Handouts*; *TWWL* 246-247.
- 11/23 The Counterculture, the Unraveling of Liberalism, and 1968
Read: *GML* 933-935, 940-956; Sharon 284, Potter 301, and Friedan 303; *TWWL* 248.
- 11/30 The Crisis of Confidence: America in the 1970s
Read: *GML* 957-982; *VoF* Carter 319 and Schlafly 327; *Handouts*; *TWWL* 260-262.
Research Paper DUE!
Fifth and Final Discussion Response Due Dec. 7.
- 12/2 A Conservative Revolution? Ronald Reagan and the 1980s
Read: *GML* 982-995; *VoF* Falwell 323, Watt 330, Reagan 332.
- 12/7 A wake-up call? The 1990s and 2000s...
Read: *GML* Chpts. 27 & 28; *VoF* Clinton 351, O’Connor 371; *TWWL* 262-263, 277-279.
- 12/15 **Final Exam Scheduled, 8:30-11:30 a.m., same classroom**