

# HIST 114: United States Since 1865

Fall 2011  
Tuesdays/Thursdays 10:20-11:30  
305 Comenius Hall  
Professor: Jane Berger



Bethlehem Steel works, May 1881, Watercolor by Joseph Pennell



Mike Mergen, Bloomberg News, *USA Today*, 5/27/09

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## **Course Description:**

This course provides a general introduction to U.S. history since 1865. We will focus in particular on four interrelated themes:

- 1.) The Economy: We will discuss how Americans have been shaped by and have attempted to shape the tremendous power of corporate capitalism. How have Americans tried to balance the pursuit of profits with the ideal of democratic participation in society? What roles have Americans believed the government should play in regulating the economy and why?
- 2.) Politics: We will consider the multiple forms that political participation can take. How have people in the U.S. attempted to shape the future through political participation? How responsive have government officials been to the voices of members of the population?
- 3.) Culture: We will discuss the attempts different groups of people have made during the late nineteenth and twentieth centuries to define what it means to be American. How have various groups of Americans responded to the diversity of the nation? How have Americans attempted to expand or limit what it means to be American?
- 4.) International connections: We will consider the roles the United States has played on the world stage and the implications of U.S. foreign policy for people at home and abroad. What connects and divides Americans and others in the world?

We will enrich our study of modern U.S. history by studying not just history books but also historical materials (primary sources) from the years we discuss. Historians rely on primary sources—such as documents, photographs and artifacts—to make sense of the past. We will spend considerable time learning and practicing the ways historians interpret primary sources. The papers you write for the course will involve primary-source analysis, and, at the end of the semester, you will have the opportunity to further hone your skills by interpreting a primary source from your own family's history. Because in this course you will be learning about and using the methodologies employed by historians, the class satisfies the M1 LinC requirement.

This is a college-level history course, and, as such, it differs in many ways from high school classes. In particular, the reading load is heavy. You should anticipate spending at least 3 hours before each class meeting reading your assignment and often more. You will read various types of materials for the course, and we will discuss in class techniques for reading each type effectively. Please arrive at each class prepared to discuss the readings assigned for that day.

## **Learning Goals:**

By the end of the course, students should have improved their ability to:

- 1.) Identify chronologically major events in modern U.S. history. The first step to understanding and interpreting history is knowing what happened and the order in which major events happened. You will not be required to memorize dozens of dates in this class, but you will be expected to recall and describe significant events and list major events in chronological order.

- 2.) Describe and analyze the often conflicting responses diverse groups of people living in the U.S. have had to changes and key events in American economic, political, cultural and diplomatic history.
- 3.) Analyze and interpret primary sources. You will gain experience approaching documents, photographs, artifacts and other primary sources with a critical eye, mindful of the types of questions historians ask of sources to interpret their significance and attentive to what they reveal about the course of history.
- 4.) Write thesis-driven essays composed of paragraphs with identifiable and logically-linked arguments that incorporate knowledge gleaned from primary historical sources.
- 5.) Articulate your opinions clearly in the presence of your peers. We will spend some of our class time engaging in discussion. Over the course of the semester you should become increasingly comfortable expressing your opinions publicly and describing them effectively.
- 6.) Think and read critically. As you analyze primary sources, you will have to think carefully about the assumptions their creators have made and the points of view they are trying to convince you to believe. The critical thinking and reading skills you develop should help you become more discerning interpreters of the information you encounter in all aspects of your life.

### **Required Readings:**

#### 1.) Books:

George Tindall and David Shi, *America: A Narrative History (Brief Eighth Edition) (Vol. 2)* [Paperback] (W.W. Norton and Company, most recent edition).

David Shi and Holly Mayer, *For the Record: A Documentary History of America: From Reconstruction through Contemporary Times (Fourth Edition) (Vol. 2)* [Paperback] (W.W. Norton and Company, most recent edition).

Thomas Bell, *Out of This Furnace* (University of Pittsburgh Press, 1976).

Melba Beals, *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High* (Washington Square Press, 1995).

Pietra Rivoli, *The Travels of a T-Shirt in the Global Economy (Second Edition)* (Wiley, 2009)

#### 2.) Blackboard readings

### **Assignments and Exams:**

Paper One: 10%

Midterm: 20%

Paper Two: 20%

Virtual Family Album: 10%

Final: 25%

Participation and Reading Quizzes: 15%

### **Attendance, Make-Up Exams and Late Papers:**

Class attendance is critical to your performance in this class. Attendance will be monitored, and unexcused absences will be frowned upon and imperil students' participation grade. Students who accrue three or more unexcused absences run the risk of having their final grade lowered a full step (i.e. A to B, B to C, etc.).

There will be no make-up exams unless arranged *in advance* with the professor. Make-ups will only be administered in cases of personal or medical emergencies. Except in exceptional circumstances, reading quizzes cannot be made up.

Students will be penalized for turning in papers late. Grades will be lowered by 1/3 of a grade for each day a paper is late. In other words, an A paper will become an A- paper if it is one day late, a B+ paper if it is two days late, etc.

### **Academic Honesty:**

Plagiarism or any other form of academic misconduct will be dealt with in accordance with Moravian College's Academic Honesty Policy as described in the Student Handbook.

### **Laptop and Handheld-Devices Policy**

As the use of laptops in the classroom has increased in recent years, so too has the temptation for students to use them for purposes unrelated to the course. Students who succumb to the lure of games or the internet, however, miss important course material, distract their classmates and frustrate their professors. As a result, the participation grade of students found to be using laptops for purposes not related to the course will be lowered a full letter grade for each infraction. Similarly, the participation grade of students found to be using hand-held devices for non-emergencies will be lowered a full grade for each infraction. Let's spend the short time we're in class together analyzing, discussing and learning about history.

### **Disability Policy:**

Students who feel they may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. 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.

### **Class Schedule:**

\*\* Reading assignments must be completed before the start of each class \*\*

#### Week One

August 30: **Introduction: The Industrial Landscape**

September 1: **republicanism and Republicanism: Economic Ideology in the Late Nineteenth-Century U.S.**

Reading Assignment:

- Text: 590-604 (until “Labor Conditions and Organization”)
- Primary Documents: Andrew Carnegie, “The Gospel of Wealth” (Blackboard).
- Supplemental Reading: *Out of This Furnace*, 1-48.

#### Week Two

September 6: **The New Immigrants and Urban America**

Reading Assignment:

- Text: 618-635.
- Primary Documents: Royal Melendy, “Saloon Culture” (1900) *FTR*, 69-72.
- Supplemental Reading: *Out of This Furnace*, 48-90.

September 8: **The Industrial System Moves South**

Reading Assignment:

- Text: 520-551.
- Primary Documents: Black Codes in Mississippi (1865) 4-; Howell Cobb, “An Unreconstructed Southerner” (1868) 8-; “Organization and Principles of the Ku Klux Klan” (1868) 10-; Lee Guidon, “Klan Terrorism in South Carolina,” 12- all in *FTR*.
- Supplemental Reading: *Out of This Furnace*, 90-117.

#### Week Three

September 13: **The Industrial System Moves West**

Reading Assignment:

- Text: 572-587.
- Primary Documents: Life of an Illinois Farmer’s Wife (1905) 31-; An Indian’s Perspective, 35-; and The Dawes Act (1887) 39- all in *FTR*.
- Supplemental Reading: *Out of This Furnace*, 119-162.

September 15: **Crises of the 1890s: Farmers and Workers**

Reading Assignment:

- Text: 559-572, 604-615, and 663-677.
- Primary Documents: Preamble to the Constitution of the Knights of Labor (1878) 49-; Samuel Gompers, “The American Federation of Labor” (1883) 53-; Eugene V. Debs, “Outlook for Socialism in the United States” (1900) 59-; Populist Party Platform

- (1892) 910; Mary E. Lease, “The Money Question” (1892) 94-; and William Jennings Bryan, from “The Cross of Gold” (1896) 99- all in *FTR*.
- Supplemental Reading: *Out of This Furnace*, 162-178.

Paper One due by email on Monday, Sept. 19 at 5 pm. Hardcopies due in class on Tuesday, Sept. 20.

#### Week Four

##### September 20: **The U.S. in the Age of Imperialism**

Reading Assignment:

- Text: 685-711.
- Primary Documents: “Platform of the Anti-Imperialist League (1899) 111- and Alice Byram Condit, “American Christianity in the Philippines, (1902) 112-in *FTR*. Also “Theodore Roosevelt Justifies Philippine Colonization on the Basis of America’s History of Westward Expansion, 1900” (Available on Blackboard.)
- Supplemental Reading: *Out of This Furnace*, 179-217.

##### September 22: **Progressivism**

Reading Assignment:

- Text: 640-647 and 712-743
- Primary Documents: William Graham Sumner, “The Absurd Effort to Make the World Over” (1883) 72-; Washington Gladden, “The Social Gospel” (1902) 123- and Jane Addams, from “The Subjective Necessity for Social Settlements” (1892) 126- in *FTR*. Also “Mind Your Business!: One Woman’s Encounter with Reformers” at <http://historymatters.gmu.edu/d/5002>
- Supplemental Reading: *Out of This Furnace*, 218-250.

#### Week Five

##### September 27: **World War I**

Reading Assignment:

- Text: 744-775
- Primary Documents: George Norris, “The Profits of War” (1917) 171-; Hiram Honson, “Why Not a Dollar Draft” (1919) 173-; Woodrow Wilson, “The League of Nations” (1919) 174-; Henry Cabot Lodge, “The League of Nations Must Be Revised” (1919) 176- all in *FTR*.
- Supplemental Reading: *Out of This Furnace*, 250-282.

##### September 29: **The Collapse of Progressivism and the 1920s**

Reading Assignment:

- Text: 776-797
- Primary Documents: Chapter 26- all documents, 179-200 in *FTR*.
- Supplemental Reading: *Out of This Furnace*, 283-325.

## Week Six

### October 4: **The Great Depression and the New Deal**

#### Reading Assignment:

- Text: 798-823 (Please note: some of this material was covered in the last class.)
- Primary Documents: Edward Purinton, "Big Ideas from Big Business" (1921) 204-; Calvin Coolidge, from "Government and Business" (1925) 205-; Frederick Nelson, "North Carolina Justice" (1929) 210-; Franklin Roosevelt, "First Inaugural Address" (1933) 219-; and "Letters to the Roosevelts During the Depression" 221- all in *FTR*.
- Supplemental Reading: *Out of This Furnace*, 325-362.

### October 6: **The New Deal**

#### Reading Assignment:

- Text: 824-861
- Primary Documents: "A Business Cynic on the NRA;" W.P. Kiplinger Argues, 'Why Businessmen Fear Washington,' 1934;" "The New Deal is No Revolution;" "Communists Lament the Futility of the New Deal, 1934;" "The Communist Party Argues for a 'Popular Front,' 1938;" "President Roosevelt Outlines Social Security for Congress, 1935" An Architect of Social Security Recalls the Southern Concession, 1935;" Southern Democrats Erode the New Deal Coalition, 1938" all on Blackboard.
- Supplemental Reading: *Out of This Furnace*, 362-413.

## Week Seven

October 11: FALL RECESS- COLLEGE CLOSED

October 13: **Midterm**

## Week Eight

October 18: "Rosie the Riveter"

#### Reading Assignment:

- Text: 862-885.
- Supplemental Reading: *Warriors Don't Cry*, Author's Note, Introduction, and 1-66.

October 20: **World War II**

#### Reading Assignment:

- Text: 886-921
- Primary Documents: Franklin Roosevelt, "The Four Freedoms" (1941) 244-; A. Philip Randolph, "Call to Negro America to March on Washington" (1941) 254-; Harry S. Truman, "The Atomic Bombing of Hiroshima—The Public Explanation" (1945) 263-; and Karl T. Compton, "If the Atomic Bomb Had Not Been Used" (1946) 265.
- Supplemental Reading: *Warriors Don't Cry*, 67-115.

## Week Nine

### October 25: **The Cold War Abroad**

#### Reading Assignment:

- Text: 927-953
- Primary Documents: Mr. X, from “The Sources of Soviet Conduct” (1947) 272- [or find the entire document at “The Sources of Soviet Conduct” <http://www.historyguide.org/europe/kennan.html>] and Walter Lippmann, “A Critique of Containment” (1947) 274- both in *FTR*. Also “Telegram from N. Novikov, Soviet Ambassador to the US, to the Soviet Leadership,” 1946: [http://www.wilsoncenter.org/index.cfm?topic\\_id=1409&fuseaction=va2.document&identifier=952E8C7F-423B-763D-D5662C42501C9BEA&sort=Collection&item=Cold%20War%20Origins](http://www.wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=va2.document&identifier=952E8C7F-423B-763D-D5662C42501C9BEA&sort=Collection&item=Cold%20War%20Origins)
- Supplemental Reading: *Warriors Don't Cry*, 116-175.

### October 27: **The Cold War at Home**

#### Reading Assignment:

- Text: 954-994
- Primary Documents: Joseph McCarthy, “Democrats and Communists” (1950) 280-; from “What TV is Doing to America” (1955) 291-; and Reinhold Niebuhr, from “Varieties of Religious Revival” 297-; Dwight D. Eisenhower, “Farewell Address” (1961) 314 in *FTR*.
- Supplemental Reading: *Warriors Don't Cry*, 176-220.

## Week Ten

### November 1: **The Civil Rights Revolution**

#### Reading Assignment:

- Text: 994-1012
- Primary Documents: “Southern Declaration on Integration” (1956) 310-; Dwight D. Eisenhower, “The Situation in Little Rock” (1957) 311-; Martin Luther King, from “Letter from a Birmingham Jail” (1963) 323; George C. Wallace, “The Civil Rights Movement: Fraud, Sham, and Hoax” (1964) 327-; Fanny Lou Hamer, “Why We Need the Vote” (1964) 334- all in *FTR*. Also Richard M. Weaver, “Integration is Communization” (1957) (Available on Blackboard.)
- Supplemental Reading: *Warriors Don't Cry*, 221-312.

### November 3: **The Great Society**

#### Reading Assignment:

- Text: 1012-1025
- Primary Documents: John F. Kennedy, “Inaugural Address” (1961) 319-; Michael Harrington, from “The Other America” (1962) 321-; Barry Goldwater, “Extremism in the Defense of Liberty is no Vice” (1964) 331-; Malcolm X from “The Black Revolution” Speeches (1964) 336-; Stokely Carmichael, from “Black Power” (1966) 338-; and “Report of the National Advisory Commission on Civil Disorders” (1968) 341-; Gloria Steinem, “Women’s Liberation” (1970) 378- all in *FTR*. Also Lyndon B. Johnson, “Launching the Great Society.” (Available on Blackboard.)



Paper Two due by e-mail on Monday, Nov. 7 at 5 pm. Hardcopy due in class on Tuesday, Nov. 8.

### Week Eleven

#### November 8: **The US War in Vietnam**

Reading Assignment:

- Supplemental Reading: Get a jump-start on *The Travels of a T-Shirt*.

#### November 10: **Vietnam and the Collapse of the New Deal Era**

Reading Assignment:

- Text: 1025-1035
- Primary Documents: Documents from 347-361 and Tom Hayden, from “The Port Huron Statement” (1962) 373-; “The Report of the President’s Commission on Campus Unrest” (1970) 381-; and Tom Grace, “The Shooting at Kent State” (1970) 382- in *FTR*.

### Week Twelve

#### November 15: **The Third Industrial System in Crisis**

Reading Assignment:

- Text: 1036-1069
- Primary Documents: Watch an episode of “All in the Family.”
- Supplemental Reading: *The Travels of a T-Shirt*, Preface, Prologue, 1-24.

#### November 17: **The Conservative Ascendancy**

Reading Assignment:

- Text: 1070-1093
- Primary Documents: George Gallup, Jr. and D. Michael Lindsay, “Surveying the Religious Landscape” (1999) in *FTR*. Also Elizabeth Birch, “An Open Letter to the Christian Coalition,” (1995); “Connaught C. Marshner Explains What Social Conservatives Really Want, 1988;” and TBA. (Available on Blackboard.)
- Supplemental Reading: *The Travels of a T-Shirt*, 25-60.

### Week Thirteen

#### November 22: **The New, New Immigrants: “Maid in America”**

Reading Assignment:

- Supplemental Reading: *The Travels of a T-Shirt*, 61-108.

#### November 24: THANKSGIVING- COLLEGE CLOSED

Please Note: Stay on top of *The Travels of a T-Shirt*.

### Week Fourteen

#### November 29: **Globalization and the Twenty-First Century**

Reading Assignment:

- Text: 1094-1141
- Supplemental Reading: *The Travels of a T-Shirt*, 109-172.

December 1: **VFA Presentations**

Reading Assignment:

- Supplemental Reading: *The Travels of a T-Shirt*, 173-187.

Virtual Family Album project due in class on Dec. 1 after presentation.

Week Fifteen

December 6: **Wrap-Up**

Reading Assignment:

- Supplemental Reading: *The Travels of a T-Shirt*, 188-end.

The Final Exam will be take-home and will be due at the time and on the day our final exam is scheduled to begin. Early papers will be accepted.