

HIST 114: United States Since 1865

Spring 2013
Tuesdays/Thursdays
305 Comenius Hall
Professor: Jane Berger



Bethlehem Steel works, May 1881, Watercolor by Joseph Pennell



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

Office: 301 Comenius Hall
Office hours: Tues./Thurs. 10:15 – 12:15
And by appointment

E-mail: bergerj@moravian.edu
Phone: 610-861-1402

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 has taken. 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. Our class 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.

Please Note: 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—sometimes more. You will read various types of materials for the course, and we will discuss in class techniques for reading 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 articulating 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).

Jacob Riis, *How the Other Half Lives*, edited by David Leviatin (New York: Bedford/St. Martin's, 2011).

Susan Ware, *Title IX: A Brief History With Documents* (New York: Bedford/St. Martin's, 2007).

Peggy Orenstein, *Cinderella Ate My Daughter* (New York: Harper, 2011).

- 2.) **Primary Sources:** Available on Blackboard. You must print the documents before you come to class.

Assignments and Exams:

Oral History Project: 10%
Paper One: 10%
Midterm: 20%
Paper Two: 20%
Virtual Family Album: 10%
Final: 20%
Participation and Quizzes: 10%

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. The Handbook describes plagiarism as: "the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students....All work that students submit or present as part of course assignments or requirements must be their own original work....When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks...and be accompanied by an appropriate citation."

Disability Policy:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Class Schedule:

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

Week One

Jan. 15: Introduction and Oral History Preparation

Jan. 17: Oral History Project

Reading Assignment:

- 1.) *Title IX*, 10-27.

Your 1 ½ to 2 page write up of your oral history interview is due by email by Sat., Jan. 19 by 5 pm.

Week Two

Jan. 22: Oral History Project

Reading Assignment:

- 1.) *Title IX*, Documents numbered: 1, 2, 6, 9, 12, 13, 17, 18, 19, 22, 23, and 26. (Please note that after the introductory section, which you read for last week, the book is comprised of documents from the past that shed light on Title IX's history. Each document has a number, and your assignment is to read the documents with the numbers listed above. The numbers above do not correspond to page numbers.)

Please note: You are required to attend the presentation on Title IX on Thurs., Jan. 24 at 7 pm in Prosser Auditorium in the HUB. Your oral history projects will be on display!

Jan. 24: The Second Industrial System

Reading Assignment:

- 1.) *America*, chapter 20.
- 2.) Primary Documents: Andrew Carnegie, "The Gospel of Wealth" (Distributed in class and available on Blackboard).
- 3.) *How the Other Half Lives*, 59-73.

Week Three

Jan. 29: The New Immigrants and Urban America

Reading Assignment:

- 1.) *America*, chapter 21.
- 2.) *How the Other Half Lives*, 143-161.

Jan. 31: The Second Industrial System Moves South and West

Reading Assignment:

- 1.) *America*, chapters 18 and 19.
- 2.) *How the Other Half Lives*, 184-189 and 206-210.

Week Four

Feb. 5: **Lecture: Crises of the 1890s: Farmers**

Discussion: How the Other Half Lives

Reading Assignment:

- 1.) *America*, chapter 22.
- 2.) *How the Other Half Lives*, 246-272.

Feb. 7: **Discussion: Paper One**

Lecture: The U.S. in the Age of Imperialism

Reading Assignment:

- 1.) *America*, chapter 23.
- 2.) Imperialism documents (Blackboard).

Paper One due by email by 5 pm on Feb. 11. Hard copies due in class.
--

Week Five

Feb. 12: **Progressivism**

Reading Assignment:

- 1.) *America*, chapter 24.
- 2.) Review imperialism documents (Blackboard).

Feb. 14: **World War I**

Reading Assignment:

- 1.) *America*, chapter 25.
- 2.) World War I documents (Blackboard).

Week Six

Feb 19: **The Roaring Twenties**

Discussion: "IT" (film clip)

Reading Assignment:

- 1.) *America*, chapters 26 and 27.

Feb. 21: **The Depression and the New Deal**

Reading Assignment:

- 1.) *America*, chapter 28.

Week Seven

Feb. 26: **The New Deal**

Reading Assignment:

- 1.) *America*, chapter 29.

Feb. 28: **Midterm Exam (In Class)**

Week Eight

Spring Break!

Week Nine

March 12: **World War II**

Reading Assignment:

- 1.) *America*, chapter 30.

Students are required to attend the lecture by James Lawson on the evening of Thursday, March 14.

March 14: **Fast Forward to the Southern Civil Rights Movement**

Reading Assignment:

- 1.) *America*, sections in chapters 33 and 34 on the civil rights movement (see table of contents for pages).

Week Ten

March 19: **The Cold War Abroad**

Reading Assignment:

- 1.) *America*, chapters 31 and 33 (minus what you've already read).

March 21: **The Cold War at Home**

Reading Assignment:

- 1.) *America*, chapter 32.

Week Eleven

March 26: **Lecture: The Great Society**

Discussion: Causes and solutions to poverty

- 1.) *America*, chapter 34.

March 28: **Vietnam**

Reading Assignment:

- 1.) *Cinderella*, chapters 1-3.

Week Twelve

April 2: **Lecture: Vietnam and the Collapse of the New Deal Era**

Discussion: Nixon's Campaign Strategy

Reading Assignment:

- 1.) *America*, chapter 35.
- 2.) *Cinderella*, chapter 4.

April 4: **Lecture: The Third Industrial System in Crisis**

Discussion: Television programs as primary sources-“All in the Family”

Reading Assignment:

- 1.) *Cinderella*, chapters 5 and 6.

Week Thirteen

April 9: **The Conservative Ascendancy**

Reading Assignment:

- 1.) *America*, chapter 36.
- 2.) *Cinderella*, chapter 7.

April 11: **“Is Wal-Mart Good for America?”**

Reading Assignment:

- 1.) *Cinderella*, chapters 8 and 9.

Week Fourteen

April 16: **Paper Two writing groups**

Reading Assignment:

- 1.) *Cinderella*, chapter 10 and Appendices (195-206).

April 18: **Globalization and the Turn of the Century**

Reading Assignment:

Paper Two due by email on Saturday, April 20 by 5 pm. Please bring a hard copy to class on Tuesday, April 23.

Virtual Family Album projects due by email to the professor on Mon., April 22. Please submit a hard copy of your paper on April 23.

April 23: **Virtual Family Album Presentations**

April 25: **Wrap Up**

Your final exam will be due on the day and at the time when the final exam for the class is scheduled.