

HIST 114: United States Since 1865

Spring 2015

Mondays/Wednesdays

Section A: 10:20 - 11:30; Section B: 2:35 – 3:45

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: 308 Comenius Hall
Office hours: Mon./Wed. 1:00 – 2:30
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 three interrelated themes that concern issues about which Americans have often not agreed:

- 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.) 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?
- 3.) 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?

In addition, 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?

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:

Nancy Hewitt and Steven Lawson, *Exploring American Histories: A Brief Survey With Sources, Vol. 2: Since 1865* (Bedford St. Martin's, 2013).

Tim O'Brien, *The Things They Carried* (Mariner Books, 1990).

- 2.) Primary Sources: Available on Blackboard. You must print the documents.

Assignments and Exams:

Paper One: 15%

Midterm: 20%

Panel discussion reaction paper: 5%

Paper Two: 20%

Final: 30%

Participation and Quizzes: 10%

Please note: You will be required to attend a panel discussion on Mon., April 13 at 7 pm in Prosser Auditorium in the HUB.

Contact your coaches and employers well in advance to let them know you will not be available that evening.

Students must inform the professor by Wed., Feb. 4 if an exceptional situation prevents attendance at the panel discussion.

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 Academic and Disability Support, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

E-mail Accessibility

From time to time, the professor will communicate with the students via email. Students are responsible for checking their moravian.edu email accounts on a regular basis to ensure that they are current with all course-related information.

Technology Policy:

During class sessions, students are expected to use electronic devices for course-related purposes only. The professor reserves the right to reduce the grade of students found to be using devices for non-course related purposes by as much as a full step (A to B, B to C, etc).

Class Schedule:

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

Week One

Jan. 19: **“At the River I Stand”** Dr. Martin Luther King and the Struggle for Civil and Labor Rights

Jan. 21: **Introduction**

Week Two

Jan. 26: **The Second Industrial System**

Reading Assignment:

- 1.) *Exploring American Histories (EAH)*, Chapter 16. (You can skip documents 16.3 and 16.4.)
- 2.) *EAH*, Documents Project 16 (Pay close attention to these. Your first paper will require you to respond to these in addition to other documents.)

Jan. 28: **The New Immigrants and Urban America**

Reading Assignment:

- 1.) *EAH*, Chapter 18. (You may skip documents 18.4 and 18.5.)
- 2.) *EAH*, Document Project 18.

Week Three

Feb. 2: **The Second Industrial System Moves South**

Reading Assignment:

- 1.) *EAH*, Chapter 14.
- 2.) *EAH*, Document Project 14.

Feb. 4: **The Second Industrial System Moves West**

Reading Assignment:

- 1.) *EAH*, Chapter 15. (You may skip Documents 15.2 and 15.3.)
- 2.) *EAH*, Document Project 15.

Week Four

Feb. 9: Crises of the 1890s: Farmers and Workers Respond

Reading Assignment:

- 1.) *EAH*, Chapter 17. (You may skip Documents 17.3 and 17.4.)
- 2.) *EAH*, Document Project 17. (Read documents describing workers' perspectives carefully. You will have to write about them in your first paper.)

Feb. 11: Progressivism

Reading Assignment:

- 1.) *EAH*, chapter 19.
- 2.) *EAH*, Documents Project 19. (You will want to refer to some of these documents in your first paper.)

Paper One is due by email on Sunday, Feb. 15 by 9 p.m. Please bring a hardcopy of your paper to class to turn in on Feb. 16.

Week Five

Feb. 16: The U.S. in the Age of Imperialism and World War I

Reading Assignment:

- 1.) *EAH*, chapter 20.
- 2.) *EAH*, Documents Project 20.

Feb. 18: The Roaring Twenties

Reading Assignment:

- 1.) *EAH*, chapter 21. (You do not have to read the Documents Project section.)

Week Six

Feb. 23: The Depression and the New Deal

Reading Assignment:

- 1.) *EAH*, Chapter 22, pages 686-702 and Document Project 22.

Feb. 25: The New Deal

Reading Assignment:

- 1.) *EAH*, Chapter 22, pages 702-711.

Week Seven

March 2: **Midterm Exam (In Class)**

March 4: **World War II**

Reading Assignment:

- 1.) *EAH*, Chapter 23.
- 2.) *EAH*, Document Project 23.

Week Eight

March 9: **Spring Break**

March 11: **Spring Break**

Week Nine

March 16: **The Cold War Abroad**

Reading Assignment:

- 1.) *EAH*, Chapter 24.
- 2.) *EAH*, Document Project 24.

March 18: **The Cold War at Home**

Reading Assignment:

- 1.) *EAH*, Chapter 25. (You do not need to read the Document Project 25 materials.)

Week Ten

March 23: **The Civil Rights Revolution**

Reading Assignment:

- 1.) TBA

March 25: **Guns and Butter: The Great Society and Vietnam**

- 1.) *EAH*, Chapter 26. (You do not have to read the entire Document Project, but please read Document 26.10.)

Week Eleven

March 30: **Vietnam**

Reading Assignment:

- 1.) *The Things They Carried*, 1-61.

April 1: **Moravian-Vietnam War Project**

Reading Assignment:

- 1.) *The Things They Carried*, 62-130.

Week Twelve

April 6: **Moravian-Vietnam War Project**

Reading Assignment:

- 1.) *The Things They Carried*, 131-179.

April 8: **Vietnam and the Collapse of the New Deal Era**

Nixon's Campaign Strategy

Reading Assignment:

- 1.) *EAH*, Chapter 27, pages 858-866.
- 2.) *The Things They Carried*, 180-207.

Paper Two due by email on Tuesday, April 14 at 9 pm. Hard copies due in class on Wed., April 13.

Week Thirteen

April 13: **No class meeting: Students are required to attend the panel discussion on Moravian and the Vietnam War** (7 p.m., Prosser Auditorium, HUB)

Reading Assignment:

- 1.) *The Things They Carried*, 208-233.

April 15: **Lecture: The Third Industrial System in Crisis**

"All in the Family"

Reading Assignment:

- 1.) *EAH*, Chapter 27, pages 866-873.
- 2.) *EAH*, Document Project 27.

Panel discussion paper due by email on Sun., April 19 and in class the next day.

Week Fourteen

April 20: **The Conservative Ascendancy**

Reading Assignment:

- 1.) *EAH*, Chapter 27, pages 873-893.
- 2.) *EAH*, Chapter 28.
- 3.) *EAH*, Document Project 28.

April 22: **"Is Wal-Mart Good for America?"**

Reading Assignment:

- 1.) Wal-Mart readings, Blackboard.

Week Fifteen

April 27: **Globalization and the Turn of the Century**

Reading Assignment:

- 1.) *EAH*, Chapter 29.

April 29: **Wrap Up**

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