

# HIST 114 B: United States Since 1865

Fall 2015  
Mondays/Wednesdays  
1:10 – 2:20  
309 Comenius Hall  
Professor: Dr. 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: MW 11:30-1;  
Thurs. 11:30-12:30; and by appointment

E-mail: [bergerj@moravian.edu](mailto: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).

Melba P. Beals, *Warriors Don't Cry* (New York: Washington Square Press, 1994). [Do not purchase the abridged version.]

- 2.) Primary Sources: Available on Blackboard. You must print the documents we will be discussing and bring them to class.

### **Assignments and Exams:**

Primary Source Analysis: 5%

Paper One: 10%

Speaker Reaction Paper: 5%

Midterm: 20%

Paper Two: 20%

Virtual Family Album Project: 10%  
Final: 20%  
Participation and Quizzes: 10%

**Please note:** To complete your speaker reaction paper, you must attend a talk by noted author and Hispanic Heritage Month Keynote speaker Sonia Nazario. The event will be in Prosser Auditorium in the HUB on Monday, Sept. 28 at 7 p.m. Please advise your employers, coaches, etc. of this time constraint. If it is impossible for you to make this talk (such as if you have an away game that day), you may attend another Hispanic Heritage Month event instead. Please inform the professor **in advance** if you cannot make the Nazario talk. The event is open to the public, so please feel free to bring friends and family members.

### **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

Aug 31: **Introduction**

Primary Source Analysis paper due by email on Sept. 3 BEFORE class starts at 10:20.  
Please bring a hard copy to class.

#### Sept. 2: **The Second Industrial System**

Reading Assignment:

- 1.) *Exploring American Histories (EAH)*, Chapter 16. (You can skip documents 16.3 and 16.4.)
- 2.) Carnegie, “Gospel of Wealth” and “Platform of the Social Democratic Party of America.” (Distributed in class and available on Blackboard.)
- 3.) Complete the Primary Source Analysis paper.

#### Week Two

Sept. 7: **The New Immigrants and Urban America**

Reading Assignment:

- 1.) *EAH*, Chapter 18. (You may skip documents 18.4 and 18.5.)
- 2.) 1870, 1900 and 1915 Census Reports for residents of 97 Orchard Street, a tenement in New York City. As you read the reports, think about the insights they give us into the lives of New Immigrants. Come to class with three insights based on the reports to share with the class.

Tip: To convert the residents’ earnings into current dollars, use the Historical Currency Converter available at:

<http://www.westegg.com/inflation/>

For dates after 1913, you can use this U.S. Bureau of Labor Statistics site:

[http://www.bls.gov/data/inflation\\_calculator.htm](http://www.bls.gov/data/inflation_calculator.htm)

**Sept. 9: The Second Industrial System Moves South**

Reading Assignment:

- 1.) *EAH*, Chapter 14.
- 2.) *EAH*, Document Project 14. As you read the documents, think about what freedom seemed to mean to recently freed black southerners. What obstacles did they face as they attempted realize their visions of freedom?

Week Three

**Sept. 14: 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. As you read the documents that express a range of peoples' views on westward expansion and American Indians, try to come up with a way to categorize the different opinions.

**Sept. 16: Crises of the 1890s: Farmers and Workers Respond**

Reading Assignment:

- 1.) *EAH*, Chapter 17.
- 2.) Familiarize yourself with the details of the Homestead strike by reading this brief description: <http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html>
- 3.) Familiarize yourself with the materials in the Steelworkers folder on the class Blackboard site, which is located in Course Content section. Begin imagining what would compel a steelworker or a member of his family to support the Amalgamated Association of Iron and Steelworkers decision to call a strike against at Homestead Steel Works, one of Andrew Carnegie's steel mills. In class, you will make a (fake) Facebook page for a steelwork or a member of his family.

Week Four

**Sept. 21: Progressivism**

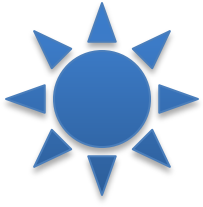
Reading Assignment:

- 1.) *EAH*, chapter 19.

**Sept. 23: Writing Workshop for Paper 1**

- 1.) Bring to class an outline for your paper and your first draft.

Paper One is due electronically on Sunday, Sept. 27. Please bring a hardcopy of your paper to the following class.



You are required to attend the address by noted author and Hispanic Heritage Month Keynote speaker Sonia Nazario. The event will be in Prosser Auditorium in the HUB on Monday, Sept. 28 at 7 p.m.. Your 1.5-2 page response paper is due electronically by Fri., Oct. 2 at 5 p.m.. Bring a hard copy to the next class.

#### Week Five

##### **Sept. 28: The U.S. in the Age of Imperialism and World War I**

Reading Assignment:

- 1.) *EAH*, chapter 20.
- 2.) *EAH*, Documents Project 20. As you read the documents, make a list of the arguments proponents and opponents of imperialism used to justify their positions.

##### **Sept. 30: The Roaring Twenties**

Reading Assignment:

- 1.) *EAH*, chapter 21.

#### Week Six

##### **Oct. 5: The Depression and the New Deal**

Reading Assignment:

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

##### **Oct. 7: The New Deal**

Reading Assignment:

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

#### Week Seven

##### **Oct. 12: No class—Fall Break**

- 1.) Begin reading *Warriors Don't Cry*, xvii – 45.

##### **Oct. 14: Midterm Exam (In Class)**

#### Week Eight

##### **Oct. 19: World War II**

Reading Assignment:

- 1.) *EAH*, Chapter 23.
- 2.) *EAH*, Document Project 23. As you read the documents, imagine you are a curator at an American history museum. You need to design an exhibit on the dropping of the atomic bomb. Is there information in the documents you think it's particularly important to

include or exclude in the exhibit? Why? What other materials would you want to include in your exhibit?

- 3.) *Warriors Don't Cry*, 46 – 105.

**Oct. 21: The Cold War Abroad**

Reading Assignment:

- 1.) *EAH*, Chapter 24.
- 2.) Blackboard materials on the Cold War.
- 3.) *Warriors Don't Cry*, 106 – 145.

Week Nine

**Oct. 26: The Cold War at Home**

Reading Assignment:

- 1.) *EAH*, Chapter 25.
- 2.) *Warriors Don't Cry*, 146 – 210.

**Oct. 28: The Civil Rights Revolution**

Reading Assignment:

- 1.) *Warriors Don't Cry*, 211 – 250.
- 2.) Additional primary sources on Little Rock located in Blackboard.

Week Ten

**Nov. 2: Little Rock Writing Workshop 2**

Reading Assignment:

- 1.) Finish *Warriors Don't Cry*.
- 2.) Bring to class an outline and draft of your paper.

**Nov. 4: Vietnam**

Reading Assignment:

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

Paper Two due electronically on Sunday, Nov. 8. Hard copies due in the next class.
--

Week Eleven

**Nov. 9: Vietnam and the Collapse of the New Deal Era**

**Nixon's Campaign Strategy**

Reading Assignment:



- 1.) *EAH*, Chapter 27, pages 858-866.

Nov. 11: **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.

Week Twelve

Nov. 16: **The Conservative Ascendancy**

Reading Assignment:

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

Nov. 18: **Review: Liberalism and Conservatism in the Twentieth Century U.S**

Reading Assignment:

- 1.) *EAH*, Document Project 28.

Week Thirteen

Nov. 23: **“Is Wal-Mart Good for America?”**

Reading Assignment:

- 1.) Wal-Mart readings, Blackboard.

Nov. 25: **No class—Thanksgiving Break**

VFA PowerPoint slide and VFA essay due by email at 8 p.m. the night before your presentation.
---

Week Fourteen

Nov. 30: **VFA Presentations**

Dec. 2: **VFA Presentations**

Week Fifteen

Dec. 7: **Globalization and the Turn of the Century**

Reading Assignment:

- 1.) *EAH*, Chapter 29.

Dec. 9: **Wrap Up**

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