

HIST 114: United States Since 1865

Spring 2016
Tuesdays/Thursdays
Section A: 10:20 - 11:30
309 Comenius Hall
Section B: 1:10 -2:20
233 PPHAC/309 Comenius
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: T/Th 9:15-10:15;
T/Th 11:30-12:30; and by appointment

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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).
 - Sonia Nazario, *Enrique's Journey* (Random House, 2007).
- 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: 15%
Labor Song Oral Presentation: 5%
Speaker Reaction Paper: 5%
Midterm: 20%
Virtual Family Album iMovie: 15%
Final Exam: 25%
Participation and Quizzes: 10%

Please note: To complete your speaker reaction paper, you must attend a Black History Month event or a Women's History Month event.

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 the Academic Support Center, 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: Introduction

Jan. 21: 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 assignment.

Week Two

Jan. 26: 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. Identify three insights about tenement life gleaned from the reports to share with the class and turn in.

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

Jan. 28: The Second Industrial System Moves South

Reading Assignment:

- 1.) *EAH*, Chapter 14.
- 2.) Ida B. Wells, “A Red Record” (Distributed in class and available on Blackboard.)

Week Three

Feb. 2: 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.

Feb. 4: Crises of the 1890s: Farmers and Workers Respond

Reading Assignment:

- 1.) *EAH*, Chapter 17.
- 2.) Prepare a two-minute oral presentation on a labor song from the late nineteenth century. You will be assigned a song in class.

Week Four

Feb. 9: Progressivism

Reading Assignment:

- 1.) *EAH*, chapter 19.

Feb. 11: Writing Workshop for Paper 1

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

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. As you read the documents, make a list of the arguments proponents and opponents of imperialism used to justify their positions.

Feb. 18: The Roaring Twenties

Reading Assignment:

- 1.) *EAH*, chapter 21.

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

Mar. 1: Midterm Exam—In class

Mar. 3: World War II

- 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?

Spring Break

Week Eight

Mar. 15: The Cold War Abroad

Reading Assignment:

- 1.) *EAH*, Chapter 24.
- 2.) Blackboard materials on the Cold War.

Mar. 17: The Cold War at Home

Reading Assignment:

- 1.) *EAH*, Chapter 25.

Week Nine

Mar. 22: The Civil Rights Revolution

Reading Assignment:

- 1.) Martin Luther King, Jr., "Letter from a Birmingham Jail." (Available on Blackboard)

Mar. 24: iMovie Storyboarding

Reading Assignment:

- 1.) Bring to class your primary source and oral history recording.

Week Ten

Mar. 29: Vietnam

Reading Assignment:

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

Mar. 31: **Vietnam and the Collapse of the New Deal Era
Nixon's Campaign Strategy**

Reading Assignment:

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

Week Eleven

April 5: **The Third Industrial System in Crisis
"All in the Family"**

Reading Assignment:

- 1.) *EAH*, Chapter 27, pages 866-873.
- 2.) *EAH*, Document Project 27.
- 3.) *Enrique's Journey*, Prologue and chapter 1.

April 7: **The Conservative Ascendancy**

Reading Assignment:

- 1.) *EAH*, Chapter 27, pages 873-893.
- 2.) *EAH*, Chapter 28.
- 3.) *Enrique's Journey*, chapters 2 - 4.
- 4.) Bring to class a rough draft of your iMovie

Week Twelve

April 12: **"Is Wal-Mart Good for America?"**

Reading Assignment:

- 1.) *Enrique's Journey*, chapters 4 through 7.
- 2.) *EAH*, Document Project 28.

April 14: **Discussion of Enrique's Journey**

- 1.) *Enrique's Journey*, chapter 8, Epilogue and Afterword.

Week Thirteen

April 19: **iMovie Presentations**

April 21: **iMovie Presentations**

Week Fourteen

April 26: **Globalization and the Turn of the Century**

Reading Assignment:

- 1.) *EAH*, Chapter 29.

April 28: **Wrap Up**

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