United States History 1865 - Present

HIST 2112

Abraham Baldwin Agricultural College Spring 2014 Section 5

Dr. Ben Wright

Introduction & Objectives

This course will cover the main themes of U.S. History from 1865 to the present. The first objective of this course is to provide you with an overview of American history since the Civil War. We will study the main political, economic, social, and cultural developments during this period so that you will have a basic understanding of the chronology of U.S. history. Another objective is to enhance your ability to evaluate historical information. An adequate overview of any historical period requires a balance of factual knowledge and critical analysis. Memorization of facts is useless without an understanding how they fit into a bigger picture. This semester will focus on the role of media in shaping the events of the past. Throughout the semester, we will evaluate the relative impacts of radio and television on modern American history. In addition to the examination of U.S. History, this course is also designed to improve your skills as a college student and modern professional, making you more educated, employable, and interesting.

Learning Outcomes

Students who pass this course will show competency in the following outcomes:

- 1. Demonstrate the ability to analyze historical documents.
- 2. Identify Primary as opposed to Secondary documents/sources.
- 3. Demonstrate the ability to extract relevant information from maps and graphs.
- 4. Employ those facts and interpretations to extract primary arguments from primary and/or secondary sources.

Readings

- The American Yawp. See americanyawp.com.
- Eric Foner, ed. Voices of Freedom. Volume II (4th Edition)
- You will also need to read extended essays to introduce our analysis of radio and television. These essays will be provided on our class D2L page.

Contact/ Communication

All questions and communications during non-class hours should be emailed to: bwright@abac.edu. I will be communicating to you as well through your ABAC email account. Please get in the habit of checking this regularly. Do not send messages through D2L.

Technology

This course is supported by D2L. You will need to use D2L to access course resources. If you have any problems using D2L, contact the technical support available to you immediately to get help.

Classroom Etiquette

Teaching history and learning history require enormous amounts of concentration on the part of the instructor and the students. Try not to interfere with this process. Silence all cell phones, laptops, and other electronic devices. Be on time for class. If you are unavoidably detained, come in quietly. Laptops or tablets are allowed, but students are expected to use them solely for note-taking or accessing course material.

A Note on Disabilities

Any student with a disability requiring accommodations in this course is encouraged to contact me. If you have a diagnosed condition requiring adjustments to the course, please set up an appointment with me during office hours so that we can work out a plan for the semester. Please meet with me as soon as possible. Evidence of legitimate need for this consideration must be provided. To obtain the proper documentation, please schedule an appointment with Disability Services (http://www.abac.edu/sd/disability/) by contacting Dr. Maggie Martin (mmartin@abac.edu) or her office at 229-391-5135.

Academic Honesty

Cheating of any kind will not be tolerated. In addition to being reported to the university, any student found guilty of plagiarism or cheating will receive a zero on the assignment and possibly a failing grade for the course. For more on Abraham Baldwin Agricultural College's policies on academic dishonesty students should consult the school's "Code of Conduct" at: http://www.abac.edu/wp-content/uploads/2012/11/ABAC-Code-of-Conduct.pdf

Attendance

Students are required to attend class. Official, university-sanctioned absences are excused only if students provide documentation before their absence. It is the student's responsibility to contact the instructor about rescheduling exams or quizzes. Only those students with official, university-sanctioned absences on exam or quiz days will be allowed to reschedule. Students are also responsible for all content covered in the class they missed (excused or not). It is the student's responsibility to arrange to have a classmate take notes for them. Students may miss a total of five classes (excused or not) without incurring penalties other than those stipulated in the section above on "Late Papers and Quizzes/Exams." Students missing six classes (excused or not) will earn a zero for their participation grade. Students missing nine or more classes (excused or not) will earn a failing grade for the course. There will be no exceptions.

Course Requirements & Evaluations

<u>Assignments</u>		Grading Scale	
Attendance and Participation	10%	100-93	Α
Quizzes	20%	92- 90	A-
Paper 1	10%	89-88	B+
Paper 2	10%	87-83	В
Midterm	15%	82-80	B-
Final Exam	35%	79-78	C+
		77-73	C
		72-70	C-
		69-60	D

Attendance and Participation = 10%

Attendance: Attendance is required. In case of extreme circumstances, email an explanation as soon as possible.

Discussion and Participation: Throughout the course, we will have several open discussions as a class. You are expected to participate by listening carefully, offering respectful comments, asking relevant questions, and working cooperatively in small groups. Reading your assigned selections and attending class consistently will be essential to thoughtful participation.

Quizzes = 20% (total)

You will be required to complete brief online quizzes each week. The purpose of these quizzes is to ensure that you have a basic understanding of the events covered in class. You should take the quiz at least once prior to our first class session each week, and you may take each quiz up to ten times until Saturday at noon.

Reflection Papers = 20% (2 total)

You will write 2 essays (1,000 – 1,500 words each) that will be worth at total of 20% of your grade.

Each of these papers will explore the role of media technology in shaping American history.

- 1. The first essay explores the radio. After reading a few articles, students will listen to at least five hours of radio programming from the era to analyze how radio created and reflected the developing mass culture in the United States.
- 2. The second essay concerns television. You will read a series of short academic articles and then watch eight hours of television from the 1950s 1970s to explore the impact of television on American life and culture.

$\underline{\text{Midterm}} = 15\%$

Your midterm exam is a mix of multiple choice and short essay questions. The multiple choice questions are drawn directly from the weekly quiz questions. The essay questions are drawn directly from the discussion questions that frame our class discussions. Attending

class, taking good notes, and participating in discussions is the only way to prepare for this exam.

Final Exam = 35%

Your final exam includes three components. Like the midterm, you will answer several multiple choice questions drawn directly from the weekly quizzes and short essay questions drawn from the weekly discussion questions. You will also be required to answer one of the two questions below with a well-structured, coherent essay that draws upon several primary sources. Be sure to have an identifiable thesis, clear arguments and relevant supporting evidence. You will be able to bring one piece of paper with notes to prepare this essay. For this essay, you may only consult your course notes and the documents we have read in class.

Final exam questions:

- 1. Can history teach us how to change the world? If so, what are the lessons of modern American history? Americans created thousands of social movements during the late nineteenth and twentieth centuries. Most of these movements failed, but a few succeeded. What does American history teach us about what makes a social movement succeed or fail?
- 2. Historical works are traditionally organized around nation-states. Our course on the United States is an example. But historians have increasingly looked for connections between and beyond the boundaries of nations. How did the wider world shape modern America, and how did the United States in turn shape the world?

Course Schedule

WEEK 1: Course Overview Aug 13-15

WEEK 2: Reconstruction Aug 18-22

Documents: Petition of Committee on Behalf of the Freedmen to Andrew Johnson (1865)

The Mississippi Black Code (1865)

Elizabeth Cady Stanton, "Home Life" (ca. 1875)

WEEK 3: A New America Aug 25-29

Capital and Labor

Documents: Henry George, Progress and Poverty (1879)

Andrew Carnegie, The Gospel of Wealth (1889)

Ida B. Wells, Crusade for Justice (1892)

WEEK 4: Conquering the West Sept 2-5 **No class Monday for Labor Day**

Documents: Carlos Montezuma, "What Indians Must Do" (1914)

WEEK 5: American Empire Sept 8-12

Documents: Emilio Aguinaldo on American Imperialism (1899)

Rudyard Kipling, "The White Man's Burden" (1899)

**Manuel Gamio on a Mexican-American Family and American Freedom (ca. 1926)

FIRST PAPER DUE

WEEK 6: Progressive Era Sept 15-19

Documents: Walter Rauschenbusch and the Social Gospel (1912)

Charlotte Perkins Gilman, Women and Economics (1898)

The Industrial Workers of the World and the Free Speech Fights (1909)

WEEK 7: World War I Sept 22-26

Documents: Woodrow Wilson, A World "Safe for Democracy" (1917)

A Critique of the Versailles Peace Conference (1919)

MIDTERM EXAM

WEEK 8: The New Era Sept 29-Oct 3

Documents: Alain Locke, The New Negro (1925)

Elsie Hill and Florence Kelly Debate the Equal Rights Amendment (1925)

Marcus Garvey, "Africa for the Africans" (1921)

WEEK 9: Great Depression Oct 6-10

Documents: John Steinbeck, The Harvest Gypsies (1936)

Franklin D. Roosevelt, Speech to the Democratic National Convention (1936)

W.E.B. DuBois, "A Negro Nation within a Nation" (1935)

WEEK 10: World War II Oct 15-17 **No class Mon-Tues for Fall Break**

Documents: Franklin D. Roosevelt on the Four Freedoms (1941)

African- Americans and the Four Freedoms (1944)

WEEK 11: The Cold War Oct 20-24

Documents: The Truman Doctrine (1947)

Walter Lippmann, a Critique of Containment (1947)

Joseph R. McCarthy on the Attack (1950)

WEEK 12: The Affluent Society Oct 27-31

Documents: Milton Friedman, Capitalism and Freedom (1962)

Richard M. Nixon, "What Freedom Means to Us" (1959)

The Southern Manifesto (1956)

WEEK 13: 1960s Nov 3-7

Documents: Martin Luther King Jr., Letter from a Birmingham Jail (1963)

The National Organization for Women (1966)

The Port Huron Statement (1962)

WEEK 14: The Unraveling Nov 10-14

Documents: Paul Potter on the Antiwar Movement (1965)

Barry Commoner, The Closing Circle (1971)

Phyllis Schlafly, "The Fraud of the Equal Rights Amendment" (1972)

Week 15: Rise of the Right Nov 17-21

Documents: Ronald Reagan, Inaugural Address (1981)

Jerry Falwell, Listen America! (1980)

SECOND PAPER DUE

WEEK 16: The Recent Past

Nov 24-25

**No class Wed-Fri for Thanksgiving*

Documents: Second Inaugural Address of George W. Bush (2005)

Anthony Kennedy, Opinion of the Court in Lawrence v. Texas (2003)

WEEK 17: The Recent Past ctd Dec 1-3

FINAL EXAM:

Friday, December 5: 10:15am - 12:15pm