144-12-14 U.S. History Since 1865

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COURSE LEARNING OBJECTIVES:
1. Understand the past on its own terms
   Students will be able to articulate how early societies differed, sometimes fundamentally, from contemporary societies.
2. Understand why diversity is an important concept for the study of history
   Students will become acquainted with ways that Americans have defined diversity, ways that diversity has shaped the experiences of groups and individuals in American society.
3. Interpretation of sources
   Students will gain experience in interpreting and evaluating written, oral, and material sources.
4. Oral and written expression
   Students will gain experience in expressing ideas clearly and persuasively orally and in writing.

THIS COURSE COUNTS TOWARD THE DIVERSITY CORE REQUIREMENT AND THE GENDER AND DIVERSITY STUDIES MINOR

READINGS AND DISCUSSIONS: On your "Schedule of Assignments," assignments are listed for each class. Please be sure to complete each assignment before the class for which it is assigned so that you will be prepared to participate in class. This class is an intellectual community; we will all have more fun and learn more if we meet our obligations to contribute to class activities and to listen respectfully to others.

WRITTEN ASSIGNMENTS:
PAPERS: Each student will write reviews of Southern Horrors and Other Writings one either Fireside Conversations or The Nicest Kids in Town. Instructions will be provided in a separate handout.

UNANNOUNCED ESSAY QUIZZES: There will be FOUR quizzes during the semester. The first three will not be announced in advanced. The fourth will be given at the day and time of the final exam for this course. Anyone who has missed an earlier quiz will take a make-up quiz at the final. Each quiz will require you to place five events, people, or issues in the correct place on a timeline. You will then choose two of the terms and write an essay describing each and explaining the cause and effect relationship between them. These will cover materials in readings, class lectures and discussions.

MAKE-UP POLICY:
If for any reason you miss a class, please contact me as soon as possible to find out what work you have missed. In the event that you absolutely cannot complete an assignment on the date it is assigned, please contact me immediately to discuss the problem and the possibility of making up the assignment. Late assignments are accepted at the discretion of the instructor, and grades on late assignments may be lowered.
You are responsible for all materials covered in readings, discussions, and lectures. If you do not understand a course requirement or material in readings or class discussions, please ask about it. I will be happy to meet with you to become better acquainted and to discuss any aspect of this course.

**GRADES** will be computed as follows:
- Papers (25% each) 50%
- Unannounced quizzes (10% each) 40%
- Attendance and participation 10%

**A NOTE ON ATTENDANCE AND PARTICIPATION:** Please be considerate of other students and the instructor. Come to class prepared to stay until the class is over. If you have a medical condition or another emergency that requires you to leave class, please discuss it with the instructor in advance. You cannot receive credit for class participation if you are asleep, using your computer for unrelated tasks or leisure, or text messaging.

**PLAGIARISM:**
All papers in this course will be submitted electronically to “turnitin.com” an online service that detects plagiarism. Students are also expected to turn in a paper copy of each paper in class the day that it is due.

The Xavier University Handbook contains the following statement on academic honesty:

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.
SCHEDULE OF ASSIGNMENTS

Monday, 1/13:  Course Introduction

Wednesday, 1/15:  RECONSTRUCTION AND JIM CROW
Lecture and timeline

Primary Source
• Mississippi Black Code

Friday, 1/17:  Primary Sources
• “Address of the Colored Citizens of Norfolk, Virginia to the People of the United States”
• Sharecropper’s Contract
• Jourdon Anderson writes to his former master

Monday, 1/20:  Secondary Source

Wednesday, 1/22:  Primary Sources

Friday, 1/24:  Martin Luther King Day, Class does not meet

Monday, 1/27:  Secondary Source
• Slavery by Another Name (video documentary)
http://createdequal.neh.gov/films/slavery-another-name

Wednesday, 1/29:  Primary Sources
• Plessy v. Ferguson, 1896 (Supreme Court Decision)

Friday, 1/31:  Primary Sources
• Booker T. Washington, “Atlanta Exposition”

Wednesday, 2/5: **INDUSTRIALIZATION, IMMIGRATION, & URBANIZATION**
Lecture and Timeline

Friday, 2/7: **Secondary Sources:**
- John G. Sproat, “Organizing and Rationalizing American Capitalism”

Monday, 2/10: **Primary Sources:**
- Andrew Carnegie, “Wealth” (1889)
- Senate Hearings on Labor and Capital (1883)

Wednesday, 2/12: **Secondary Source:**

Friday, 2/14: **Primary Sources:**
- Preamble to the Constitution of the Knights of Labor (1878)
- Populist Party, Omaha Platform (1892)
- American Federation of Labor Preamble to Constitution and Gompers’s Speech, “What does labor want?” Documents on militant unions and collective bargaining

Monday, 2/17: *Heaven Will Protect the Working Girl* (video documentary, in class)

Wednesday, 2/19: **Secondary Source:**
- Kathy Peiss, “Putting on Style”

**Primary Source:**
- Jane Addams, “Subjective Necessity for Settlements”

Friday, 2/21: **Primary Sources:**
- 1912 Presidential Campaign Speeches

Monday, 2/24: *Moving Picture boys and the Great War* (video documentary, in class)

Wednesday, 2/26: President Wilson’s Fourteen Points
Friday, 2/28: Great Migration (lecture)

Monday – Friday, 3/3 – 7: Spring Break

Monday, 3/10: THE GREAT DEPRESSION AND THE NEW DEAL
Lecture and Timeline

Wednesday, 3/12: Primary Sources:
- Herbert Hoover, “The Gigantic Forces of Depression are Today in Retreat”
- Franklin D. Roosevelt, “Nomination Speech”

Friday, 3/14: A Job at Ford (video documentary, in class)

Monday, 3/17: Primary Source:
- Franklin D. Roosevelt, “Message to Congress on Social Security”


Monday, 3/24: WORLD WAR II INAUGURATES ERA OF HOPE AND FEAR
Lecture and timeline

Wednesday, 3/26: Primary Sources:
- Franklin D. Roosevelt, “The Four Freedoms”
- A. Phillip Randolph, The March on Washington
- Executive Order 9066
- Monica Sone, Japanese-American Identity and Citizenship

Friday, 3/28: Secondary Source:

Monday, 3/31: Primary Sources:
- “Southern Manifesto”

Wednesday, 4/2: Primary Sources:
- Dwight D. Eisenhower, Farewell Address
- John F. Kennedy, Inaugural Address
- Betty Friedan, excerpt from The Feminine Mystique

Friday, 4/4: Freedom Riders

Lecture and timeline

Friday, 4/11:  Primary Sources:
•  Ella Baker, “Bigger than a Hamburger: The Founding of SNCC”
•  Lyndon Johnson, The Great Society

Monday, 4/14:  Primary Source:
•  Excerpts from Nixon White House Tapes
•  House Judiciary Committee on Impeachment of Richard Nixon

Wednesday, 4/16:  Secondary Source:

Friday – Monday, 4/18 – 21:  Easter Break

Wednesday, 4/23:  Secondary Source:
•  Richard Polenberg, “Roosevelt Revolution, Reagan Counterrevolution”

Friday, 4/25:  Secondary Sources:

Monday, 4/28:

Wednesday, 4/30:  Primary Source:
Michelle Alexander discusses her book, The New Jim Crow  
http://www.c-spanvideo.org/program/310718-1

Friday, 5/2: