144-05-11 United States History II

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Overview

In this course we will explore major issues in U.S. history since 1865—from the end of the Civil War to the beginning of the twenty-first century. Rather than try to race through and cover everything—an impossible task—we will instead focus on five distinct eras and themes, slowing down and digging deep, in an attempt to better uncover significant historical meaning. Our chief topics of inquiry will be:

1. **Reconstruction, Redemption, and Jim Crow**—here we will explore the revolutionary political climate of the American South in the decades immediately following the Civil War and assess just how much changed for black Americans in the first few decades of freedom (that is, life after slavery).

2. **The Gilded Age**—in this section we will move north and examine the changes brought by urbanization and industrialization in the latter part of the nineteenth century. Our chief focus will be on the rhetorical, and sometimes physical, conflicts between labor and capital—between industrial workers and company owners.

3. **War, Depression, and War**—here we will investigate America’s expanding role in foreign affairs during World War I and II, as well as gauge the political improvisation enacted by Franklin Delano Roosevelt’s “New Deal,” his administration’s attempt to combat the Great Depression.

4. **Liberals and Radicals**—in this section we will examine the successes and failures of grassroots reform movements (such as the Civil Rights, anti-war, and feminist movements), as well as assess the effects of the Cold War on everyday American life.

5. **Conservatives and Culture Wars**—we will conclude the semester with a discussion of the rebirth of conservatism in American politics, focusing on the life and ideology of the era’s dominant political figure, Ronald Reagan, before ending with a brief look at the past decade of U.S. history.

Additional information: I have set up a website for this course on Blackboard(www.blackboard.xavier.edu). The site contains the syllabus, information about assignments, links to useful resources, your grades, and up-to-the minute announcements. Please check the course Blackboard page regularly.
Goals

This course has two basic goals. The first is to help develop your knowledge about important events and developments in the history of the United States, from the end of the Civil War (1865) through the beginning of the twenty-first century, with an emphasis on the four eras described above. By the end of the semester, you should be able to:

• identify and describe the significance of important events, individuals, and ideas from readings, discussions, and lectures AND
• reflect on the differences—and similarities—in the experiences and points of view of different social, economic, and ethnic groups across time and place.

The second major goal is to begin developing proficiency in the basic skills of historical analysis by engaging directly with primary sources. By the end of the semester, you should be able to:

• analyze primary sources and competing perspectives of the same event
• reflect on what a specific document can—and cannot—tell us AND
• develop your own interpretation of historical events and change over time.

This course also contributes to the following Student Learning Outcomes of Xavier’s Core Curriculum:

GOAL 1: Students will be effective communicators in writing and orally:
• Students will organize and express their ideas in writing and orally
• Students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources
• Students will utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards

GOAL 2: Students will be critical thinkers:
• Students will analyze and interpret texts, images, objects, artifacts, and quantitative and qualitative data
• Students will describe the historical, cultural, mythological, and social contexts of texts, works of art, and theories
• Students will evaluate the strength of an argument or claim and its evidence

GOAL 3: Students will be creators of new knowledge and expression:
• Students will utilize their imagination and creativity, individually and collectively, to innovate and generate new perspectives to problems

GOAL 4: Students will be able to understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies:
• Students will think historically in order to understand the past on its own terms and to understand how societies have changed over time

GOAL 5: Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it:
• Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today’s world
GOAL 6: Students will be aware global citizens:
• Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
• Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national, and global communities

**Student Responsibilities and Course Policies**

I am glad you are in this course and I will do everything I can to help you do well. To succeed, you will also have to do your part and accept certain responsibilities. First, you need to **show up to all** class meetings on time, prepared to participate (this means you need to have the assigned reading completed before coming to class and come prepared to ask and answer questions, take notes, and contribute your thoughts). Attendance and active participation are expected and required (see below for details), particularly given the interactive format of this class. Second, you need to **keep up with** readings, take careful notes, and submit all assignments on time. Finally, don’t hesitate to **speak up** in class or come talk to me when you are confused or have questions or concerns. Feel free to send me an email or visit me in my office at any point in the semester. If you cannot commit to meeting these expectations, I suggest you register for a different course.

**Attendance**
Attending class is crucial. You can’t participate if you don’t show up, and lectures, discussions, and other in-class activities are designed to be interactive. Moreover, your voice and your contributions are important (please note, however, that attending class is not the same as participating). At the same time, I understand that you have busy lives and that there may be the occasional emergency, scheduling conflict, or illness that prevents you from attending class. So, you can miss up to four class meetings with no direct adverse effect on your grade, though you are still responsible for turning in any assignments due in class before the due date and for any material that you miss while absent (if you miss class on a quiz day, however, you will not be able to make up the quiz and you will earn a zero for that quiz). If you miss more than four classes for whatever reason, I will reduce your final grade by one full letter (e.g., if your final grade is a “B,” but you missed class five times or more, you will instead earn a “C” for the course). Period. I do not distinguish between “excused” and “unexcused” absences, and I don’t need to know why you missed a particular class. I suggest you carefully keep track of your absences and avoid missing class unless absolutely necessary. Please also note that repeatedly arriving late—which is disruptive—will cause me to mark you as absent.

**Deadlines**
I will not accept any late Reading Response Questions (RRQs)—short written assignments due in class at various points throughout the semester and indicated by “RRQ” on the schedule below—under any circumstances. If you do not have a *printed* copy of your RRQ at the beginning of class, I will not accept it. All other assignments submitted late will generally be marked down one letter grade per day late (e.g., an “A” essay due in class on Wednesday but submitted on Thursday morning will be marked as a “B” essay; a “C” essay submitted a day late will be marked as a “D” essay, etc.). However, if you run into a scheduling problem, you may request an extension (except for RRQs). I will consider requests for extensions on a case by case basis and only if you contact me at least 48 hours before the due date to discuss your situation. Don’t wait until the last minute.

**Email Policy**
If you have questions that cannot be answered by consulting the syllabus or addressed in class, please feel free to email me. Note, however, that you should observe professional email etiquette.
and especially the following guidelines. During the week (M-F), it may take me up to 48 hours to respond to emails, though I will do my best to reply sooner. I will not respond to emails over the weekend, however. To be sure that I answer your question(s), please make sure that your email includes a specific subject line, a proper salutation, and a signature that indicates who you are and which class you are in. I will not respond to emails with blank subject lines or those that lack salutations or signatures. For more advice about properly communicating with your professors, see Wellesley College’s “How to Email Your Professor” at http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html or talk to me.

Classroom Etiquette
Please be courteous to your fellow students and to me and help us avoid disruptions. If you must arrive late (which I discourage), please try to be unobtrusive. Also, turn off your cell phone and put it somewhere you won’t be tempted to look at it and do not open your laptop during class. The same goes for iPads and other gadgets. It’s impossible for your classmates—not to mention you—to pay attention and participate while people are texting, tweeting, checking out Facebook or Instagram, etc. If I see you using your cell phone or other device during class, I will ask you to put it away. If I have to ask you a second time, I will ask you to leave the classroom for the day. Finally, please be respectful when discussing and disagreeing with the ideas and opinions of others. Argument is an important part of intellectual discussion and the practice of history, so I expect and encourage lively debates that will give you opportunities to work through problems, ask questions, and evaluate answers and interpretations together. I also expect you to show respect toward others and their views, even if they are very different than your own.

Academic Integrity
I take plagiarism—presenting someone else’s work or ideas as your own—very seriously, even when done unintentionally. Please carefully study Xavier’s policy on academic honesty (http://www.xavier.edu/library/help/academic_honesty.cfm) and note that penalties generally begin with failure of the course. I will refer all instances of plagiarism to the appropriate dean, who will document the infraction in your student file. So, the best defense is prevention: learn to recognize what plagiarism is and how to properly cite the documents or sources you use, whether you are directly quoting someone else’s words or paraphrasing their thoughts or ideas. For advice on recognizing and avoiding plagiarism, see www.xavier.edu/library/xututor/plagiarism/definition.cfm For information about how to cite and footnote your sources, consult the Chicago Manual of Style—the most commonly used style guide for historians and the format you will use in your written assignments this semester. For the basics of Chicago Style, see http://owl.english.purdue.edu/owl/resource/717/01/. Finally, if you have any questions about plagiarism or proper citation, just ASK! I am happy to answer your questions and it’s better to prevent problems ahead of time.

Academic Support Services
If you think you may need an accommodation based on the impact of a documented disability, please contact the Learning Assistance Center (745-3280), located on the fifth floor of the Conaton Learning Commons, Room 514, to discuss your situation. Please also schedule a time to talk with me about your needs and sign any necessary paperwork as soon as possible. I also encourage you to take advantage of the Writing Center (745-2875), located on the fourth floor of the Conaton Learning Commons, Room 400, for help with written assignments. For more information or to schedule an appointment with a writing tutor, see www.xavier.edu/writing_center/
Readings

There are two required books for this course, both of which are available at the Xavier bookstore and online:


We will also read a variety of other readings, which will be available on the course Blackboard site (identified on the schedule below with “BB”) or online.

Assignments and Evaluation

- **Participation** = 10% of your grade. Your participation grade will be based on the quality and frequency of your contributions to class. To receive an excellent participation grade you should: attend all class meetings; make regular, thoughtful contributions to class discussions; ask and answer questions during lectures and discussions; and contribute to small group discussions and team quizzes.

- **Ten reading quizzes** = 25% of your grade. There will be ten unannounced reading comprehension quizzes throughout the semester. You will first complete the quiz individually, then work together in teams on the same quiz. Your personal grade for each quiz will be an average of your individual and your team scores (unless you score lower than 60% on the individual quiz, in which case that will be your personal grade). I will drop your two lowest quiz scores at the end of the semester. Note, however, that if you miss a quiz, that will count as one of your two “drops.” I will not schedule any make up quizzes for any reason.

- **Five short (2-3 pages, double spaced) answers to the Reading Response Questions (RRQs) due at various points in the semester (see the schedule below)** = 30% of your grade (6% for each RRQ). Provide a thoughtful, coherent narrative answer to the question(s), based on the reading for that day as well as your own analysis. Printed RRQ responses are due in class—not via email, not after class. Your answer should be in the form of paragraphs, typed, and submitted by the start of the relevant class. Your responses will be graded on a scale of 1-10. Please note that there will be at least eight possible RRQs, so you may choose which five you would like to answer.

- **An interpretive essay** on John Steinbeck’s *In Dubois Battle* = 15% of your grade, due in class Fri., Feb., 21. I will post specific instructions as well as a grading rubric on Blackboard, I am happy to look at drafts of your essays if you bring them to my office during office hours or by appointment (please do not email me drafts). Note that you will need to submit your essay electronically to www.turnitin.com via the Blackboard site in addition to the hard copy due in class. (Turnitin.com checks all essays for possible plagiarism. All submitted essays become a permanent part of the database and will be used to check future submissions by other students.)

- **Final exam** = 20% of the course grade. Your exam grade will be based on your ability to identify key events, individuals, and ideas from readings, discussions, and lectures AND on your ability to use sources to make a thoughtful interpretation or analysis of major historical ideas, change or events. I will provide more information—including a detailed study guide—before the exam.
Course Schedule

PART I—RECONSTRUCTION, REDEMPTION, AND JIM CROW

Week 1
Mon., Jan. 13 Orientation
Wed., Jan. 15 Reconstruction and Redemption, Part I
—Foner, pp. 546-57, 560-61
Fri., Jan. 17 Reconstruction and Redemption, Part II
—Foner, pp. 561-83
—RRQ: Based on your reading for today, answer the following questions.
How much freedom did black southerners have during Reconstruction? How did white southerners try to restrict the rights of black southerners? How did blacks respond?

Week 2
Mon. Jan. 20 NO CLASS (MLK, JR. DAY)
—Begin reading In Dubious Battle. Your essay is due at the end of Week 6.
Wed., Jan. 22 The Rise of Jim Crow
—Foner, pp. 641-49
Fri., Jan. 24 Fighting the Color Line
—Booker T. Washington, “Atlanta Exposition Address” (1895) (BB)
—W. E. B. DuBois, The Souls of Black Folk (1903) [excerpt] (BB)
—RRQ: Today’s readings represent three very different responses to Jim Crow, or strategies for black Americans to realize their freedom in the context of Jim Crow America. Briefly compare and contrast the strategies proposed by DuBois, Turner, and Washington. What do they propose or support? Why?

PART II—THE GILDED AGE

Week 3
Mon. Jan. 27 The Aesthetics of Progress
—Foner, pp. 585-96, 609-14
Wed., Jan. 29 The Demon Machine
—Foner, pp. 614-19
Fri., Jan. 31 The Labor Question
—Foner, pp. 619-27
Week 4

Mon., Feb. 3  Critiquing Industrial Society
—Ira Steward, “A Second Declaration of Independence” (1879) (BB)
—Henry George, Progress and Poverty (1879) [excerpt] (BB)
—Jacob Riis, How the Other Half Lives (1890) [excerpt]
—RRQ: According to these three authors, what was wrong with Gilded Age America? What social problems did industrial society cause? And what—if any—solutions or reforms did they propose to address these problems?

Wed., Feb. 5  The Populist Revolt
—Foner, pp. 629-40

Fri., Feb. 7  The Progressive Impulse
—Foner, pp. 672-81, 685-89, 692

PART III—WAR, DEPRESSION, AND WAR

Week 5

Mon., Feb. 10  The “Great War” and 100% Americanism
—Foner, pp. 714-17, 722-29, 732-33, 746-55

Wed., Feb. 12  Legacies of World War I
—Readings and RRQ TBA

Fri., Feb. 14  The Campaign for Women’s Equality
—Charlotte Perkins Gilman, “The Yellow Wallpaper” (1892) (BB)

Week 6

Mon., Feb. 17  The Great Depression
—Foner, pp. 757-69, 772-74, 787-793

Wed., Feb. 19  The New Deal
—Foner, pp. 794-813, 820-21, 831-33

Fri., Feb. 21  Alternative Visions
—John Steinbeck, In Dubois Battle
—Essay Due
Week 7

Mon., Feb. 24  World War II Abroad
   —Foner, pp. 835-47, 872-77

Wed., Feb. 26  World War II At Home
   —Foner, pp. 847-65, 868-72

Fri., Feb. 28  Wartime Experiences
   —Grant Hirabayashi interview (1999) (BB)
   —RRQ: To what degree and in what ways were the experiences of these people (i.e., women, Mexican-Americans, U.S. soldiers, and Japanese-Americans) during World War II similar? How were they different, and why?

Week 8

Mon., Mar. 3  NO CLASS (Spring Break)

Wed., Mar. 5  NO CLASS (Spring Break)

Fri., Mar. 7  NO CLASS (Spring Break)

Week 9

Mon., Mar. 10  Dropping the Bombs

Wed., Mar. 12  Debating the Bombs
   —Harry S. Truman's public explanation (Aug. 1947) (BB)
   —Karl T. Compton, “If the Atomic Bomb Had Not Been Used,” Atlantic Monthly (Dec. 1946) [excerpt] (BB)
   —John Dower, “Three Narratives of our Humanity” (BB)
   —RRQ: Should the U.S. have used atomic bombs against Japan during WWII? Use the three documents you read for today to write a well-reasoned answer to this question, supporting your argument with evidence AND considering the alternatives. (i.e., what would have happened if the U.S. had not used atomic bombs against Japan?).

Fri., Mar. 14  Dawn of the Cold War
   —Foner, pp. 881-91, 901-07, 910-12
PART IV—LIBERALS AND RADICALS

Week 10
Mon., Mar. 17  Cold War Culture, Part I: Conformity  
—Foner, pp. 942-47, 950-54
Wed., Mar. 19  Cold War Culture, Part II: Rebellion  
—Foner, pp. 939-41, 952-54
Fri., Mar. 21  Daily Life During the Cold War  
—Readings TBA

Week 11
Mon., Mar. 24  NO CLASS (I will be at conference)
Wed., Mar. 26  NO CLASS (I will be at conference)
Fri., Mar. 28  The International Cold War  
—Readings TBA

Week 12
Mon., Mar. 31  The Civil Rights Movement  
—Foner, pp. 942-47, 950-54
Wed., Apr. 2  Freedom Summer  
—Foner, pp. 958-62, 964-68
Fri., Apr. 4  Legacies of the Civil Rights Movement  
—Foner, pp. 973-77

Week 13
Mon., Apr. 7  America in Vietnam  
—Tim O’Brien, “How to Tell a True War Story” (1990) (BB)  
—Foner, pp. 938-39, 977-987, 1012-1014
Wed., Apr. 9  Voices of the Vietnam Generation  
—“A Generation in Agony and Turmoil: The Vietnam Generation,” in Discovering the American Past: A Look at the Evidence (BB)  
—RRQ: Chose TWO of the questions from p. 346 (“Questions to Consider”) and answer them with specific references to AT LEAST THREE of the included interviews.
Fri., Apr. 11  Kent State and Beyond: Vietnam in America  
**Week 14**

**Mon., Apr. 14**  
Women's Liberation  
—Gloria Steinem, “If Men Could Menstruate” (1978) (BB)  
—Foner, pp. 766, 1026-28

**Wed., Apr. 16**  
Second Wave Feminism & Its Discontents  
—Gloria Steinem, testimony before U.S. Senate ERA hearings (1970) [excerpt] (BB)  
—Phyllis Schlafly, “The Fraud of the Equal Rights Amendment” (1972) [excerpt] (BB)  
—**RRQ:** Why—specifically—did feminists call for an Equal Rights Amendment (ERA) to the Constitution? Why did conservatives oppose the ERA?

**Fri., Apr. 18**  
NO CLASS (Easter Break)

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**PART V—CONSERVATIVES AND CULTURE WARS**

**Week 15**

**Mon., Apr. 21**  
NO CLASS (Easter Break)

**Wed., Apr. 23**  
In the Schoolhouse Door: The Anti-Civil Rights Movement  
—George Wallace, “The Civil Rights Movement: Fraud, Sham, and Hoax” (1964) (BB)

**Fri., Apr. 25**  
The Curious Case of Richard Nixon  
—Foner, pp. 1003-12, 1014-16

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**Week 16**

**Mon., Apr. 28**  
The Iran Hostage Crisis  
—Foner, pp. 1021-1025

**Wed., Apr. 30**  
Reagan’s World  
—Foner, pp. 1025-29, 1032-1042

**Fri., May 2**  
9/11, the War on Terror, and The End (?) of the American Century  
—Foner, pp. 1086-93, 1096-1111

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**FINAL EXAM**  
Wed., May 7, 12:00-1:50pm (HIST 144-11)  
Fri., May 9, 10:00-11:50am (HIST 144-05)