

H106 AMERICAN HISTORY SINCE 1877

Spring 2004

Class meeting: 9:00-10:15 TTh

Classroom: CM 112

Phone number (office): 481-6695

Dr. C. Erickson

Office: CM 279

Office. hrs: 10:30-11:45 TTh and by appt

Welcome to H106! This is a survey course that will introduce you to modern American history. We will begin our journey with the industrial revolution in the late nineteenth century. Along the way, we will explore the maturation of an industrial society (1877-1914), the development of the modern state and society (1914-1945), and the influence of the cold war on diplomacy and society (1945-to roughly 1988).

By the end of the course, the diligent student should have a good understanding of:

A) 1877 to 1914:

- the triumph of industrialization in propelling the U.S. to the world stage,
- the darker side of industrialization with its impact on workers and the environment,
- the emergence of legal racial discrimination in the South and the response by black activists,
- the reasons for and the consequences of the United States' quest for a vast empire overseas,
- the creation of the Progressive movement that propelled reform in politics and society,

B) 1914-1945

- the transition from isolation to world leadership between WWI and WWII
- the reasons for U.S. involvement in two world wars and the consequences of that involvement,
- the emergence of a mass national culture and nativism in the 1920s,
- the impact of the Great Depression on American society and politics,
- the growing power of the federal government in society, culture, and the economy,

C) 1945-1988

- the descent into Cold War diplomacy from the Truman Doctrine to the Vietnam War,
- the high tide of liberalism during the Johnson presidency,
- the ascendancy of the civil rights movement and its impact on society and politics,
- the reasons for U.S. involvement in Vietnam and the consequences of "the longest war."
- the Watergate scandal
- the emergence of the conservative movement in the 1980s

Course texts

The following books are required and you will find them in the bookstore. Used copies are fine, just make sure that all of the pages are intact. There is no need to bring the text (Faragher) to class, but do bring Wheeler and Becker and Moody on the days we discuss them. I will also hand out documents in class.

Faragher et.al., Out of Many: A History of the American People, vol II, 4th edition

Wheeler and Becker, Discovering the American Past, vol II, 5th ed.

Anne Moody, The Coming of Age in Mississippi.

General Education: Area III: The Individual, Culture and Society

H106 can be used as 3 of the 6 credit hours needed in Area III of the general education requirement.

Office hours

Office hours are listed above. I encourage each of you to visit me during the semester to discuss any questions you might have about the class. If you can't make it during the scheduled time, please set an appointment with me. My time is flexible and I will do my very best to accommodate you.

Course requirements

The class is structured around lectures, videos, and discussion. Discussion will be based on the readings *and* on documents that I will hand out in class from time to time. I will expect you to attend class regularly and to do the assigned reading before each class meeting. If you miss class, you are responsible for acquiring the notes from your fellow students. I will assess your performance on three exams and one paper. Exams will be based on both the lectures and the readings.

All students are expected to take the exams as scheduled. Make-up exams are given only in extreme circumstances. You must personally contact me prior to or immediately following the scheduled exam if you miss it. A word to the wise: make-up exams are always more difficult. For borderline cases in assessing the final grade, I will take into consideration your participation in class discussions and attendance.

Grading percentages

Anne Moody paper: 20%
First midterm: 25%
Second midterm: 25%
Final Exam: 30%

Note: the History Department does not allow the use of tape recorders except in exceptional instances.

Course schedule

Note: the following syllabus is a guide only. Dates and schedule may be changed by the instructor during the semester.

January 13, 15: Introduction, Growing pains: America and Industrialization.
Read Faragher, chapter 19 (pp. 565-583)

January 20, 22: Industrialization, the New South
Document: Pullman Strikers' Statement, 1894
Finish Faragher, chapter 19, pp. 565-583
Read W&B, chapter 2: "The Road to True Freedom," Discussion of W&B on 1/22 See also <http://www.journale.com/withoutsanctuary/main.html>

January 27, 29: Populism and Empire
Read Faragher, chapter 20 (pp. 598-599; 603-626)

W&B, chapter 4: "Justifying American Imperialism," Discussion of W&B on 1/29
Document: T. Roosevelt, *Strenuous Life*, 1899
Document: *The Wizard of Oz*

February 3, 5 : Progressivism
Read Faragher, chapter 21
Film: "A Wilderness Idea"
Discussion following film on 2/5

February 10, 12 : World War I
Read Faragher, chapter 22
W&B, chapter 5: "Homogenizing a Pluralistic Culture." Discussion of W&B on 2/10.

February 17: **FIRST MIDTERM EXAM** (Industrialization through World War I)

February 19: The 1920s
Read Faragher, chapter 23 (pp. 697-712, 716-720)
Document: H. Evans, *The Klan's Fight for Americanism*, 1926

February 24, 26: The Great Depression and the New Deal
Read Faragher, chapter 24
Review Faragher, p. 704 ("Exceptions...") and read Faragher p. 714 –715 ("War Debts...")
W&B, chapter 7, "Documenting the Depression." Discussion of W&B on 2/26
Document: H. Long, *Share Our Wealth*, 1935

March 2, 4: The New Deal
Finish Faragher, chapter 24 ; chapter 25 (start)

March 8-12 **SPRING BREAK**

March 16, 18: World War II
Finish Faragher chapter 25
W&B chapter 8, "The Coming of World War II." Discussion of W&B on 3/18
Document: B.K. Wheeler, *Radio Address on Lend-Lease*, 1941

March 23, 25: Cold War
Read Faragher, chapter 26 and chapter 27 (pp. 854-860, 862-865)
Document: Henry Wallace, *Conciliatory Approach*, 1946
Document: *Truman Doctrine*, 1947

March 30: **SECOND MIDTERM EXAM** (1920s through Cold War)

April 1: Civil Rights
Start Faragher, chapter 28
Discussion of W&B chapter 9 "Separate But Equal?"

April 6, 8: Civil Rights, Johnson and the 1960s
Anne Moody (ALL) **Anne Moody Paper due in class April 6.**
Finish Faragher, chapter 28, start Faragher, chapter 29

April 13, 15: Vietnam, Nixon and Watergate

W&B, "A Generation in War and Turmoil" pp. 253-top of 260; 266-289

Faragher, chapter 29, Start Faragher, chapter 30

Document: J. Dean, Enemies List, 1971

April 20, 22: Social Movements of the 1970s, Reagan, the New Right, and the 1980s

Finish Faragher, chapter 30

April 27, 29: Reading week, no class.

May 4 TUESDAY: FINAL EXAM 8:00 a.m.– 10:00 a.m.

ANNE MOODY PAPER

Write a 6-7 page essay on the following questions. If you need any help or would like to discuss your paper, please see me.

Part I: How and what did Anne Moody learn about the social significance of race? In other words, when, and how, did she “come of age?” What were the influences in her life that prompted her to become politically active? Speculate why she responded differently from those around her (her peers, her mother, other adults).

Part II: Choose two passages from the book (in whatever length) that struck you in some way – surprised, saddened, appalled, moved, or intrigued you, and write a response to each one a couple of paragraphs or so in length. Do not copy the passages in your paper, just cite the appropriate page(s) from Moody. NOTE: one passage must come from part four, and one passage from one of the other three parts.

Part III: Having read Anne Moody’s book (and the corresponding chapter in Faragher), would you have become involved in the civil rights movement? (keep this brief, a paragraph)

Requirements

6-7 pages

Typed, double-spaced

12 pt font, 220 plus words a page, 1” margins

Page numbers

Title page with title of paper, your name, date, my name, H106, and time class meets.

Staple papers in upper left corner (no folders or binders please). Honesty in all work is expected. *Plagiarism will result in a “0” grade, an “F” in the course, and a written report to the department of your major and the Dean of Arts and Sciences.*

This paper is due on April 6 and is worth 20% of your final grade. **LATE PAPERS WILL BE SEVERELY PENALIZED. No exceptions. Get started early.**

Finally, remember that “writing is rewriting.” Good writing takes time and effort. *If you hand in a rough draft, it will be graded accordingly.*

Some general notetaking tips:

1. Read about the topic from your textbook (or other assigned reading) before each lecture so that you will be able to follow the material.
2. Sit in front so that you can see and hear easily.
3. Don't take word-for-word notes; paraphrase for main ideas.
4. Listen carefully and do not stop to ponder the ideas presented. You will be left behind. The time to reflect is after class.
5. Develop your own notetaking system. Use abbreviations that you can understand.
6. Take time immediately after lecture to fill in and consolidate notes while the lecture is still fresh in your memory.
7. If you recopy your notes, be sure and reprocess the information in some way. Recopying notes verbatim becomes a meaningless, rote exercise.
8. Take time for regular review of lecture notes.
9. Always date your notes, and keep your notes in one notebook.

Tips on how to read the textbook

1. Do the assigned reading before lecture.
2. It's best not to try and cram in a whole chapter the night before class. There is a great deal of material in the text (and Wheeler and Becker) and you need time to process and understand the main ideas. Spread the reading out during the week. You may underline the most prominent information, but don't highlight the entire chapter! That indicates that you can't pinpoint the authors' main points.
3. Correlate the material in the text with the material in lecture. Some students prefer to take lecture notes on one side of the page and notes from the corresponding reading on the other side of the page.