

HISTORY 1200.03
AMERICAN HISTORY FROM 1865
FALL 2017

Instructor: Dr. Cassie Yacovazzi
Office Location: Read Hall 314
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Lecture Days & Time: M/W 2-2:50
Classroom: Waters 117
Office Hours: Tues. noon-2:00

“The past is never dead. It’s not even past.” –William Faulkner

COURSE DESCRIPTION

This course will explore important social, political, cultural, and economic themes in modern America since the Civil War. The first half of the semester will focus on the remaking of American society and culture after the Civil War through the experiences of African-Americans, Progressives, the working class, and women. We will examine the development of the “New South,” urbanization and industrialization in the North, consumer culture, and the struggle for civil and economic equality. The second half of the course will focus on the transformation of American society following World War II, as Americans grappled with economic, social, cultural, political, and religious turmoil that defined the course of the twentieth century and set the stage for the twenty-first.

COURSE GOALS

- To provide you with an overview of American history from 1865
- To reveal history as a much more interesting and complicated subject than a list of names, dates, and events
- To allow you to think like a historian by reading and discussing firsthand accounts of the past

FORMAT

This class is structured around lectures, readings, and discussion. The *lectures* present key topics and themes of the course. Taking good notes is essential to your comprehension of these topics and themes. Each day you should arrive to class alert and ready to learn. I suggest you meet with me at least once in the semester to make sure you’re following along. The *readings* extend a more in-depth portrait of the past. They are diverse enough that you should be able to find something that a) interests you; b) frustrates you; or c) challenges you to consider a new perspective. We will also have *discussion*. This is a time for you to ask questions, voice opinions, and analyze the reading, lecture topics, and overall relevance of the material. Engaging in discussion allows you to go beyond trying to memorize the course content to grappling with the material on a more personal level.

ASSIGNED READING

- Bissell-Brown and Shannon, *Going to the Source*, 4th ed., Vol. 2: Since 1865 (Bedford)
- Booker T. Washington, *Up From Slavery* (Penguin Classics)
- Short Story Collection (on Canvas)
- Upton Sinclair, *The Flivver King* (Kerr Publishing, 1987)
- Anne Moody, *Coming of Age in Mississippi* (Dell, 1992)
- Philip Caputo, *A Rumor of War* (Holt Paperbacks; Reprint Edition, 1996)

GRADING

- Midterm Exam: 100 points
- Final Exam: 100 points
- Oral History Paper: 100 points
- Oral History Proposal: 20 points
- Reading Quizzes: 40 points (4 @ 10 points each)
- Attendance: 50 points
- Participation: 50 points

TOTAL: 460

EXAMS

Both exams will be writing-intensive. Each will consist of two sections: short answer identification and long essay. The final exam will not be cumulative, but will be more extensive. For both exams you will need to bring a **Bluebook**—available in the bookstore, Memorial Union, the Student center, the library, and other venues on campus.

QUIZZES

You will take two quizzes before and after the midterm. Quizzes will be over the assigned readings and will be comprised of fairly straight-forward, objective questions. If you complete each reading carefully, you should have no problem with these quizzes. Each quiz will be worth 10 points and they will be given during RDS. Quizzes may be “pop” or scheduled, at the discretion of your TA.

ORAL HISTORY RESEARCH PAPER

You will be asked to write a research paper based on an oral history you conduct with a person who is at least one generation older (or, in some cases, younger) than you (approximately 20 years) to learn more about their lives and place them into historical context. You will select a specific topic about which to interview your subject, such as the Civil Rights Movement, the Vietnam War, the counter culture, or working-class struggles. You should discuss how the person’s life was impacted by one or more historical event(s). You should write a paper that incorporates your subject’s experiences, insights, and perspectives into historical context. You may use the assigned readings and lecture material to contextualize your subject’s history. You do not need to consult additional sources, but you may, if you wish. Your paper should not merely summarize your

interview. Instead, you need to organize and contextualize the information into an analytical essay that demonstrates your understanding of history. You will be required to submit a proposal and consent form signed by your interviewee before submitting your final paper. You will also be required to meet with your TA to discuss a draft of your paper. More details to follow.

MISSED EXAMS & LATE ASSIGNMENTS

Exams must be taken on the day and at the time that they are scheduled. If an emergency occurs preventing you from taking an exam, it is your responsibility to make a reasonable and timely effort to contact me within **two days**. If you have a scheduling conflict that you know about ahead of time, it is your responsibility to contact me to make other arrangements. Exams may only be made up with a valid note from a relevant source (doctor, athletic department, funeral director, etc.). All questions regarding the accuracy of exam or paper scores must be brought to the attention of the instructor no later than two days after you receive the grade. **Assignments** are due at the beginning of the class period on the assigned due date, even if you are unable to make it to class that day. Unless otherwise cleared by me or your TA, late papers will receive a **one letter grade deduction** for each day of the week (including weekends) that they are late. I will not accept papers that are more than two weeks late. You must turn in your papers as a hard copy unless a prior arrangement is made.

ATTENDANCE

To do well in this class it is essential that you make a concerted effort to attend both lectures and RDS. One of the quickest ways to get behind and lower your grade is to miss class. I will not post my lectures online and you cannot simply do the readings to do well on the exams. Please also make a concerted effort to arrive to class on time. Tardiness is disrespectful and disruptive to the instructor and other students. If you miss class or know ahead of time that you will be late to or miss class and you have a legitimate excuse, it is your responsibility to get the notes that you missed. Also, if a TA has to tell you to stop talking, playing with your phone, etc., this could impact your attendance and/or participation grade.

ACADEMIC HONESTY

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. The academic community regards breaches of academic integrity rules as extremely serious matters. Sanctions for such a breach may include failing an assignment, failing the course, academic probation, or expulsion from the university. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult me or your TA.

STUDENTS WITH DISABILITY

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Disability Center (<http://disabilitycenter.missouri.edu>), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage.

USE OF TECHNOLOGY DURING CLASS

You should not use smart devices during class for any purpose other than taking notes. If you do use smart devices during class, to text, surf the web, etc., I reserve the right to ask you to leave class and/or count you absent for the day, which can have a detrimental effect on your grade. If your use of technology becomes disruptive to the rest of the class, I will ask you to turn the device off and use pencil/pen and paper for note-taking. It is to your advantage in ways that extend beyond this course to try to focus on something for at least 50 minutes without distraction. You are also prohibited from recording my lectures with digital, tape, or phone recorders.

SCHEDULE

WEEK ONE: RECONSTRUCTION

08/21: NO CLASS: TOTAL ECLIPSE!

08/23: Introduction

Reading: None

WEEK TWO: A NEW WORLD

08/28: Reconstruction

08/30: "Redeeming" the South

Reading: Washington, Part 1 (pp. 1-79)

WEEK THREE: THE GILDED AGE

09/04: NO CLASS: LABOR DAY HOLIDAY

09/06: The Second Industrial Revolution & the Gilded Age

Reading: Washington, Part 2 (pp. 80-117, 196-237)

WEEK FOUR: HOW THE OTHER HALF LIVES

09/11: Labor & the Republic

09/13: The Populist Challenge

Reading: Short Story Packet (on Canvas)

WEEK FIVE: THE PROGRESSIVE ERA

09/18: The “Splendid Little War”

09/20: The Many Faces of Progressivism

Reading: *Going to the Source*, Ch. 4: “Settling into Our Memories: Three Immigrant Women’s Autobiographies”

WEEK SIX: SAFE FOR DEMOCRACY

09/25: America and the Great War

09/27: The War at Home

Reading: *Going to the Source*, Ch. 6: “Living Under Fire: World War I Soldiers’ Diaries”

WEEK SEVEN:

10/02: The 1920s: From Blue Skies to the Crash

10/04: Welcome to Hooverville: America during the Great Depression

Reading: Sinclair, Part 1 (pp. 1-61, ch. 1-47)

WEEK EIGHT: THE BUSIENSS OF AMERICA

10/09: Film: *American Experience: Henry Ford*

10/11: Film: *American Experience: Henry Ford*

Reading: Sinclair, Part 2 (pp. 61-119, ch. 47-end)

WEEK NINE: A NEW DEAL FOR AMERICA

10/16: A New Deal for America

10/18: **MIDTERM**

Reading: None

WEEK TEN: WORLD WAR II

10/23: Fighting for the Four Freedoms

10/25: Fighting for Tomorrow: The Homefront

Reading: *Going to the Source*, “Challenging Wartime Internment”

WEEK ELEVEN: THE COLD WAR

10/30: Duck & Cover: America in the Atomic Age

11/01: The Good Life: America in the Suburbs; **Oral History Proposal Due**

Reading: Moody, Part 1 (pp. 3-123)

WEEK TWELVE: A NATION DIVIDED

11/06: The Struggle for Civil Rights

11/08: Camelot, Vietnam, & the Great Society

Reading: Moody, Part 2 (pp. 283-424)

WEEK THIRTEEN: THE LIBERAL MOMENT

11/13: West meets East: Violence and War Crimes in the 4th Century Punjab and 20th Century Vietnam, Guest Lecturer, Ms. Jenna Rice

11/15: The New Left & the Counter Culture

Reading: Caputo, Part 1 (pp. xiii-150)

WEEK FOURTEEN: NO CLASS: THANKSGIVING HOLIDAY

WEEK FIFTEEN: RIGHTING A NATION ADRIFT

11/27: From Watergate to Stagflation

11/29: The Reagan Revolution; **Oral History Paper Due**

Reading: Caputo, Part 2 (pp. 151-208)

WEEK SIXTEEN: GLOBALIZATION & ITS DISCONTENTS

12/04: 9/11 & the War on Terror

12/06: Review & Wrap-Up

Reading: Caputo, Part 3 (211-337)

FINAL EXAM: FRIDAY, DECEMBER 15TH, 7:30 A.M. – 9:30 A.M.