

Making of Modern America Since 1877 Spring 2014

Instructor: Kathi Nehls

Class Meeting: Tues/Thurs. 3:30-5:10 p.m.

Office: Humanities 205

Office Hours: 12:00-1:30 T/TH and by appointment

E-mail: knehls@emory.edu

Course Description:

History is far more than just accounts of people, events, and ideas of the past. Historians attempt to understand how changes over time have contributed to the political, economic, and social challenges and opportunities we face today. In the century and a half following the upheavals of the Civil War, the United States has undergone constant, wrenching institutional and demographic changes. These changes have continuously reshaped the way Americans defined and interacted with their government, economy, society, and with each other. Our task will be to gain an understanding of how and why these changes occurred, how they altered and expanded American's ideas about freedom, citizenship, and equality, and how they relate to and inform American life in the twenty-first century. A central and distinct feature of this course is a Reacting to the Past role-playing game: *Greenwich Village 1913*, which will introduce you to major ideas and texts of the period, which we will use to immerse ourselves in the history of this exciting period examining the issues, conflicts, and debates of three groups active there at that moment in time: labor, suffragists, and bohemians.

Required Texts:

There are three required texts for the course:

- Foner, Eric, *Give Me Liberty!*, Vol. 2, second edition (Seagull).
- Stansell, Christine, *American Moderns: Bohemian New York and the Creation of a New Century*
- Treacy, Mary Jane, *Greenwich Village 1913* Game book for Reacting to the Past

Additional readings will be posted to blackboard.

Exams: There will be two (2) exams: a midterm and a final. You will be asked to supply a LARGE Bluebook for each exam. Bluebooks are available for a minimal cost at the Oxford bookstore. The exams will consist of short answer identifications, essay questions, or a combination of the two. I will provide a study guide one week before each exam.

Make-up Exams: There will be no make-up exams without written evidence that missing the exam was unavoidable, for example, you were hospitalized or there was a death in your immediate family. You will need to furnish written documentation of the situation on your return and you must notify me at least two hours prior to the exam. Leaving town early for fall/winter break will not be considered unavoidable, therefore, please make your mid/end of the semester travel plans accordingly. Make-up exams will differ in content from the original exam, offer less choice, and reflect a significantly greater degree of difficulty. Make-up Exams will be scheduled at the convenience of the instructor.

Pop Quizzes: There will be a number of unannounced quizzes/in-class writing assignments throughout the semester over the assigned reading that will count towards your participation and attendance grade (excluding RTTP). There will be no opportunity to make-up a missed quiz. Please stay current with the assigned reading. All reading for the week should be complete prior to class on Tuesday.

Grading:

Grades will be based on a 100 point scale as follows: A/94-100, A-/90-93, B+/88-89, B/84-87, B-/80-83, C+/78-79, C/74-77, C-/70-73, D+/68-69, D/64-67, D-/60-63, F/59 and below.

Final grades will be determined as follows:

Midterm	15%
Final Exam	30%
Reacting to the Past (details to follow)	30%
Reading Quizzes/In-class writing (excluding RTTP)	15%
Participation and Attendance (excluding RTTP)	10%

How to be successful in this class:

1. Read the syllabus in its entirety.
2. Come to class everyday and participate.
3. Take thorough notes on readings, lectures, and discussions.
4. Keep up with the reading. Plan ahead as some weeks have a lighter load than others.
5. Check your e-mail and blackboard on a daily basis—this is how I will contact you or make announcements.
6. Listen carefully to and follow my instructions—I want you to succeed!
7. Contribute regularly to class discussions.
8. Ask Questions!

Formatting for writing assignments: Papers are expected to adhere to the following format and **will be returned ungraded subject to late penalties until changes are made**. Only your name should appear at the top of the paper. Papers should be typed, double-spaced, Times New Roman, #12 font, one inch margins. Note: most word-processing program defaults are 1.25 for margins, therefore, you will have to manually adjust your margin. The formatting requirements are designed to insure that everyone has the same amount of space in which to make their argument. If you do not understand what is meant by any of the terms or are not familiar with how to format a document, please see me during office hours before your paper is due and I will be happy to help you. Again, please complete your assignments **enough in advance to have time to overcome any last minute hardware/printing problems – power outages, acts of God or Microsoft®, and hungry dogs**.

Below is a general outline of how I will grade written work:

A – Excellent Work is: original, exceptionally insightful, very well written/presented, efficiently organized, and thorough, with very few mistakes and a professional appearance.

B – Good Work is: insightful, clearly written/presented, organized, and thorough, with few mistakes and a professional appearance.

C – Satisfactory Work is: solid but unremarkable in terms of insight, lacking some organization and/or clarity, and adequately written/presented, with several mistakes.

D – Poor Work is: un-insightful, disorganized, poorly written, mistake-ridden, and reflective of a general lack of effort.

F – Failing Work is: work that fails to meet the most basic requirements of the assignment.

Attendance Policy: You are expected to attend all classes. You may miss up to three (3) classes without penalty. Thereafter, each absence will result in a two-point deduction from your final grade. If you are late, this counts as a half-absence. In the event a situation should arise where you experience extended illness or extraordinary circumstances, I require a written explanation describing the nature of the situation and supporting documentation. You will be responsible for any missed information and assignments. Students who miss more than four classes in the first three weeks will be administratively withdrawn from the course.

Classroom Behavior: Please refrain from behaviors that would disrupt the learning environment including, but not limited to, eating, sleeping, reading newspapers, visiting with your neighbor while I or other students are speaking – you get the idea. Students consistently exhibiting disruptive behaviors will be asked to leave class. Since students arriving late to class are disruptive, please be on time. Should you come in late please be seated as quickly and quietly as possible. Habitual tardiness is not acceptable.

Digital Devices: Laptops and tablets will be permitted in this course for note-taking and RTTP-related activities only. **Cell phones may not be used in class and must be turned off and put away.**

Academic Honesty:

As a student of Oxford College you have agreed to abide by the College's student honor code. All academic work must meet the standards described in the student honor code found at: http://oxford.emory.edu/audiences/current_students/Academic/academic-success/student-honor-code/. Lack of knowledge of the student honor code is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. It is imperative that you familiarize yourself with this policy if you have not already done so. **Academic dishonesty of any kind will not be tolerated.** Any work in infringement of the university's student honor code will at a minimum receive a "0" grade and be given extra weight in calculating the final grade, which makes failing the course almost certain.

ADA Accommodations:

Students who require accommodations - accessibility, seating, note-taking, or testing accommodations etc.- should notify me as soon as possible after the start of the semester and present any appropriate documentation.

Changes to the Syllabus:

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Class Schedule:

Tues/Jan. 14: Course Introduction: RTTP/ The View From Gettysburg

Thurs/Jan. 16: Reconstruction/American Wests

Readings:

- Foner, *Give Me Liberty!* Chapter 15
- American Moderns, pp. 1-69

Tues/January 21: American Wests

Readings:

- Foner, *Give Me Liberty!* Chapter 16
- Buffalo Bill/Turner (Blackboard)
- American Moderns, pp. 74-119

Thurs/Jan. 23: Immigration/Urbanization

Readings

- Kraut, "A Plague of Nativism: the Cases of Chick Gin and 'Typhoid Mary'" (Blackboard)
- American Moderns, pp. 120-177

Tues/Jan. 28: New South/Jim Crow

Readings:

- Foner, *Give Me Liberty!* Chapter 17
- *Without Sanctuary* <http://www.withoutsanctuary.org>

Thurs/Jan. 30: Populism/New Imperialism

- Foner, *Give Me Liberty!* Chapter 18
- Roosevelt, "The Strenuous Life"
- American Moderns, pp. 178-308

Tues/February 4: Exam I

Thurs/Feb. 6: Thurs/Jan. 30: Women's Rights and Suffrage

In-class: Persuasive Writing/Reporting on the Seneca Falls Convention

Readings: (RTTP Gamebook)

- Historical Background Women's Rights and Suffrage
- Mary Wollstonecraft, Introduction. "Vindication of the Rights of Women"
- Elizabeth Cady Stanton, "Declaration of Sentiments"
- Sojourner Truth, "Ain't I a Woman?"

Tues/Feb. 11: Labor and Labor Movements

In-Class: *Modern Times* Americanizing Marx

Readings: (RTTP Gamebook)

- Historical Background: American Labor and Labor Movements
- Karl Marx: “Bourgeois and Proletarians” *The Manifesto of the Communist Party*

Thurs/Feb. 13: The Spirit of the New

In-class: Role Assignments, Faction Meetings

Readings: (RTTP Gamebook)

- Historical Background: The Spirit of the New
- Randolph Bourne, “Youth”
- Hutchins Hapgood, “The Bohemian, the American and the Foreigner”

Walter Lippman, “Introduction” *Drift and Mastery*

Tues/Feb. 18: The Suffrage Cause

In Class: Faction meetings/Suffrage Faction Presentations/Addressing the Antis

Suffrage Faction Position Papers Due in Class

(Must be posted on Polly’s bulletin Board by 9:00 p.m. Monday, February 10)

Readings: (RTTP Gamebook)

- Elizabeth Cady Stanton, “Solitude of Self” (1892)
- Rheta Childe Dorr, “American Women and Common Law” (1910)
- Ida M. Tarbell, “On the Enobling of the Women’s Business” (1912)
- Crystal Eastman, “Now We Can Begin” (1920)

Thurs/Feb. 20: Labor Has its Day

In Class: Faction meetings/Labor Faction Presentations/

Labor Faction Position Papers Due in Class

(Must be posted on Polly’s bulletin board by 9:00 p.m. Wednesday, February 12)

Readings: (RTTP Gamebook)

- Jane Addams, “Industrial Amelioration” (1902)
- Big Bill Haywood, “The General Strike” (1911)
- Socialist Party Platform of 1912
- Elizabeth Gurley Flynn, “The IWW Call to Women” (1915)

Tues/Feb. 25: The First Feminist Mass Meeting

Villagers and Friends Position Papers Due in Class

(Must be posted on Polly’s bulletin board by 9:00 p.m. Monday, February 17)

In Class: Faction meetings/Villager and Friends present their positions/Faction questions

Readings: (RTTP Gamebook)

- Charlotte Perkins Gilman, “Women and Economics”
- Elsie Clews Parsons, “Ethical Considerations”
- Floyd Dell, “Charlotte Perkins Gilman: The First Paper”
- Walter Lippman, “A Note on the Women’s Movement”

Thurs/Feb. 27: An Evening With Mabel Dodge

All Players who wish to Submit to *The Masses* must submit their work to Max Eastman by this day.

In Class: Factions/Villagers mingle/Mabel’s speaker will make speech

Readings: Mabel's Choice—Will be announced in session 6

Tues/Mar. 4: *The Masses* and the Vote

In Class: Max distributes or presents copies of *The Masses* and delivers his lecture (10 minutes)

Possible Coup

Vote: Suffrage or Labor

Emma Goldman takes the floor (10 minutes)

Distribute *The Quill* for Post-Mortem

- **Writing Assignments for Individual Characters Due in Class**

Thurs/Mar. 6: 1917—Facing the War to End All Wars/Post Mortem

Readings: (Handout)

- *The Quill*

Spring Break March 10-14 Have Fun!

Tues/Mar. 25: 1920s/Great Depression

Readings: 1920s Advertising (Blackboard)

Thurs/Mar. 27: New Deals/WWII

Readings:

- FSA Photography/Gordon "Migrant Mother" (Blackboard)
- Foner, *Give Me Liberty!* Chapter 21

Tues/April 1: Cold War

Readings:

- Foner, *Give Me Liberty!* Chapter 22 & 23

Thurs/April 3: Affluenza

Readings:

- Foner, *Give Me Liberty!* Chapter 24

Tues/April 8: Civil Rights

Readings:

- Foner, *Give Me Liberty!* Chapter 25
- "Math 254 Papers" (Blackboard)
- "Letter from a Birmingham Jail" (Blackboard)

Thurs/April 10: Liberalism and its Discontents

Readings:

- Port Huron Statement (Blackboard)

Tues/April 15: Vietnam/ "1968"

Thurs/April 17: Second Wave Feminism/Identity Politics

Readings:

- Manifestas (Blackboard)
- UFW documents/Alcatraz Proclamation (Blackboard)

Tues/April 22: The Seventies/New Right & Rise of Conservatism

Readings:

- Foner, *Give Me Liberty!* Chapter 26

Thurs/April 24: 1990s and Beyond

- Course Wrap-up/Evaluations

Final Exam: 2:00-5:00 p.m., Wednesday, April 30.