

HIST 232
The Making of Modern America: United States Since 1877
Spring 2004, MWF 10:40-11:30

Humanities Hall 201

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COURSE SYLLABUS

Course Description:

This course will introduce you to the history of the United States from Reconstruction through the Vietnam War. As a survey course we will focus on the making of modern America with specific emphasis on what it means to be an American and how that has changed over time including migration, the changing role of government in American society, defining American freedom, and the growing role of America as a world power. We will learn about the political and economic development of the United States as well as the social history of the country.

Course Goals:

There are several objectives for this course. **First**, by gaining a factual knowledge of this historical period the course seeks to assist students in learning to think historically by recognizing and criticizing evidence and using primary and secondary sources to reason inductively going from specifics to generalizations. **Second**, this course hopes to teach students to ask questions about the past to gain new perspectives on the past as well as the ability to educate themselves in the future. **Third**, the course strives to help students discover, understand, and appreciate the interplay of forces and personalities that shape historical change in America's past. **Fourth**, this course will help students develop reading, researching, and writing skills that will benefit them in upper division classes. At the end of the course students should be able to recognize a historical argument when they see one, be familiar with the most important people, ideas, and events of modern American history, and understand their significance for today.

Required Readings: These books are available at the campus bookstore.

Robert M. Goldman, *Reconstruction & Black Suffrage: Losing the vote in Reese & Cruikshank*, University Press of Kansas: Lawrence, 2001.

Werner Sellers, editor, Marty Antin, *The Promised Land*, Penguin Press: New York, 1997, originally published 1912.

William M. Tuttle, Jr., *"Daddy's Gone to War": The Second World War in the Lives of America's Children*, Oxford University Press: New York, 1993.

Constance Curry, *Silver Rights*, Harcourt Brace & Company: New York, 1995.

Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents*, Bedford/St. Martin's Press: Boston, 1995.

Primary documents and secondary journal articles on E-Reserves.

Grading and Assignments:

Midterm Essay Exam (25%) given on **February 23**; Oral History Essay (15%) on Antin due at the *beginning* of class on **March 5** or on Tuttle due at the *beginning* of class on **April 12** or on Curry due at the *beginning* of class on **April 23**; Quizzes from E-Reserves and Reading Material (10%); Review of Reading Journal (10%) due at the beginning of class on **February 7, March 19, and April 9**; Attendance and General Class Participation (10%); Final Essay Exam (30%) given on **Thursday, April 29 from 2:00-5:00 p.m.** All assignments as well as your final course grade will be based on the +/- system. Study questions for the midterm examination and final examination will be passed out at least one week prior to each exam.

Explanation of Reading Journal Assignment: Throughout the semester you will read primary documents found on E-reserves (through the library web page) and secondary documents in the form of assigned books for the course as well as journal articles that have been placed on E-reserves. Your responsibility is to read all of the documents, journal articles, and books assigned throughout the semester and keep a reading journal that answers assigned questions that are posted on the LearnLink class

conference. These reading journals can be typed or handwritten. However, if you write your reading journals by hand you may want to photocopy your journal entries so you will have something to study and review while the assignment is being graded. Reading journal review due dates are **February 6, March 19, and April 9**.

Explanation of Oral History Essay Assignment will be distributed on a separate hand out.

Honor Code:

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your signature or name on any work submitted for credit in this course shall indicate you have neither given nor received unauthorized information on the work, nor have you condoned the giving or receiving of unauthorized information by others. As a student at Oxford College of Emory University you have agreed to abide by the honor pledge and have taken upon yourself the responsibility of upholding the Honor Code; you are encouraged to inquire of the Honor Council about any doubtful case at any time throughout the semester. For complete details on the Honor Code please see pages 98-101 in the Oxford College 2003-2004 Catalog.

Note on writing and plagiarism: Students must be scrupulous to avoid plagiarism and to give very precise and complete citations for any work used in any way. Always make it precisely clear to the reader through the use of quotation marks and citations which words, if any, are taken from some other source. Be very careful if you draw on any source—whether from the internet or an archival reference—to give the precise source of each and every word used. Avoid using too many direct quotations; I am much more interested in your paraphrasing of, and commentary upon, the authors' arguments than in your ability to quote directly. Nevertheless, even when paraphrasing you need to cite the source used. For further details see Chapter 5 in Mary Lynn Rampolla's *A Pocket Guide to Writing in History* as well as the American Historical Association's "Statement on Plagiarism" that are on reserve at the Oxford College Library.

Attendance Policy:

Class begins at 10:40 and ends at 11:30. Regular attendance and active participation in class are assumed to be essential parts of the learning process. You will sign in for yourself at the beginning of each class. Do not sign in anyone else but yourself. Signing in for another classmate is a form of dishonesty that I consider a violation of the honor code. Students are allowed three absences, each absence after that will deduct 2.5 points from the attendance/class participation portion of your final course grade. I expect you to be awake and focused on the material being covered in class. Do not study for another course while you are in my class. During class discussions of reading material I expect you to have prepared before class. If you attend class regularly but never participate in class discussion your participation grade will be a B-, so do your best to offer your thoughts or opinions throughout the course of the semester. If you participate in class discussion but it is evident you have not prepared for class by reading the assignment you will not be given credit for your participation.

Occasionally participation in a college-sponsored event is an excused absence. However, you must inform me prior to the absence and present written proof of college sponsorship. It is your responsibility to obtain missed lecture notes and turn in all assignments on time.

If you miss the midterm exam or the final exam, **only absences due to medical or family emergencies** (for example, attending the funeral of an *immediate* family member) are valid. You will need to present written evidence of your illness or family emergency for an excused absence. Students will only be allowed to make up missed work after presenting written proof of a medical or family emergency. All make-up midterm exams will be given on the last day of class (Monday, April 26th) during my office hours. You cannot change the time of your final exam because of travel plans, vacation plans, job opportunities, or having more than one final exam on one day.

If you miss the due date on a written assignment, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment. If you turn your written assignment in after the beginning of class but on the same day it is due you will be deducted **2.5** points from your grade for that assignment. **I do not accept written assignments turned in through e-mail. I only accept hard copies of written assignments.**

I encourage you to visit me during my office hours, or make an appointment with me if my office hours do not coincide with your schedule. One of the positive experiences you can have at Oxford College is getting to know your professors well. So, take advantage of that opportunity and come see me throughout the semester.

Class Etiquette:

E-mail: We will have a class conference on LearnLink that corresponds with this course. I will post on the conference all assignments, reading journal questions, as well as other pertinent items that may enhance class discussion. When communicating with your fellow classmates on the conference or with me on my personal e-mail address do not post anything that you would not be comfortable saying to your classmates or to me in person.

E-mail has become an important educational tool. All of us use it on a regular basis. However, the convenience of e-mail can often lead to informality and misunderstanding. For this reason, there are different rules for writing in formal situations—class discussions, letters to professors, student discussion lists—that do not necessarily apply when writing to friends and family. So, here are my suggestions for using e-mail in our class. When writing to me or on our LearnLink conference you should use a serious tone. Address me by my proper title, follow rules of grammar and mechanics, and do not use all lower or upper case letters. You should use black ink in your e-mail messages. Avoid using expletives and other slang in formal situations. I have heard it said that writing is like fashion, one style is not appropriate for every situation. For example you would not wear your bathing suit to a job interview at a bank. So, get in the habit of using your professional voice when communicating as a professional, in your case your profession right now is being a college student.

Do not assume just because you *can* get in touch with me when you want to that I will be available to read your message. I rarely check e-mail once I leave campus, which is usually around 5:30 p.m., and I don't check e-mail over the weekend. So, note that I read e-mail from 9:00-5:30 Monday through Friday. Take time to think about your message before you send it. Never send a message when you are feeling emotional, particularly if you are upset or angry. I also do not accept written assignments (oral history essay, book review, or reading journals) via e-mail. I only accept hard copies of written assignments.

Finally, remember that e-mail is not a very private communication system. Your messages can be printed out, and they can also be sent on to others as forwarded messages. Any private message you send potentially can come under public scrutiny; therefore you should not write anything that would cause you or someone else embarrassment or trouble should your e-mail become public. Most importantly, remember that even though you cannot see them, you are communicating with real human beings whenever you send e-mail. Do not let the impersonal screen make you forget to be as respectful in your communication as you would be when speaking face to face.

Cell phones: I do not take phone calls during class so you should not either. Turn off your cell phone during class.

SCHEDULE

Jan 14	Syllabus, Why Study History?	
Jan 16		Presidential Reconstruction E- Reserves, Goldman
Jan 19	No Class—Martin Luther King Jr. Holiday	
Jan 21		Radical Reconstruction E-Reserves, Goldman
	Last day to drop/add	
Jan 23		The South During Reconstruction E-Reserves, Goldman
Jan 26		The End of Reconstruction E- Reserves, Goldman
Jan 28	Reading Quiz and Discussion of Goldman, <i>Reconstruction and Black Suffrage</i>	
Jan 30	Rise of Corporate Economy	

Feb 2	Rise of Corporate Economy	
Feb 4		Race Relations: Defining the Lines E-Reserves
Feb 6		Immigrant Society in the Gilded Age Antin
	Reading Journal Due at the Beginning of Class	
Feb 9		Immigrant Society in the Gilded Age Antin
Feb 11		Labor & Society in the Gilded Age Antin
Feb 13		Labor & Society in the Gilded Age Antin
Feb 16	Reading Quiz and Discussion of Mary Antin, <i>The Promised Land</i>	
Feb 18		Gilded Age Politics 1875-1900
Feb 20	Last day to drop without penalty	Spanish- American War E-Reserves
Feb 23	Midterm Essay Examination covering Reconstruction through Gilded Age Politics , E-Reserve readings, Goldman, Mary Antin, and lectures through Feb 18.	
Feb 25		Progressivism
Feb 27		The Great Migration E-Reserves
March 1		World War I E-Reserves
March 3		World War I/Treaty of Versailles E-Reserves
March 5		1920s Society and Thought E-Reserves
	Oral History Essay on Immigration/Migration and Antin Due at the Beginning of Class	
March 8	No Class-Spring Break	
March 10	No Class-Spring Break	
March 12	No Class-Spring Break	
March 15		1920s Economy and Politics E-Reserves
March 17		Great Depression E-Reserves
March 19		From New Era to New Deal E-Reserves, Schulman Chap 1
	Reading Journal Due at the Beginning of Class	
March 22	Social Impact of the New Deal	
March 24	World War II	

March 26		Domestic Impact of WWII Tuttle
March 29		Domestic Impact of WWII Tuttle
March 31		End of WWII Beginning of Cold War Tuttle
April 2	Reading Quiz and Discussion of Tuttle, <i>Daddy's Gone to War</i>	
April 5		McCarthyism and Postwar Culture E- Reserves, Schulman Chap 2
April 7		Civil Rights Movement 1950s E- Reserves
April 9		Kennedy and Johnson Schulman, Chap 3
	Reading Journal Due at the Beginning of Class	
April 12		The Great Society Schulman, Chap 4 and Chap 8
	Oral History Essay on World War II and Tuttle due at the Beginning of Class	
	"Intolerable Burden" Documentary and Discussion with Connie Curry 7:00 p.m. Williams	
Hall		
April 14		Civil Rights Movement 1960s Schulman, Chap 5 and Chap 9, Curry
April 16		Student Movements of the 1960s E-Reserves, Curry
April 19	Reading Quiz and Discussion of Curry, <i>Silver Rights</i>	
April 21		Vietnam
April 23	Vietnam	
	Oral History Essay on School Integration and Curry due at the Beginning of Class	
April 26	Conclusions	
April 27	Reading Day	
April 29	Final Essay Exam, 2:00-5:00 p.m.	
	History 232 United States History since 1877	
	E-Reserves Spring 2004	

Reconstruction

Documents:

The Fourteenth Amendment

<http://www.law.cornell.edu/constitution/constitution.amendmentxiv.html>

The Fifteenth Amendment

<http://www.law.cornell.edu/constitution/constitution.amendmentxv.html>

Readings:

Robert M. Goldman, Reconstruction and Black Suffrage: Losing the Vote in Reese and Cruikshank, University of Kansas Press: Lawrence, 2001.

The New South, Race Relations 1880-1900

Documents:

Plessy v. Ferguson (163 US 537), 1896, <http://usinfo.state.gov/usa/infouse/facts/democrac/33.htm>
Booker T. Washington Delivers the 1895 Atlanta Compromise Speech,
<http://historymatters.gmu.edu/d/39>
W.E.B. DuBois Critiques Booker T. Washington, <http://historymatters.gmu.edu/d/40>

Readings:

Mark R. Schneider, "The Colored American and Alexander's: Boston's Pro-Civil Rights Bookersites, The Journal of Negro History, Vol. 80, No. 4, (Autumn 1995), pp. 157-169. JSTOR

The Gilded Age

Readings:

Mary Antin, The Promised Land, Penguin Books: New York, 1997 (originally published in 1912).

Spanish American War

Documents:

"Suspended Judgment": A *Times* Editorial on the *Maine* Tragedy,
<http://historymatters.gmu.edu/d/5472>
"Shameful Treachery": Hearst's *Journal* Blames Spain, <http://historymatters.gmu.edu/d/5471>
The *Maine* and the *World*: Sailing into History, <http://historymatters.gmu.edu/d/5474>

The Great Migration

Documents:

W.E.B. DuBois, "The Migration of Negroes," June 1917, in Eric Arnesen, Black Protest and the Great Migration: A Brief History with Documents, (Bedford/St. Martin's Press: Boston, 2003), pp. 46-50.
Mary De Bardeleben, "The Negro Exodus: A Southern Woman's View," March 18, 1917, *Ibid.*, pp. 50-53.
Charles S. Johnson, "How Much Is the Migration a Flight from Persecution?" September 1923, *Ibid.*, pp. 54-58.
McDowell Times, "1100 Negroes Desert Savannah, Georgia," August 11, 1923, *Ibid.*, pp. 58-59.
New Orleans Times-Picayune, "Luring Labor North," August 22, 1916, *Ibid.*, pp. 59-60.

World War One

Documents:

Woodrow Wilson, "Fourteen Points," January 8, 1918,
<http://www.yale.edu/lawweb/avalon/wilson14.htm>
1920s Culture and Society

Documents:

Scopes Trial Political Cartoons, posted on class learnlink conference
The Carter Family, "Hold Fast to the Right" lyrics on class learnlink conference
H.L. Mencken, "Homo Neanderthalensis," *The Baltimore Evening Sun*, June 29, 1925, in Marion Elizabeth Rodgers, ed. The Impossible H.L. Mencken: A Selection of His Best Newspaper Stories, Doubleday: New York, pp. 562-565.
H.L. Mencken, "Yearning Mountaineers' Souls Need Reconversion Nightly, Mencken Finds," *The Baltimore Evening Sun*, July 13, 1925, *Ibid.*, pp. 576-582.
H.L. Mencken, "Bryan," *The Baltimore Evening Sun*, July 27, 1925, *Ibid.*, pp. 604-608.
H.L. Mencken, "Aftermath," *The Baltimore Evening Sun*, September 14, 1925, *Ibid.*, pp. 608-611.

Readings:

Constance Areson Clark, "Evolution for John Doe: Pictures, The Public, and the Scopes Trial Debate," Journal of American History, March 2001 (Vol. 87, No. 4), JSTOR.

Great Depression/New Deal

Documents:

Dear Mrs. Roosevelt, The Letters and Mrs. Roosevelt's Response
<http://newdeal.feri.org/eleanor/index.htm>.

Readings:

Bruce J. Schulman, "The Perfect Roosevelt Man": Young Lyndon Johnson, 1908-1948, in Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents, Bedford/St. Martin's Press: Boston, 1995, pp. 5-33.

World War II

Readings:

William Tuttle, Daddy's Gone to War: The Second World War in the Lives of America's Children, Oxford University Press: New York, 1993.

Cold War

Documents:

Winston Churchill, "Sinews of Peace (the Iron Curtain Speech), March 5, 1946,
<http://www.historyguide.org/europe/churchill.html>

Truman and the Bomb, a Documentary History Chapter 7: The Potsdam Declaration, July 26,
Edited by Robert H. Ferrell,
http://www.trumanlibrary.org/whistlestop/...large/ferrell_book/ferrell_book_chap7.htm

Draft of a White House press release, "Statement by the President of the United States," ca.
August 6, 1945 (3 pages).
http://www.trumanlibrary.org/whistlestop/study_collections/bomb/small/mb10.htm

Readings:

Martin J. Sherwin, "The Atomic Bomb and the Origins of the Cold War: U.S. Atomic-Energy Policy and Diplomacy, 1941-1945, The American Historical Review, Vol 78, Issue 4 (Oct. 1973), pp. 945-968. JSTOR

Bruce Schulman, "Democratic Leader: Senator Johnson, 1948-1960," in Lyndon Johnson and American Liberalism pp. 34-56.

McCarthyism

Documents:

"I Am Entitled to Counsel of My Choice: Radical Attorney Robert Treuhaft Challenges HUAC and 'McCarthyism'" <http://historymatters.gmu.edu/d/6898>

"You Are the Un-Americans, and You Ought to be Ashamed of Yourselves": Paul Robeson Appears Before HUAC" <http://historymatters.gmu.edu/d/6440>

"I Have Sung in Hobo Jungles, and I Have Sung for the Rockefellers": Pete Seeger Refuses to "Sing" for HUAC <http://historymatters.gmu.edu/d/6457>

"A Damaging Impression of Hollywood Has Spread": Movie "Czar" Eric Johnston Testifies before HUAC <http://historymatters.gmu.edu/d/6443>

"We Must Keep the Labor Unions Clean": "Friendly" HUAC Witnesses Ronald Reagan and Walt Disney Blame Hollywood Labor Conflicts on Communist Infiltration
<http://historymatters.gmu.edu/d/6458>

Reading:

Daniel J. Leab, "How Red Was My Valley: Hollywood, the Cold War films, and I Married a Communist," Journal of Contemporary History, Vol. 19, No. 1, Jan 1984, pp. 59-88. JSTOR