

HIST 232
The Making of Modern America: United States Since 1877
Spring 2003, MW 2:00-3:15
Humanities Hall 201

Dr. Susan Youngblood Ashmore
Office: Language Hall 101
Office Hours: M-Th 3:15-4:30 or by
appointment
E-mail: sashmor@emory.edu
Office Phone: 770-784-8318

COURSE SYLLABUS

Course Description:

This course will introduce you to the history of the United States from the Civil War through the 1970s. As a survey course we will focus on the making of modern America with specific emphasis on what it means to be an American how that has changed over time including immigration, diversity, and the changing role of government in American society. 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.

Samuel T. McSeveny, editor, *Reading America's History: Selected Historical Documents*, Volume 2: Since 1865, Fourth Edition, Bedford/St. Martin's Press: Boston, 2001.

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

Lewis Gould, *The Presidency of Theodore Roosevelt*, University of Kansas Press: Lawrence, 1991.

Studs Terkel, *Hard Times: An Oral History of the Great Depression*, The New Press: New York, 2000, originally published 1970.

Melba Pattillo Beals, *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*, Washington Square Press: New York, 1994.

Michael Harrington, *The Other America*, Touchstone Books: New York, originally published 1962.

Primary documents and secondary journal articles on E-Reserves.

Grading and Assignments:

Midterm Essay Exam (20%) given on **February 19**; Oral History Essay (15%) on Antin due at the *beginning* of class on **March 5** or on Beals due at the *beginning* of class on **April 23**; Quizzes from Reading Material (10%); Review of Reading Journal (15%) due at the beginning of class on **February 5 and April 16**; Attendance and General Class Participation (10%); Final Essay Exam (30%) given on **Friday, May 2 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.

EMORY UNIVERSITY



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Explanation of Reading Journal Assignment: Throughout the semester you will read primary documents from McSeveney and 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 5 and April 16**.

Explanation of Oral History Essay Assignment and Book Review 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 94-97 in the Oxford College 2002-2003 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 2:00 and ends at 3:15. 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 two absences, every absence after that will deduct 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.

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 28th) 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.

McS: McSeveney
 LG: Lewis Gould
 MPB: Melba Pattillo Beals

MA: Mary Antin
 ST: Studs Terkel
 MH: Michael Harrington

SCHEDULE

Jan 15	Syllabus, Why Study History?	
Jan 17	Civil War	E-Reserves: Civil War
Jan 20	No Class--Martin Luther King Jr. Holiday	
Jan 22	Civil War	E-Reserves: Civil War
Jan 27	Reconstruction	E-Reserves: Recon; McS Chap 15
Jan 29	Reconstruction	E-Reserves: Recon; McS Chap 15
Feb 3	Rise of Corporate Economy	McS Chap 17
Feb 5	The New South/Immigrant Society	McS Chap 18, Chap 19; MA
	Reading Journal Due at the Beginning of Class	
Feb 10	Immigrant Society in Gilded Age	McS Chap 19; MA
	Reading Quiz and Discussion of Mary Antin, <i>The Promised Land</i>	
Feb 12	Labor and Women in Gilded Age	McS Chap 17, Chap 18
Feb 17	Politics 1875-1900	McS Chap 18
Feb 19	Midterm Essay Examination covering Civil War through Women in the Gilded Age, E-Reserve readings, McSeveney readings, Mary Antin, lectures through Feb12.	
Feb 24	Progressivism	McS Chap 20; LG
Feb 26	Progressivism and Reading Quiz and Discussion of Lewis Gould, <i>The Presidency of Theodore Roosevelt</i>	
March 3	World War I	McS Chap 22
March 5	World War I/Treaty of Versailles	McS Chap 22
	Oral History Essay Due at the Beginning of Class	
March 10	No Class-Spring Break	
March 12	No Class-Spring Break	
March 17	1920s Society, Economy and Politics	McS Chap 22 and 23
March 19	Great Depression	McS Chap 24, ST
March 24	Social Impact of the New Deal	McS Chap 24; ST
March 26	Reading Quiz and Discussion of Studs Terkel, <i>Hard Times</i>	
March 31	Domestic Impact of WWII	McS Chap 26
April 2	From Cold War to Korean War	McS Chap 27
April 7	McCarthyism and Postwar Culture	McS Chap 27; E-Reserves McCarthy
April 9	Civil Rights Movement 1950s; Reading Quiz and Discussion of Melba Pattillo Beals, <i>Warriors Don't Cry</i>	McS Chap 28; MPB; E-Reserves CRM

April 14	Civil Rights Movement 1960s	McS Chap 28
April 16	The Great Society	McS Chap 28, MH
	Reading Journal Due at the Beginning of Class	
April 21	Reading Quiz and Discussion of Michael Harrington, <i>The Other America</i>	
	The Counter Culture of the 1960s	McS Chap 28
April 23	Vietnam	McS Chap 29
	Oral History Essay on Beals due at the Beginning of Class	
April 28	Nixon and Watergate	McS Chap 30
April 30	Reading Day	
May 2	Final Essay Exam, 2:00-5:00 p.m.	