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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 inquiry-based course. **First**, by gaining a factual knowledge of this historical period the course seeks to assist students in learning to think historically, or to become historically minded, 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 an awareness of the various dimensions of history—political, economic, social, and cultural and to incorporate aspects of ethnicity, gender, race, and class into the explanation of these various historical dimensions. **Third**, the course strives to help students discover, understand, and appreciate the interplay of forces that shape historical change in America's past including individuals and social groups as creators of history. **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 able to interpret primary documents by placing them in their historical context, understand the various perspectives historians have taken as they write about America's past, be familiar with the most important people, ideas, and events of modern American history, and realize their significance for today.

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

Required Readings: These books are available at the campus bookstore and on reserve at the Library reserve desk.

Nicholas Lemann, *Redemption: The Last Battle of the Civil War*, New York: Farrar, Straus and Giroux, 2006.

Les Standiford, *Meet You In Hell: Andrew Carnegie, Henry Clay Frick, and the Bitter Partnership That Transformed America*, New York: Crown Publishers, 2005.

Andrew J. Huebner, *The Warrior Image: Soldiers in American Culture From the Second World War to the Vietnam Era*, Chapel Hill: University of North Carolina Press, 2008.

Mickey Friedman, *A Red Family: Junius, Gladys and Barbara Scales*, Urbana: University of Illinois Press, 2009.

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

Chris Myers Asch, *The Senator and the Sharecropper: The Freedom Struggles of James O. Eastland and Fannie Lou Hammer*, Chapel Hill: University of North Carolina Press, 2011.

Primary documents and secondary journal articles on E-Reserves.

Grading and Assignments:

Essay Exam (10%) given on **February 22**, Midterm Essay Exam (20%) given on **April 6**; Biographical History Essay (20%) using Lemann or Standiford due at the *beginning* of class on **March 7**, or using Asch or Heubner due the *beginning* of class on **April 27**; ; Quizzes from Reserves Direct and Reading Material (10%); Attendance and General Class Participation (10%); Final Essay Exam (30%) given on **Tuesday, May 8th from 9:00-12:00 noon**. 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 Biographical History Essay Assignment or The Warrior Image Assignment will be distributed in 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 the Oxford College 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, a book, or an archival reference—to give the precise source of each and every word used. Remember, even when paraphrasing you need to cite the source used. For further details see Chapter 5 in Story, *Writing History* on reserve at the Library reserve desk.

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. 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 discussed 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 first exam, the midterm exam or the final exam, **only absences due to medical or family emergencies** (for example, you are in the hospital) are valid. You will need to present written evidence of your illness or family emergency for an excused absence from these exams. 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 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 before 5:00 p.m. 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.**

Visiting the Professor:

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. I am interested in what you think about what we are studying. If you have questions about an assignment or need clarification on something you have read come see me.

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 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 necessary

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, include information in the subject heading, follow rules of grammar and mechanics, and do not use all lower or upper case letters or instant messaging language. 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 an undergraduate 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.

Electronics: I do not take phone calls during class so you should not either. Turn off your **cell phone** during class. Do not refer to your cell phone text messages at anytime during class or during an exam. If necessary I will require that you leave your cell phone with me during class or an exam. Do not leave class to check your cell phone for a call or a text message. You should be able to sit through the entire 50 minutes of class without leaving the room. I do not allow students to take notes using a **laptop computer** unless they have permission from me. If you need to use a lap top for this purpose please see me. You may not listen to your **ipod or MP3** player during class. You may not listen to your ipod or MP3 player during an exam.

SCHEDULE

n 18 Introductions/Thinking About Historical Evidence Wael Ghonim and the Arab Spring
E-Reserves, Lemann

E-Reserves, Lemann
E-Reserves, Lemann

isfranchisement Last day add/drop/swap
E-Reserves, Lemann

n 30 **Reading Quiz and Discussion of Lemann, *Redemption***
Economy E-Reserves, Standiford, Asch Chap 1
on in the Gilded Age E-Reserves, Standiford

n the Gilded Age E-Reserves, Standiford
n the Gilded Age/Segr E-Reserves

b 10 **Reading Quiz and Discussion of Standiford, *Meet You In Hell* and Asch Chap 1**

n War E-Reserves
n War E-Reserves
E-Reserves

Feb 22	E-Reserves
Feb 22	Short Essay Exam covering Reconstruction through Spanish-American War, E-Reserve readings, Lemann, Standiford, Asch, and lectures through Feb 15.
Feb 22	E-Reserves
Feb 22	E-Reserves
Feb 22	E-Reserves
Feb 22	E-Reserves, Schulman, Asch Chap 2
Feb 22	E-Reserves, Asch Chap 3
Feb 22	E-Reserves, Schulman Chap 1
Feb 22	Biographical History Essay Using Lemann or Standiford Due at the Beginning of Class
Feb 22	Huebner, Chap 1
Feb 22	No Class – Spring Break
Feb 22	No Class – Spring Break
Feb 22	No Class – Spring Break
Feb 22	Huebner, Chap 2
Feb 22	Beginning of Cold War E-Reserves, Huebner, Chap 3, Asch Chap 4
Feb 22	E-Reserve, Friedman, Schulman, Chap 2
Feb 22	E-Reserve, Friedman, Asch Chap 5
Feb 22	E-Reserve, Huebner, Chap 4
Feb 22	Reading Quiz and Discussion of Friedman, <i>A Red Family</i>
Feb 22	E-Reserves, Huebner, Chap 5
Feb 22	E-Reserves
Feb 22	Midterm Essay Exam: covering World War I through McCarthyism, E-Reserve readings, Asch (chaps 2-4), Huebner (chaps 1-3), Friedman, e-reserves, and class lectures through March 26th
Feb 22	E-Reserve, Asch, Chap 5
Feb 22	E-Reserves
Feb 22	E-Reserves, Schulman, Chap 3
Feb 22	E-Reserves, Asch, Chap 6
Feb 22	E-Reserves, Schulman Chap 4
Feb 22	E-Reserves, Asch, Chap 7-8, Schulman Chap 5, Chap 9
Feb 22	E-Reserves, Huebner, Chap 6, Schulman Chap 6, Chap 10
Feb 22	E-Reserves, Huebner, Chap 7
Feb 22	Historical Essay on Huebner, <i>Warrior Image</i> past and present or Biographical Essay using Asch due at the Beginning of Class
Feb 22	Huebner, Chap 8, Schulman Chap 7 & Chap 11
Feb 22	Reading Day
Feb 22	Final Essay Exam, 9:00-12 noon, bring a pencil or pen to the exam.

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>
Mississippi Black Codes
Adelbert Ames Congressional Testimony
LQC Lamar Testimony

Readings:

Nicholas Lemann, *Redemption: The Last Battle of the Civil War*

Labor and Society in the Gilded Age

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>
Andrew Carnegie, "Hymn to Wealth," "The ABC of Money," "The Ship of State Adrift"
Henry Clay Frick Makes His Case
Colin B. Bailey, *Building the Frick Collection*

Readings:

Les Standiford, *Meet You In Hell*
Chris Myers Asch, *The Senator and the Sharecropper*, Chap 1

Spanish American War

Documents:

"Suspended Judgment": A *Times* Editorial on the Maine Tragedy,
<http://historymatters.gmu.edu/d/5472> <http://historymatters.gmu.edu/d/5472>.
"Shameful Treachery": Hearst's *Journal* Blames Spain,
<http://historymatters.gmu.edu/d/5471> <http://historymatters.gmu.edu/d/5471>.
The *Maine* and the *World*: Sailing into History, <http://historymatters.gmu.edu/d/5474>
Rudyard Kipling, "The White Man's Burden"
<http://historymatters.gmu.edu/d/5474> Andrew Carnegie, "Americanism versus Imperialism" Jan 1899, *The North American Review*

World War One

Documents:

Woodrow Wilson, "Fourteen Points," January 8, 1918, <http://www.yale.edu/lawweb/avalon/wilson14.htm>
Zimmerman Telegram <http://www.yale.edu/lawweb/avalon/wilson14.htm>

1920s

Documents:

Lyrics to "Single Girl/Married Girl" The Carter Family
Lyrics to "Hold Fast to the Right" The Carter Family

Great Depression/New Deal

Documents:

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

Readings:

Bruce Schulman, *Lyndon B. Johnson and American Liberalism*, Chap 1
Chris Myers Asch, *The Senator and the Sharecropper*, Chap 2-3

World War II

Documents:

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

FDR's Four Freedom's Speech

Readings:

Chris Myers Asch, *The Senator and the Sharecropper*, Chap 4
Andrew J. Huebner, *The Warrior Image*, Chap 1, 2 & 3

Cold War

Documents:

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

Readings:

Andrew J. Huebner, *The Warrior Image*, Chap 4
Bruce Schulman, *Lyndon B. Johnson and American Liberalism*, Chap 2
Chris Myes Asch, *The Senator and the Sharecropper*, Chap 5

McCarthyism

Documents:

"I Am Entitled to Counsel of My Choice: Radical Attorney Robert Treuhaft Challenges HUAC and 'McCarthyism'" <http://historymatters.gmu.edu/d/6898><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><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><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><http://historymatters.gmu.edu/d/>
"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/645>
Albert Fried, *McCarthyism: The Great American Red Scare, A Documentary History*

Readings:

Mickey Friedman, *A Red Family*

The Civil Rights Movement 1950s

Documents:

Brown v. Board of Education, 1954
Martin Luther King, Jr., Mass Meeting Holt Street Baptist Church 1956

Kennedy's New Frontier

Documents:

Kennedy's Inaugural Address

Readings:

Bruce Schulman, *Lyndon B. Johnson and American Liberalism*, Chap 3

LBJ/Great Society

Readings:

Bruce Schulman, *Lyndon B. Johnson and American Liberalism*, Chap 4 and 8

Civil Rights Movement 1960s

Documents:

Bruce Schulman, *Lyndon B. Johnson and American Liberalism*, Chap 9
Senator James O. Eastland Oral History

Fannie Lou Hamer Oral History

Letters from Mississippi

Readings:

Chris Myers Asch, *The Senator and the Sharecropper*, Chaps 6, 7, 8

Vietnam War

Documents:

Bruce Schulman, *Lyndon B. Johnson and American Liberalism*, Chap 10

Readings:

Andrew Huebner, *The Warrior Image*, Chap 6, 7, & 8

Bruce Schulman, *Lyndon B. Johnson and American Liberalism*, Chap 6, 7

<http://historymatters.gmu.edu/d/>