

HIST 232 11A
The Making of Modern America: United States Since 1877
Spring 2008, MWF 11:45-12:35
Seney 310

Dr. Susan Youngblood Ashmore
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Office Hours: M-W 2:30-4:00,
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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 and Black Suffrage: Losing the Vote in Reese and Cruikshank*, (University of Kansas Press: Lawrence, 2001).

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

Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*, revised edition, (Basic Books: New York, 1999).

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

Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents*, 2nd ed., (Bedford/St. Martin's Press: Boston, 2007).

James Hoopes, *Oral History: An Introduction for Students*, (University of North Carolina Press: Chapel Hill, 1979).

Primary documents and secondary journal articles on E-Reserves.

Grading and Assignments:

Historical Identification Exam (10%) given on **February 25**, Midterm Essay Exam (25%) given on **March 24**; Oral History Essay (15%) on Antin due at the *beginning* of class on **March 7** or on Cold War Culture/School Desegregation due at the *beginning* of class on **April 25**; Quizzes from E-Reserves and Reading Material (10%); Attendance and General Class Participation (10%); Final Essay Exam (30%) given on **Wednesday, May 7th from 9:00-12 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 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 the Oxford College 2005-2006 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 11:45 and ends at 12:35. 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 historical identification exam, 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, May 1) 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.**

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 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, 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.

Cell phones: 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.

Ipods and MP3 Players: Do not listen to your ipod or MP3 player during class. You may not listen to your ipod or MP3 player during an exam.

SCHEDULE

Jan 16	Syllabus, Why Study History?	
Jan 18	Presidential Reconstruction	E-Reserves, Goldman
Jan 21	No Class – MLK Holiday	
Jan 23	Radical Reconstruction	E-Reserves, Goldman
Jan 25	The South During Reconstruction	E-Reserves, Goldman
Jan 28	Reading Quiz and Discussion of Robert Goldman, <i>Recon and Black Suffrage</i>	
Jan 30	Race Relations: Defining the Color Line	E-Reserves
Feb 1	Rise of Corporate Economy	E-Reserves
Feb 4	Immigrant Society in the Gilded Age	Antin
Feb 6	Immigrant Society in the Gilded Age	Antin
Feb 8	Labor & Society in the Gilded Age	Antin
Feb 11	Labor & Society in the Gilded Age	Antin
Feb 13	Reading Quiz and Discussion of Mary Antin, <i>The Promised Land</i>	
Feb 15	Spanish-American War	E-Reserves
Feb 18	Progressivism	E-Reserves
Feb 20	World War I	E-Reserves
Feb 22	World War I/Treaty of Versailles	E-Reserves
Feb 25	Short Essay Exam covering Reconstruction through Spanish-American War, E-Reserve readings, Goldman, Antin, and lectures through Feb 15.	
Feb 27	1920s Society	E-Reserves
Feb 29	No Class	
March 3	Great Depression	E-Reserves, May Chap 2
March 5	New Deal	E-Reserves, Schulman Chap 1
March 7	Social Impact of the New Deal	E-Reserves
	Last Day to Drop without Penalty	
	Oral History Essay on Immigration/Migration and Antin Due at the Beginning of Class	
March 10	No Class-Spring Break	
March 12	No Class-Spring Break	
March 14	No Class-Spring Break	
March 17	World War II	E-Reserves
March 19	Domestic Impact of WWII	E-Reserve, May Chap 3
March 21	End of WWII Beginning of Cold War	E-Reserve, May Intro, Chap 1
March 24	Midterm Essay Exam: covering Reconstruction through the New Deal, E-Reserve readings, Goldman, Antin, May, Schulman and class lectures through March 17th	
March 26	McCarthyism	E-Reserve, Schulman Chap 2
March 28	Cold War Culture	E-Reserve, May Chaps 4-8

March 31	Quiz and Discussion of May, <i>Homeward Bound</i> Chaps Intro-8	
April 2	Civil Rights Movement 1950s	E-Reserves, Beals
April 4	Civil Rights Movement 1950s	E-Reserve, Beals
April 7	Reading Quiz and Discussion of Beals, <i>Warriors Don't Cry</i>	
April 9	Kennedy's New Frontier	E-Reserves, Schulman Chap 3
April 11	LBJ and the Great Society	E-Reserves, Schulman, Chap 4, May
April 14	Civil Rights Movement 1960s	E-Reserves
April 16	LBJ and Civil Rights	E-Reserves, Schulman Chap 5
April 18	Vietnam	Schulman Chap 6
April 21	Vietnam	Schulman Chap 6
April 23	Anti-War Movement	E-Reserves, May Chap 9
April 25	Vietnam Aftermath	Schulman Chap 7
Oral History Essay on Cold War Culture/School Desegregation due at the Beginning of Class		
April 28	Rise of Conservatism	
April 30	Reading Day	
May 7	Final Essay Exam, 9:00-12 noon	

History 232 United States History since 1877
E-Reserves Spring 2006

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>

Mississippi Black Codes

Readings:

Robert M. Goldman, *Reconstruction and Black Suffrage: Losing the Vote in Reese and Cruikshank*

Race Relations 1880-1900: Drawing the Color Line

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>

The Gilded Age

Readings:

Werner Sollors, editor, Mary Antin, *The Promised Land*

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>

Rudyard Kipling, "The White Man's Burden"

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:

David E. Kyvig, *Daily Life in the United States, 1920-1940: How Americans Lived Through the Roaring*

Twenties and the Great Depression

Great Depression/New Deal

Documents:

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

World War II

Documents:

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

Cold War

Documents:

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

Readings:

Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*

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/6458>