

The Making of Modern America: United States Since 1877
Spring 2005, MWF 10:40-11:30

Library Video Conference Room

Office: Language Hall 101
Office

Hours: M-Th 2:30-4:00 or by

appointment

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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.

Jane Dailey, *Before Jim Crow: The Politics of Race in Post-Emancipation Virginia*, University of North Carolina Press: Chapel Hill, 2000.

Gunther Barth, *City People: The Rise of the Modern City Culture in Nineteenth Century America*, Oxford University Press: New York, 1980.

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.

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.

Margo Adler, *Heretic's Heart: A Journey Through Spirit and Revolution*, Beacon Press: Boston, 1997.

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 28**; Oral History Essay (15%) on Barth due at the *beginning* of class on **March 11** or on Tuttle due at the *beginning* of class on **April 20** or on Beals due at the *beginning* of class on **April 29**; Quizzes from E-Reserves and Reading Material (10%); Attendance and General Class Participation (10%); Final Essay Exam (30%) given on **Friday, May 6th 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 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 97-100 in the Oxford College 2004-2005 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 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, 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.**

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. Sometime in mid-February or early March I have to have major surgery. A graduate teaching assistant will be working with me this semester so that there will be no interruption in this class due to my personal circumstance. I might be gone for up to six weeks. During that time, you will need to rely on the graduate teaching assistant with whom I will be in contact.

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. 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.

SCHEDULE

Jan 19		Syllabus, Why Study History?	
Jan 21		Reconstruction Reserves, Dailey	Presidential E-
Jan 24		Reconstruction E-Reserves, Dailey	Radical
Jan 25	Last day to drop/add		
Jan 26		During Reconstruction E-Reserves, Dailey	The South
Jan 28		Reconstruction Reserves, Dailey	The End of E-
Jan 31		Defining the Lines Reserves, Dailey	Race Relations: E-
Feb 2		Reading Quiz and Discussion of Jane Dailey, <i>Before Jim</i>	
	Crow		
Feb 4		Rise of Corporate Economy	

Feb 7	Rise of Corporate Economy	
Feb 9		Immigrant
		Society in the Gilded Age Barth
Feb 11		Immigrant
		Society in the Gilded Age Barth
Feb 14		Labor & Society
		in the Gilded Age Barth
Feb 16		Labor & Society
		in the Gilded Age Barth
Feb 18	Reading Quiz and Discussion of Gunther Barth, <i>City People</i>	
Feb 21	Gilded Age Politics 1875-1900	
Feb 23		Spanish-
		American War
		E-Reserves
	Last day to drop without penalty	
Feb 25	Historical Identification Exam covering Reconstruction through Gilded Age Politics, E-Reserve readings, Dailey, Barth, and lectures through Feb 21.	
Feb 28		Progressivism
		E-
		Reserves
March 2		The Great Migration
		E-Reserves
March 4		World War I
		E-Reserves
March 7		World War I/Treaty of
		Versailles E-
		Reserves
March 9		1920s Society and
		Thought E-Reserves
March 11		1920s Economy and
		Politics E-Reserves
	Oral History Essay on Immigration/Migration and Barth Due at the Beginning of Class	
March 14	No Class-Spring Break	
March 16	No Class-Spring Break	
March 18	No Class-Spring Break	
March 21		Great Depression
		E-Reserves
March 23		From New Era to New
	Deal	E-Reserves
March 25		Social Impact of the New
	Deal	E-Reserves
March 28	Midterm Essay Exam: covering Reconstruction through the New Deal, E-Reserve readings, Dailey, Barth, and class lectures through March 25th	
March 30		World War II
		Tuttle

April 1		Domestic Impact Tuttle
	of WWII	
April 4		Domestic Impact Tuttle
	of WWII	
April 6		End of WWII
	Beginning of Cold War	Tuttle
April 8	Reading Quiz and Discussion of Tuttle, <i>Daddy's Gone to War</i>	
	War	
April 11		McCarthyism and Postwar Culture E-Reserves, Schulman Chap 2
April 13		Civil Rights Movement 1950s E-Reserves, Beals
April 15		Civil Rights Movement 1950s Beals
April 18	Reading Quiz and Discussion of Beals, <i>Warriors Don't Cry</i>	
April 20	Kennedy and Johnson	
	Oral History Essay on World War II and Tuttle due at the Beginning of	
Class		
April 22		Civil Rights Movement of the 1960s E-Reserves, Adler
April 25		Student Movements of the 1960s E-Reserves, Adler
April 27		Vietnam
April 29	Vietnam	
	Oral History Essay on School Integration and Beals due at the Beginning of	
Class		
May 2	Reading Quiz and Discussion of Adler, <i>Heretic's Heart</i> and	
	Course Conclusions	
May 4	Reading Day	
May 6	Final Essay Exam, 2:00-5:00 p.m.	
	History 232 United States History since 1877	
	E-Reserves Spring 2005	

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:

Jeff R. Kerr-Ritchie, "Black Republicans in the Virginia Tobacco Fields, 1867-1870," *Journal of Negro History*, Vol. 86, No. 1. JSTOR

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:

Jane Dailey, *Before Jim Crow: The Politics of Race in Post-Emancipation Virginia*, University of North Carolina Press: Chapel Hill, 2000.

The Gilded Age

Readings:

Gunther Barth, *City People: The Rise of Modern City Culture in Nineteenth-Century America*, Oxford University Press: New York, 1980.

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

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