

HIST 232Q 9A Dr. Susan Youngblood Ashmore
The Making of Modern America: United States Since 1877 Office: Language Hall 213
Spring 2013, MWF 9:30-10:35 Office Hours: T 1:30-3:00, or by appointment
East Village Alpha 157 E-mail: sashmor@emory.edu

COURSE SYLLABUS

Course Description:

This course will introduce you to the history of the United States from Reconstruction through President Nixon's rapprochement with China. 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 draw conclusions based on historical evidence and the multiple sides of any historical issue. **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 modern 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.

Mark Donnelly and Claire Norton, *Doing History*, New York: Routledge, 2011.

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.

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

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.

Chris Tudda, *A Cold War Turning Point: Nixon and China, 1969-1972*, Baton Rouge: Louisiana State University Press, 2012.

Primary documents and secondary journal articles on E-Reserves.

Grading and Assignments:

Essay Exam (10%) given on **February 20**, Midterm Essay Exam (20%) given on **April 5**; Biographical History Essay (20%) using Lemann or Standiford due at the *beginning* of class on **March 6**, or using Asch or Heubner due the *beginning* of class on **April 29**; Quizzes from Reserves Direct and Reading Material (10%); Attendance and General Class Participation (10%); Final Essay Exam (30%) given on **Friday, May 3rd 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 short essay exam, midterm examination, and final examination will be passed out at least one week prior to each exam. Explanation of Biographical History Essay 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 9:30 and ends at 10:35. 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 class. During class discussions of reading material you are expected 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 and insights 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 earn 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. Written evidence of your illness or family emergency must be presented for an excused absence from these exams and to be able to make up missed work. All make-up exams will be given during the last week of class during my office hours. Please note that 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. Please slide your essay under my office door if you are turning it in after class.**

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:

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 65 minutes of class without leaving the room. I do not allow students to take notes using a **laptop computer or other similar device** unless they have permission from me. If you need to use a lap top for this purpose please see me during the first week of class. If you are given permission to use a laptop computer it is a privilege that can be revoked. If it becomes clear you are using your computer for something other than note taking, I will tap on your desk twice, and you will be asked to leave the class. Thereafter, you will have lost your privilege of using a laptop in class. You may not listen to your **ipod or MP3** player during class or during an exam.

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 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.

SCHEDULE

Jan 16	Introductions/Thinking About Historical Evidence	Wael Ghonim and the Arab Spring
	Jan 18	What do historians do?
	Reading Quiz and Discussion of <i>Doing History</i> Introduction, Chap 3 & 4	
	Jan 21	No Class – King Holiday
	Jan 23	E-Reserves, Lemann
	Jan 25	Reconstruction
		E-Reserves, Lemann
	Reading Quiz and Discussion of Lemann <i>Redemption</i> pp. 1-99	
	Jan 28	Reading Quiz and Discussion of Lemann, <i>Redemption</i> pp 100-209
	Jan 30	Rise of Corporate Economy
Feb 1	Rise of Immigration in the Gilded Age	E-Reserves, Standiford, Asch Chap 1
		E-Reserves, Standiford, Chinese Exclusion Act (1882)
	Feb 4	Labor & Society in the Gilded Age
		E-Reserves, Standiford

Feb 6	Reading Quiz and Discussion of Standiford, <i>Meet You In Hell</i> and Asch Chap 1		
	Feb 8	No Class	
Feb 11	Labor & Society in the Gilded Age/Segr	E-Reserves: Plessy, Washington, DuBois, Tillman	
	Feb 13	Spanish-American War	E-Reserves
	Feb 15	Spanish-American War	E-Reserves
Feb 18	World War I	E-Reserves: War Message to Congress, and Fourteen Points	
		Feb 20	World War I
	Short Essay Exam covering Reconstruction through Spanish-American War, E-Reserve readings, Lemann, Standiford, Asch, and lectures through Feb 13.		
	Feb 22	Treaty of Versailles	E-Reserves: Henry Cabot Lodge
		Feb 25	Great Depression
	Feb 27	Great Depression	E-Reserves, Asch Chap 2
	March 1	New Deal	E-Reserves, Asch Chap 3
	March 4	Social Impact of the New Deal	E-Reserves
	March 6	World War II	E-Reserves
Biographical History Essay Using Lemann or Standiford and Doing History Chapter 5 Due at the Beginning of Class			
	March 8	Domestic Impact of World War II	E-Reserves
		Last day to drop without penalty.	
		March 11	No Class – Spring Break
		March 13	No Class – Spring Break
		March 15	No Class – Spring Break
March 18	End of WWII/Beginning of Cold War	E-Reserves, Asch Chap 4	
	March 20	Cold War	E-Reserves,
	March 22	Cold War	E-Reserve, Friedman

	March 25	McCarthyism	E-Reserve, Friedman, Asch Chap 5
	March 27	Cold War Culture	E-Reserve, Friedman
March 29	Reading Quiz and Discussion of Friedman, <i>A Red Family</i> and Asch Chap 4 & 5		

15 **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

April 8	Civil Rights Movement 1950s	E-Reserve, Asch, Chap 5
April 10	Civil Rights Movement 1960s	E-Reserves, Asch, Chap 6
April 12	Civil Rights Movement 1960s	E-Reserves, Asch, Chap 7-8

April 15	Quiz and Discussion of Asch Chapters 5-8	
April 17	Civil Rights Movement 1960s	E-Reserves
April 19	Cold War/Vietnam	E-Reserves

April 22	Cold War/Nixon & China	Tudda, Chap 1-4 Quiz and Discussion
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April 24	Cold War/Nixon & China	Tudda, Chap5-8 Quiz and Discussion
April 26	Cold War/Nixon & China	Tudda Chap 9-11 Quiz and Discussion
April 29	End of the Cold War/ Reagan	
Biographical History Essay using Friedman or Asch and Doing History Chapter 5 Due at the Beginning of Class		
April 30	Reading Day	
May 3	Final Essay Exam, 2:00-5:00, bring a pencil or pen to the exam.	

History 232 United States History since 1877
E-Reserves Spring 2013

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
Adelbert Ames Congressional Testimony
LQC Lamar Testimony

LQC Lamar, Wendell Phillips, and James G. Blaine's Conclusion in "Ought the Negro to be Disfranchised? Ought He to have been Enfranchised?" in *North American Review*, March 1879 (pp 231-239, 257-262, 270-283)

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>
Ben Tillman, "Their Own Hotheadedness"
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, War Message to Congress, April 2, 1917
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>

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:

Chris Myers Asch, *The Senator and the Sharecropper*, Chap 2-3

World War II

Documents:

FDR's Four Freedom's Speech
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:

Chris Myers Asch, *The Senator and the Sharecropper*, Chap 4

Cold War

Documents:

J. Edgar Hoover Alerts the Nation, October 28, 1945, in Albert Fried,
<http://www.historyguide.org/europe/churchill.html> *McCarthyism: The Great American Red Scare, A Documentary History*
The Truman Doctrine
George Kennon "The sources of Soviet Conduct" (1947)
Winston Churchill, "Sinews of Peace (the Iron Curtain Speech), March 5, 1946,
<http://www.historyguide.org/europe/churchill.html>
Executive Order 9835, March 22, 1947 in Albert Fried,
<http://www.historyguide.org/europe/churchill.html> *McCarthyism: The Great American Red Scare, A Documentary History*

Readings:

Chris Myes Asch, *The Senator and the Sharecropper*, Chap 5

McCarthyism

Documents:

"I Am Entitled to Counsel of My Choice: Radical Attorney Robert Treuhft 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

Civil Rights Movement 1960s

Documents:

Senator James O. Eastland Oral History

Fannie Lou Hammer Oral History

Letters from Mississippi

Readings:

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

Vietnam War

Documents:

Tim O'Brien, excerpts from *If I Die in a Combat Zone*

Nixon in China

Readings: Tudda, *A Cold War Turning Point*

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