

HIST XXXX

American History since 1865



Vaughn Scribner
Sample Syllabus

Text

Henretta, James et al. *America's History Vol. 2*, 8th Edition
*with *Sources for America's History Vol. 2*, 8th Edition

Objectives

- To engage with secondary as well as primary sources in order to develop a clear knowledge about major political, economic, and social developments in American history since 1865. The major focus of this course will be the (fitful) rise of America as an empire and world power. Important themes will include: racism and ethnocentrism, immigration, technological and industrial development, government power, religious and cultural conflicts, human rights, globalization, and war.
- To distinguish between primary and secondary sources and use each accordingly.
- To learn more than just American history. Rather, my larger goal is to help you become better students and thinkers. That is, you should learn how to (among other things) read outside of class, take effective notes, participate in class discussions, complete an in-class written exam in the allotted time, think critically, question assumptions, and DEVELOP YOUR OWN OPINION. I want you all to be active thinkers, not disengaged, passive listeners.

Expectations

A. Attendance:

I assume university students are adults, and I will hold them accountable for their actions. Therefore, you may attend or not as you see fit. However, you are responsible for *everything* that occurs in class, whether or not you attend. I expect you to be in class, participating, and taking notes.

Every Friday, we will have a class-wide discussion over the assigned primary document readings for that week, which I will expect you to reference in your exams.

B. Further Student Responsibilities:

Students are expected to attend and participate in all lecture and discussion classes and complete all assignments and exams. Students are to read this syllabus and understand the policies and procedures herein stipulated.

C. Comportment:

I expect you to be prepared for class and to contribute to classroom discussion. I also expect you to exhibit decent public behavior. I will not tolerate the following....

-Electronic devices of any kind in class (cell phones, computers, tablets, iPods/mp3 players, etc). Please turn these devices off and put them away before class begins. Please also put away newspapers and reading material which do not apply to the course before class begins.

-Sleeping

-Talking

-Defensive, combative, or lackadaisical attitudes

-Disruption of the class through habitual tardiness or early departures

-Behavior that indicates in any way that a student's full attention is not directed at course material.

Behavior deemed unfit for the classroom—especially cheating—will result in a failing grade.

Assignments

Exams: Exams will be conducted during the regular class time and in the regular classroom. They will be essay exams. Please bring a blue book to all exams. I will not accept an exam written in anything but a bluebook. I will send out three possible exam questions one week before the day of the test, and you will have two to choose from on test day (the two possible exam questions will be on the board when you come into class). You will answer one of them for your essay exam, and I expect you to use the primary sources you have read and we have discussed as evidence for your answer. An *"A" paper must use primary sources*. You are also welcome to utilize any of the other applicable primary documents from your book for your exams. However, you may bring

no notes, etc. into the exam. You will lose a letter grade for every day you are late taking the test.

Assignments

Exam 1—25%
Exam 2—25%
Exam 3—25%
Final Exam (Finals Week)—25%

Communication

I prefer to communicate in person during office hours or by appointment, because you deserve my full, undivided attention. If you wish to communicate by email, you can expect a response within 24 hours. **Ensure before you ask a question that you have consulted your syllabus, class calendar, and your fellow students. Your answers will most likely be found there, and more quickly.**

Academic Integrity and Title IX

Do not plagiarize. **This means, simply, don't cheat. If you are caught cheating on a test I WILL FAIL YOU FOR THE CLASS.**

I'm not going to go through all the possible ways you could cheat here, but you know right from wrong. You will find the standards for academic honesty below. Failure to follow these rules will result in a failing grade for the course and appropriate recourse through the Dean's Office—this recourse may include censure, suspension and/or expulsion. Incidents of plagiarism are subject to severe sanctions and you should therefore avoid jeopardizing your future. A copy of the University policy on plagiarism, including definitions and methods of avoidance, is available at the following website:

Academic misconduct is not limited to plagiarism. It also includes forgery, cheating, sexual harassment, and disruptive or disrespectful behavior. The University's policy and procedures regarding academic misconduct are available at:

Class Schedule with Reading Assignments:
Primary (P) and Secondary (S)

Intro Day: Introduction/Syllabus

“Reconstructing a Nation: Successes and Failures, 1865-1900”

Week One

Class One: Picking up the Pieces: Reconstruction and the “New” South

Class Two: Picking up the Pieces: Reconstruction and the “New” North

Class Three: Blacks and the Future of America

(P): Abraham Lincoln, *Last Public Address* (1865), pg. 360-63.

(P): Betty Powers, *Federal Writers’ Project Interview* (c. 1936), pg. 363-65.

(P): Robert Brown Elliott, *Speech to Congress* (1874), pg. 375-378.

(S): Chapter 15

Week Two

Class One: Conquest and Conflict in the American West, 1860-1900

Class Two: The Native American Experience in Post-Civil War America

Class Three: A Global West: Redefining the American West in a New Age

(P): *The Pacific Railway Act*, pg. 381-86.

(P): J. Wright Mooar, *Buffalo Days* (1933), pg. 388-391.

(P): Mourning Dove, *A Salishan Autobiography* (1990), pg. 395-99.

(S): Chapter 16

Week Three

Class One: The Gilded Age: The Explosion of American Industry and Labor, 1865-1900

Class Two: Urban Growth and the Throes of Inequality

Class Three: Gender and the Gilded Age

(P): Elizabeth Cady Stanton, *Declaration of Rights and Sentiments* (1848), pg. 402-404.

(P): Andrew Carnegie, *Wealth* (1889), pg. 424-26.

(P): Antanas Kaztauskis, *Life Story of a Lithuanian* (c. 1906), pg. 430-33.

(S): Chapter 17, 18, 19

****EXAM ONE—In Class on XXXX BRING A BLUEBOOK**

“America Steps onto the World Stage”

Week Four

Class One: A Democratic America? Progressivism and Populism Clash

Class Two: America in the World: America’s Foreign Policy at the Turn of the Century and the Search for Manliness

Class Three: World War I Abroad

(P): Theodore Roosevelt, *Professionalism in Sports* (1890), pg. 444-46.

(P): *Omaha Platform* (1892), pg. 484-87.

(P): Frederic Howe, *The City: The Hope of Democracy* (1909), pg. 488-89.

(P): Liliuokalani, *Hawaii’s Story by Hawaii’s Queen* (1898), pg. 532-33.

(S): Chapter 20, 21

Week Five

Class One: World War I At Home

Class Two: Culture in the 1920’s: Prohibition, Race, Gender, and Modernity in the Roaring Twenties

Class Three: The 1920’s and Depression: an Economic Boom...and Bust

(P): Alfred Bryan and Al Piantadosi, “*I Didn’t Raise My Boy to Be a Soldier*” (1915), pg. 538.

(P): Billy Sunday, *Get on the Water Wagon* (1915), pg. 556-59.

(P): Langston Hughes, *Negro Artist and the Racial Mountain* (1926), pg. 560-62.

(S): Chapter 21, 22

Week Six

Class One: Living in the Great Depression

Class Two: The New Deal

Class Three: The Coming of the Second World War

(P): Herbert Hoover, *Letter to Simeon Fess* (1933), pg. 568-570.

(P): Franklin D. Roosevelt, *Inaugural Address* (1933), pg. 571-74.

(P): Martha Gellhorn, *Field Report to Harry Hopkins* (1934), pg. 584-87.

(S): Chapter 22, 23

****EXAM TWO: In Class on XXXXX. BRING A BLUEBOOK**

“World War II, the Cold War, and a New American Empire”

Week Seven

Class One: World War II Abroad

Class Two: World War II At Home

Class Three: The 1950's in America: A New “Gilded Age?”

(P): *Interviews with the Library of Congress Veterans History Project* (2001, 2003), pg. 596-99.

(P): Gordon Hirabayashi, *Why I Refused to Register for Evacuation* (1942), pg. 600.

(P): Doreen Spooner, *Soda Fountain* (1950), pg. 654.

(S): Chapter 24, 25

Week Eight

Class One: Cold War America: The Atomic Age and Deep-Rooted Fears

Class Two: Gender Roles in Cold War America

Class Three: The Civil Rights Movement: The Real Reconstruction

(P): George Kennan, “*Long Telegram*” to James Byrnes (1946), pg. 632-33.

(P): U.S. Senate, *Employment of Homosexuals and Other Sex Perverts in Government* (1950), pg. 637-640.

(P): Lillian Smith, *Killers of the Dream* (1949), pg. 673-75.

(P): Malcolm X, *The Ballot or the Bullet* (1964), pg. 680.

(P): Indians of All Tribes, *Proclamation: To the Great White Father and All His People* (1970), pg. 684-85.

(S): Chapter 25, 26

Week Nine

Class One: Wars Abroad: Vietnam and America

Class Two: Wars at Home: Baby Boomers: Popular Protest and New American Identities

Class Three: Male Breadwinner Liberalism and the Unraveling of a Myth

(P): Lyndon Baines Johnson, *The Great Society* (1964), pg. 692-95.

(P): John Kerry, *Testimony Before the Senate Committee on Foreign Relations* (1971), pg. 695-96.

(P): *Redstockings Manifesto* (1969), pg. 697-99.

(S): Chapter 26, 27, 28

Exam Three: In Class on XXXX. BRING A BLUEBOOK

“Revolutions Revisited: History Catches Up”

Week Ten

Class One: Environmental Shifts: Earth Day and New Outlooks

Class Two: Nixon and the Watergate Scandal: Shifts in Authority

Class Three: A Conservative Resurgence: The New Right and Evangelicalism

(P): Barry Goldwater, *Acceptance Speech at the Republican National Convention* (1964), pg. 703-06.

(P): *Supreme Court Decision in Roe v. Wade* (1973), pg. 714-18.

(P): Mary Murphy, *Next Billy Graham* (1978), pg. 725-728.

(S): Chapter 28, 30

Week Eleven

Class One: Popular Culture and Wealth in the 1980s: Analog Meets Digital

Class Two: Africa and America

Class Three: Homosexuality Comes into the Popular Narrative: The Aids Crisis in America

(P): Charles Sanders, *Kissinger in Africa* (1976), pg. 745-47.

(P): *Wall Street* (1987), pg. 758-59.

(S): Chapter 29, 30, 31

Week Twelve

Class One: The '90's: Clinton and a Booming America

Class Two: 9/11: Terror, Tragedy, and the War on Terror

Class Three: Hope: Barack Obama

(P) Bill Clinton, *Remarks on Signing the North American Free Trade Agreement Implementation Act* (1993), 801-804.

(P) Kevin Clarke, *Outsourcing Around* (2004), pg. 809-10.

(P) Barack Obama, *A More Perfect Union* (2008), 788-92.

(S) Chapter 30, 31

****EXAM FOUR: Date of Final. BRING A BLUEBOOK**