

Misericordia University
Department of History and Government

HIS 104: United States History Since 1865

Course Credits: 3

Semester: Spring 2015 (#01)

Prerequisites: None

Dr. Jennifer M. Black

Course Description:

From the University Catalog: American society is based upon combined cultures and groups. This course is a study of how that multicultural framework is embedded in the narrative of American history since the Civil War. Emphasis is on the participation, problems, and contributions of women, Native Americans, African Americans, immigrants, labor, and other minority groups. This course includes analytical writing and discussion of readings.

Introduction: America in Pictures

In our modern world, we are surrounded by a society that privileges visual information over other forms—in street signs, billboards, television, film, advertisements, books and magazines, and other places, individuals are forced to rely upon their own interpretation of visual evidence to navigate modern society and culture. This course examines these elements of visual culture (both the media and the methods that structure their study) from the 1870s forward. It uses visual culture as a window to understanding historical events, places, and people. Through America's images, we can understand American history—both the problems and promises of society as it developed after the Civil War into one of the world's industrial super powers.

Course Objectives

Students enrolled in this course will gain a thorough understanding of American history from the 1870s through the 1980s, including the political, economic, social, and cultural issues that persisted through the nineteenth and twentieth centuries. Students will encounter various topics each week through lectures, readings, and primary sources—including both images and documents. Engaging with these materials, students will develop critical thinking skills to find their own truths in American history: learning to navigate between contemporary voices, visual representations, and historians' interpretations of the past. By the end of the semester, students will have developed their analytical writing skills to craft their own argument about the American past.

Course Disciplinary Objectives:

- Identify major events in local, national, and international history
- Identify different historic perspectives between historians in particular historical contexts
- Analyze primary and secondary sources
- Develop an argument that evaluates evidence within a specific historical context

Course Goals

- ❖ HIS 104 contributes to the following University goals for undergraduate education:
 3. Consider ethical issues and values and make reasoned judgments about them.
 5. Respect and understand cultural differences.

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7. Communicate and interact effectively.

❖ HIS 104 contributes to the following goals of the Core Curriculum:

1. Develop effective communication skills including oral, written and/or artistic presentations.
2. Develop and enhance critical thinking and problem solving skills.
5. Develop an awareness of ethical issues across disciplines.
6. Develop an awareness of and appreciation for global interdependence and diversity.

*These goals will be assessed through exams, written assignments, and class participation.

Required Texts

Jennifer D. Keene, Saul Cornell, and Edward T. O'Donnell, *Visions of America: A History of the United States*, 2nd ed., vol. 2 1877 to the present (Pearson, 2012). ISBN: 9780205092680
Eric Foner, *Voices of Freedom: A Documentary History*, 4th ed., vol. 2 (Norton, 2014). ISBN: 9780393922929

*Additional articles available on Blackboard

Course Assignments & Evaluation

There are three examinations, a primary source journal assignment, and six quizzes in this course. Each of these will involve image and / or document analysis and will test your understanding of the course material and objectives. The final course grade will be calculated as follows:

- Participation (5%)
- Journal & Quizzes (25%)
- Exam 1 (20%)
- Exam 2 (20%)
- Final Exam (30%)

Participation: In this course you will be graded on your active participation in class discussions. This gives you a chance to verbally demonstrate your understanding of the course material, and includes raising your hand to ask or answer questions during lecture. You will be allowed two absences without penalty (see below).

Primary Source Journal & Quizzes: Throughout the semester you will read a series of primary documents from the *Voices of Freedom* reader and Blackboard. You will be asked to keep a journal of your reading throughout the semester. Each week, you will comment (1-3) sentences on the main point or theme of each document assigned (think of this as a very brief summary). You will then select a quote from each of the sources to copy into your journal. The quote may be particularly powerful, relevant, confusing, etc. Comment on why you chose the quote, in 1-2 sentences. The end result should be about ¾-page of writing in response to the primary document readings each week. Thus, for a week with three assigned documents, you will compose 3 separate short summaries, copy 3 quotes, and comment on the quotes. Please be sure

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to label your entries for easy reference (week on the syllabus, date of publication, authors' names, etc.). Students may compile the journal in any format they wish—I recommend getting a notebook that will be dedicated to this course; but a student may also choose to use loose-leaf paper (which can be kept in a binder or stapled together), or students may choose to use their laptops. However, if you choose to type the responses please be advised that you must have a hard copy for reference during the quizzes. Students will turn in their source journals at the end of the semester as part of the final grade.

You will use your primary source journal to answer a series of pop quizzes given at the beginning of lecture throughout the semester. These quizzes will be open-note, but not open book (please also note that laptops may not be used during quizzes). The quizzes will be brief and will cover basic information from the primary source readings. For students who keep up with the reading, the quizzes should be an easy way to earn points. Of the six quizzes given, I will drop the lowest two scores (i.e. only four of the six scores will count towards your grade). This leaves room for two absences without penalty. These quizzes will be unannounced and there will be no make-ups.

Exams may include a combination of short answer, matching, multiple choice, image analysis, and essay questions. Study guides will be distributed one week prior to the exam. Make-up exams will not be permitted except in emergency situations, to be determined at my discretion.

Grading Scale for Course Grades:

A = 93-100%	B = 83-86%	C = 73-76%	F = 64% and below
A- = 90-92%	B- = 80-82%	C- = 70-72%	
B+= 87-89%	C+ = 77-79%	D = 65-69%	

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Weekly Schedule

Week 1 (Jan 13): **The Philadelphia Centennial and the Legacy of the Revolution**
Reading: Frederick Douglass' Address to the Republican National Convention in 1876, from p26-27 of the *Proceedings of the Republican National Convention* (1876). **Available on Blackboard and online:** <http://name.umdl.umich.edu/AEW7097.0001.001>.

(Jan 15) **How the West was "Won"**
Reading: *Visions*, chapter 15 "Conflict & Conquest" p438-466

Week 2 (Jan 20-22): **Industrial Boom, the New Elites, and Consumption**
Reading: *Visions*, chapter 16 "Wonder and Woe" p468-496

Foner, documents 102 (Social Darwinism), 105 (Bellamy)

Week 3 (Jan 27-29): **Immigration, the Cities, and Reform**
Reading: *Visions*, p498-540

Foner, documents 107 (Populist Platform), 116 (Ryan), & 117 (IWW)

Week 4 (Feb 3): **The "Progressive" Era**
Reading: *Visions*, p541-559

Foner, documents 109 (Wells), 110 (Willard),

Plessy v. Ferguson (1896) full text. **Available on Blackboard and online:** <http://supreme.justia.com/cases/federal/us/163/537/case.html>

**MID-TERM 1 in class, Thursday February 5th

Week 5 (Feb 10-12) **Debating Empire: the US in the World 1898-1918**
Reading: *Visions*, chapters 19-20 "Imperial America" and "The Great War" p560-623

Foner, documents 112 (Aguinaldo), 113 (Kipling), and 122 (Wilson)

McKinley on Philippines **Available on Blackboard.**

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Week 6 (Feb 17-19): “New Negroes” and Consumer Capitalism

Reading: *Visions*, chapter 21 “A Turbulent Decade”

Foner, documents 128 (Garvey), 133 (Immigration debates), 136 (ERA debates, Hill / Kelley)

Du Bois on returning soldiers **Available on Blackboard.**

Week 7 (Feb 24-26): The New Deal and the WPA

Reading: *Visions*, chapter 22 “A New Deal for America” p654-683

Foner, documents 138 (Steinbeck), 140 (FDR), 144 (Du Bois)

(Mar 3-5): NO CLASS, SPRING BREAK

Week 9 (Mar 10-12): Fighting Fascists

Reading: *Visions*, chapter 23 “World War II” p684-716

Foner, documents 145 (FDR), 151 (Wesley), 152 (Jackson)

Week 10 (Mar 17): Fighting Communism

Reading: *Visions*, chapter 24 “Divided World” p718-748

Foner, documents 154 (Truman), 159 (McCarthy)

**MID-TERM 2 in class, Thursday, March 19th

Week 11 (Mar 24-26): Consumer Citizenship

Reading: *Visions*, chapter 25 “Land of Plenty” p750-776

Foner, documents 158 (Pres. Commission), 162 (Nixon), 168 (MLK)

*WITHDRAWAL DEADLINE: March 30th —Last day to withdraw without academic penalty

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Week 12 (Mar 31): The Sixties I: Continued Struggles for Equality
Reading: *Visions*, chapter 27 “A Decade of Discord” p810-841

MLK, “I have a Dream” speech, 1963:
<http://www.archives.gov/press/exhibits/dream-speech.pdf>

Malcolm X, “The Ballot or the Bullet” speech, 1964:
http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html

****NO CLASS 4/2**** Easter Recess

Week 13 (Apr 7-9): The Sixties II: Counter Cultures and Vietnam
Reading: *Visions*, chapter 26 “A Nation Divided” p779-809

Foner, document 153 (Minh)

Week 14 (Apr 14): The Sixties Continued

****NO CLASS 4/16**** Professor Black away at a conference

Week 15 (Apr 21-23): The conservative “backlash” and “Reganomics”
Reading: *Visions*, chapter 28 “Righting a Nation Adrift” p842-873

Foner, documents 175 (NOW), 178 (ERA), 182 (Schlafly)

Week 16 (Apr 28): FINAL EXAM REVIEW

****Primary source journal due Tuesday, April 28th****

FINAL EXAM During Exams Week, Date TBA