History 106B: America since 1877
Spring 2017
Tuesday & Thursday 12:00-1:50
Rankin Hall 209

Dr. Brian Mueller     Office Hours: T 9:00-11:00 and by appointment
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Course Description

This course will examine American history from the end of the Reconstruction era to the election of Barack Obama in 2008. We will explore the political, economic, social, and cultural events that spurred historical change in America during this period. We will also look at how various politicians, artists, writers, and everyday people responded to America’s political institutions, foreign policy, economic system, and cultural and social norms. There are no prerequisites.

Course Goals

Upon successful completion of this course, a student should be able to:

- Identify key individuals, places, events, groups, and trends in U.S history since 1877 and explain how they affected the development of the nation (their historical significance).
- Understand the global context of U.S. history from 1877 to the present and to provide specific examples of links between the US and foreign nations during this time.
- Explain how social categories such as race, class, and gender shaped an individual’s position and opportunities in American society.
- Understand the difference between a primary and secondary source as well as how historians use them to construct historical interpretations.
- Offer both written and oral interpretations and criticisms of both primary and secondary sources.
- Write a historical argument that displays an understanding of the concepts of continuity and change, and support that argument with evidence from multiple sources.
- Work collaboratively with others to discuss and examine historical sources and express your findings regarding those sources to the larger class.

Course Structure & Requirements

Each class meeting will consist of a lecture, which will provide historical background information to help you interpret and understand the primary source readings that you will need to complete before each class. The remaining time will be spent going over these primary sources. You should be prepared to spend a significant amount of time analyzing the primary sources that are assigned for each class; it is much more difficult to read primary sources than it is to read a textbook.
1.) **Class Participation & Attendance (25%)**
This includes attendance, active and thoughtful participation in class discussions, and proper classroom behavior (see below). As class participation is a significant portion of your final grade, you must not only attend class but also take part in the discussion that will take place during each class. Attendance is required because so much of this course happens in class; each unexcused absence over **THREE** will lower your final semester grade by one third of a letter grade. (Goal 1-7)

**Participation**
“A” = Regularly attended class and participated during each class meeting. You demonstrated that you carefully engaged the course readings. This means that you answered or posed a question, cited specific passages from the readings to support your comments, and engaged with the contributions of your classmates.

“B” = Attended class regularly, but only sometimes contributed to class discussions.

“C” = Attended class regularly, but seldom if ever spoke.

**Classroom Behavior**
Unless you require a special accommodation, I ask that you please refrain from using computers during lecture. You’ll get far more out of this course if you use just a pen and paper to take notes. Cell phones should be silenced and put away. It is also important that you listen to your classmates during discussions, arrive on time, and do not leave early.

2.) **Weekly Quizzes (15%)**
With the exception of the weeks when a primary source analysis is due, a quiz will be given each week of the semester. The quiz will consist of 5 multiple-choice questions related to the readings for that week. The lowest quiz grade of the semester will be dropped. There will be no make-ups given for quizzes. (Goal 1, 2, 3)

3.) **Primary Source Analyses (15%)**
Over the course of the semester, you will need to write **FIVE** primary source analysis essays using two of the assigned documents for a given date to write a 2-page essay. The analysis should include 2 basic sections. In no more than one page, you should describe the arguments of each document. You may want to quote particular phrases in the document and then explain their significance. However, use direct quotes sparingly. The next section should contextualize the document. Explain what the document tells you about the time during which it was written. What do we learn about American society, politics, and culture from the different perspectives offered in each document? What contrasting or similar goals did the writers have in mind? (Goal 1-6)

4.) **Midterm Exam (20%)**
Multiple-choice and Essay. The midterm will be given in class on **March 9**. (Goal 1-6)
5.) **Final Exam (25%)**

Essay. The final exam is scheduled for **Monday, May 8 at 11:00 am** (Goal 1-6)

**Formatting Guidelines for Written Work**

All work must be double-spaced in Times New Roman 12-point font; have one-inch margins on each side; include page numbers; include word count; and be stapled.

All sources MUST be cited according to the Chicago Manual of Style guidelines. These guidelines can be found at [http://lib.trinity.edu/lib2/cite.php](http://lib.trinity.edu/lib2/cite.php).

The Writing Center is a free resource available to all students who would like additional help with their writing. Assistants can work with you on any assignment and address a wide range of writing challenges. The Carroll University Writing Center, located in the Library Learning Commons, is open Sunday through Friday. Writing Assistants are available either by appointment or on a drop-in basis. To schedule an appointment, use LC Online, which is accessible through the student portal, or visit the Center’s webpage: [http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790](http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790)

**Course Readings**

The majority of the readings for this course will come from David E. Shi’s *For the Record: A Documentary History of America, Volume 2: From Reconstruction through Contemporary Times*, Fifth Edition. There also will be additional readings on the course’s eLearning site.

**Course Outline**

**January 24: Introduction**

**January 26: What Reconstruction? The Response of Women, African Americans, and Whites**

- The Late Convention of Colored Men (FTR, 3-4)
- Black Codes of Mississippi (FTR, 4-7)
- Organization and Principles of the KKK (FTR, 9-10)
- Klan Terrorism in South Carolina (FTR, 11-15)
- Address to the First . . . . (FTR, 15-16)

**January 31: The New South & Jim Crow America**

- The New South (FTR, 36-37) [Option 1]
- The New South Investigated (FTR, 38-39) [Option 1]
- Plessy v. Ferguson (FTR, 41-43)
- The Atlanta Compromise (FTR, 43-45) [Option 2]
- Of Mr. Booker T. Washington & Others (eLearning) [Option 2]
- **Primary Source Analysis # 1 Due**
February 2: Transcontinental Expansion & the Closing of the Frontier
- Excerpts from 1885 Commissioner of Indian Affairs Report (eLearning)
- Excerpts from 1891 Commissioner of Indian Affairs Report (eLearning)
- Excerpts from The Significance of the Frontier in American History (eLearning)

February 7: The Gilded Age & Modern America
- Wealth (FTR, 19-21)
- Excerpts from Plunkitt of Tammany Hall (eLearning)
- Should the Chinese Be Excluded? (FTR, 78-80)
- Excerpts from What Social Classes Owe to Each Other (eLearning)
- Excerpts from Progress & Poverty (eLearning)

February 9: The Discontented: Farmers, Laborers, & Immigrants
- Preamble of the Constitution of the Knights of Labor (FTR, 22-23)
- The American Federation of Labor (FTR, 26-27) [Option 1]
- Outlook for Socialism in the United States (FTR, 31-33) [Option 1]
- Populist Party Platform (FTR, 82-86) [Option 2]
- The “Cross of Gold” Speech (FTR, 89-93) [Option 2]
- Primary Source Analysis # 2 Due

February 14: An American Empire?
- Declaration of War (FTR, 97-98)
- The March of the Flag (FTR, 99-101)
- Platform of the American Anti-Imperialist League (FTR, 101-102)
- The Roosevelt Corollary (eLearning)

February 16: Theodore Roosevelt, Woodrow Wilson, & Progressivism
- The Subjective Necessity for Social Settlement (FTR, 116-119)
- The Jungle (FTR, 120-121)
- 1912 Progressive Party Platform (eLearning)
- The New Freedom (FTR, 135-136)

February 21: The War to End All Wars? America and World War I
- Declaration of War Against Germany (FTR, 154-157) [Option 1]
- The State (eLearning) [Option 1]
- The League of Nations (FTR, 158-160) [Option 2]
- The League of Nations Must Be Revised (FTR, 160-162) [Option 2]
- Primary Source Analysis # 3 Due

February 23: The Great Depression, The New Deal & Its Critics
- First Inaugural Address (FTR, 201-203)
- Share Our Wealth (FTR, 207-208)
- A New Declaration of Independence (eLearning)
- Roosevelt’s Second New Deal (eLearning)
February 28: World War II
- Let Us Stay Out of War (eLearning)
- Address to America First Rally (FTR, 216-217)
- America’s Present Emergency (eLearning)
- Navy Day Address on World Affairs (eLearning)

March 2: World War II on the Homefront
- Call to Negro America to March on Washington (FTR, 219-221)
- African Americans & the War (eLearning)
- Women in War Industries (FTR, 221-224)
- Korematsu v. United States (FTR, 224-228)

March 7: Review Session

March 9: Midterm Exam

March 14 & 16: Spring Break

March 21: A World Divided: The Origins of the Cold War
- The Sources of Soviet Conduct (FTR, 238-239)
- A Critique of Containment (FTR, 239-240)
- The Truman Doctrine (FTR, 241-243)
- The Marshall Plan (FTR, 243-245)
- NSC-68 (eLearning)
- Statement on the Korean War (FTR, 245-246)

March 23: The 1950s: Affluence & Anxiety
- Democrats and Communists (FTR, 247-248)
- The Black Silence of Fear (FTR, 248-250)
- The Theory of Social Balance (eLearning)

March 28: The Civil Rights Movement
- To Secure These Rights (eLearning)
- Southern Declaration on Integration (FTR, 280-282) [Option 1]
- The Situation in Little Rock (FTR, 282-284) [Option 1]
- Letter from a Birmingham Jail (FTR, 294-297) [Option 2]
- Black Power (FTR, 306-309) [Option 2]
- Primary Source Analysis # 4 Due

March 30: JFK, Lyndon Johnson & the Great Society
- The Other America (FTR, 292-294)
- To Fulfill These Rights (eLearning)
April 4: The Vietnam War
- The Senate Debates the Tonkin Gulf Resolution (eLearning)
- Cutting Our Losses in South Vietnam (eLearning)
- Peace Without Conquest (FTR, 310-311)
- The U.S. Government “White Paper” of 1965 (eLearning)
- Nixon’s Speech on “Vietnamization” (eLearning)

April 6: “The Movement” & the Sixties
- The Incredible War (eLearning)

April 11: The Rights Revolution
- The Problem That Has No Name (eLearning)
- NOW Statement of Purpose (eLearning)
- A Critique of the Miss America Protest (eLearning)
- The Myth of the Vaginal Orgasm (eLearning)

April 13: Nixon, Détente, Watergate, & the Silent Majority
- The Civil Rights Movement: Fraud, Sham, and Hoax (FTR, 298-301)
- Extremism in the Defense of Liberty Is No Vice (FTR, 301-304)
- “A Time For Choosing” (eLearning)
- What’s Wrong with ‘Equal Rights’ for Women? (FTR, 329-331)
- Organizing the Moral Majority (eLearning)
- Primary Source Analysis # 5 Due

April 18: 1970s in America
- A Collective Sadness (eLearning)
- “Crisis of Confidence” (eLearning)
- Excerpt from The Culture of Narcissism (eLearning)

April 20: The Reagan Revolution & the End of the Cold War
- The “Evil Empire” (FTR, 345-347)
- Excerpt from The Fate of the Earth (eLearning)
- “Tear Down This Wall” (FTR, 348-350)
- Reagan’s Program for Economic Recovery (eLearning)

April 25: A New Era? America Enters a New Century
- The Culture War for the Soul of America (FTR, 355-358)
- Clinton Speech at Signing of NAFTA (eLearning)

April 27: The War on Terror
- Vice President Dick Cheney Speech (eLearning)
- 2001 USA Patriot Act Congressional Debate (eLearning)
- Excerpt from Imperial Life in The Emerald City (eLearning)

May 2: Conclusion & Exam Review
Final Exam: Monday, May 8 at 11:00 am

1. Students with disabilities. If you have a disability and need special assistance or accommodations, please see me within the first week of class. All student requests for accommodation must be made through the Walter Young Center. Faculty may not grant disability accommodations without a written request; to do so, contact Marty Bledsoe, Director of Disability Services, in the Walter Young Center. Please call 262.524.7335 or email mbledsoe@carrollu.edu for more information, or visit the website at https://my.carrollu.edu/ICS/Departments/Disability_Services/.

2. As per UWS 17 of the University of Wisconsin Colleges Student Rights & Regulations, no form of harassment or discrimination is allowed in this class on the basis of identity, including but not limited to race, gender, class, age, disability, religion, sexual orientation, immigration status, veteran status, gender identity, nationality, and/or ethnicity. While this class seeks to foster an environment in which ideas and beliefs can be challenged in the spirit of academic inquiry, such challenges must be respectful and civil so that all class members are welcome and empowered to participate in this learning process.

3. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. The Carroll University Academic Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/icsfs/StudentHandbook_14-15_final.pdf?target=c454f4b7-a902-48d2-8342-1b57678ab3fb). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

4. The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).