

History 2112: The United States Since 1877
Georgia Institute of Technology (Spring 2015)

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Course Overview:

Through a combination of lectures, readings, visual art, documentary photography and film, this course examines the major political, economic, social and cultural trends that have made the United States the nation that it is today. It focuses on the period since 1877 and especially examines:

- 1) the rise of a modern industrial economy and its transformation in recent decades;
- 2) the creation of modern American government as well as debates over its proper size and scope;
- 3) how inequality has riddled American society and how various groups have sought to redress this fact;
- 4) why the United States has gone to war since the late 19th century and how these conflicts have, in turn, shaped American life.

Due to its size, this class is primarily lecture-based. Nonetheless, students are expected to be *active* learners at all times. They should take notes aggressively, complete all assignments on time, and reflect perpetually on whether they are truly grasping the material. Most of all, they should seek out clarification and elaboration whenever they need it, whether by posing questions during class, by posting questions on the weekly discussion forum on T-Square, or by meeting with the instructors during their office hours or by appointment.

Main Goals of the Course (Learning Objectives):

- 1) To give students a greater understanding of major events and trends that have shaped the development of the United States since 1877.
- 2) To give students a greater understanding of what historians do and therefore what “history” is.
- 3) To convince students that historical inquiry is critically important for making sense of the world around them.

4) Additional and related learning objectives specific to general education requirements:

Area E (Social Science) Approved Learning Outcome

Students in this course will demonstrate the ability to describe the social, political, and economic forces that influence social behavior. Specifically, they will be able to describe how a series of critical turning points in the social, political and economic history of the United States (including the industrial revolution, the transformation of agricultural production in the late nineteenth and early twentieth centuries, the development of Jim Crow, the Great Depression, the world wars, the Cold War, and the transformation of the U.S. economy in the late twentieth century) shaped social behavior (including migration and immigration, the formation of protest movements and new forms of political activism, as well as artistic and cultural production.)

Students will demonstrate their ability to describe these patterns in two ways: first, by writing three brief papers throughout the semester in response to questions directly related to these dynamics; and, second, through a series of multiple-choice exams geared toward measuring students ability to accurately describe dynamics related to this learning outcome.

Learning Goal F (Constitutional and History Requirements)

Georgia law as amended March 4, 1953, requires that before receiving an undergraduate degree all students pass an examination or a comparable course in United States and Georgia history/constitution.

The examinations in this course will be appropriately designed to measure student's competence in this regard.

Learning Goal I (US Perspectives)

Student in this course will be able to describe the role of diverse interests and groups in shaping the history, politics, society, or institutions of the United States. This course will especially pay attention to the role that political forces such as the union movement, the populist movement, female activists, African-American and other activists of color, New Left activists as well as business interests, federal policymakers, religious groups, and the post-World War II conservative movement have shaped U.S. history, politics, and the scope of American government.

Students will demonstrate their ability to describe the impact of this diverse array of groups through the brief writing assignments described below and through a series of multiple-choice exams directly geared toward measuring students ability to accurately describe dynamics related to this learning outcome.

Required Readings:

- 1) Eric Rauchway, *Murdering McKinley: The Making of Theodore Roosevelt's America*
- 2) Michael C.C. Adams, *The Best War Ever: America and World War II*
- 3) Ann Moody, *Coming of Age in Mississippi*
- 4) Luis Alberto Urrea, *The Devil's Highway: A True Story*
- 5) Assorted documents posted on T-Square

All books listed above are available for purchase at both Barnes & Noble and the Engineer's Bookstore. All but Adams, The Best War Ever, are also available as e-books.

Textbook to Accompany Lectures:

George Brown Tindall and David Emory Shi, *America, A Narrative History, Brief 9th Edition, Vol. 2*

An e-book version of this text can be affordably purchased and downloaded at:

<http://books.wwnorton.com/books/detail.aspx?ID=4294973559>

Assignments and Grading:

- Brief Writing Assignments (20%)
- Mid-Term I (15%)
- Mid-Term II (20%)
- Mid-Term III (20%)
- Final Exam (25%)

You must take all exams to pass the course.

Brief Writing Assignments:

Students in the class will be split into five groups. Each group will be asked to complete a brief written assignment on three occasions during the semester. Specifically, students will be asked to respond to a question posted on T-Square. ***Questions will be posted each week by Thursday at 11 pm at the latest. Responses are due at the following class meeting. Your responses will be graded based on the effort that you put into composing a complete, accurate and clearly written answer to the question. To receive full credit, your responses must be typed in a 12-point font, double-spaced, with one-inch margins on all sides of the paper and be absolutely no more than two pages in length.***

Policy on Make-Up and Missed Brief Writing Assignments:

Late submissions of writing assignments will be accepted ONLY in the case of a **documented** medical or family emergency. **Please do not ask for an extension in any other case. Your request will not be granted.**

Exams:

Due to the extremely high student-to-teacher ratio in this class, all exams are multiple-choice. You will be examined on your knowledge of the key terms from the lectures as well as on those aspects of the **required** readings highlighted in class and on the take-away points posted on T-Square. For the key terms from lecture, you should be able to identify not only basic information regarding the term (who, what, when, where, etc.) but especially the term's **historical significance – in other words how that term fit into the story recounted in the lecture and why it was highlighted as important**. You will not be examined on information that appears in the textbook readings (in *America: A Narrative History*) that accompany the lectures unless it is discussed explicitly during class.

*Each midterm exam covers only the material dealt with since the previous exam (or the start of class in the case of the first midterm.) **The final exam is semi-cumulative, however.** For the final, you will be responsible for mastering all of the key terms and required readings discussed since Midterm III. In addition, later in the semester I will distribute a list of particularly important key terms from earlier in the course that you will also be responsible for mastering for the final.*

Policy on Make-Up and Missed Exams:

If you miss an exam, you will receive a zero unless you were previously given permission by the instructors to make the exam up at another date and time. If you have a documented medical or family emergency or a waiver from the dean of students, you must show these to me and then we will proceed to schedule a make-up exam. We reserve the right to take points off of make-up exams depending on the reason for your missing the original test.

Grading Scale:

90-100 – A
80-89.99 – B
70-79.99 – C
60-69.99 – D
59.99 and Below – F

Grades will not be “rounded up.” In other words, to receive an A in the course, you must earn an actual, final average of 90.00 or above. A final average of 79.95, for instance, will be a C.

Additional Accommodations:

If you plan on taking tests through **ADAPTS**, please let us know BY E-MAIL during the first week of classes. You must still take exams on the same dates and at the same time as the rest of the class. It is your responsibility to schedule exams with ADAPTS accordingly.

Rules to Live By in History 2112:

- 1) **Come to class, come on time, and stay the whole time.**
- 2) **Take notes.** You may also record the lectures if you would like.
- 3) **USE YOUR NOTES TO MAKE A STUDY GUIDE THAT LISTS AT LEAST A 5-6 SENTENCE DEFINITION FOR EACH AND EVERY ONE OF THE KEY TERMS FROM LECTURE. YOU SHOULD WORK ON BUILDING THIS STUDY GUIDE ON A WEEKLY BASIS OR AFTER EACH CLASS. MODEL DEFINITIONS WILL BE DISTRIBUTED TO HELP GUIDE YOU IN THIS EFFORT.**
- 4) **Make some smart, responsible friends who can give you their notes if you miss class.**
- 5) **Use T-Square, especially the WEEKLY DISCUSSION FORUMS.**

You must post any questions that you have on the weekly T-Square discussion forum before Sunday night at midnight of the week when that material was first presented.

Announcements and other materials related to the course will also be posted on T-Square. It is your responsibility to check for updates regularly.

- 6) **Turn off and put away your cell phones (please!)**
- 7) **Please give us 24 hours to return your e-mails.**
- 8) **Be considerate of your classmates and your instructors.**
- 9) **AND DON'T BE A STRANGER!!!! There are a lot of you, but we would still like to get to know you and to help you succeed in the course however we can!**

Course Schedule:

Jan. 6 – Course Overview

Jan. 8 – Factories, Immigrants and the New American City, 1877-1917

Accompanying Textbook Reading: America, A Narrative History: 628-646.

Assignment for Next Class:

Required:

- 1) Read excerpts from Josiah Strong, *Our Country*, on T-Square
- 2) Begin Rauchway, *Murdering McKinley* (Plan to Finish by Jan. 27)
- 3) Work on Your Study Guide with Definitions of the Key Terms from Lecture

Jan. 13 – The Transformation of the South and the West, 1877-1917

Accompanying Textbook Reading: America, A Narrative History: 606-625, 676-685.

Assignment for Next Class:

Required:

- 1) Excerpt of Booker T. Washington, “Atlanta Exhibition Address,” on T-Square.
- 2) Excerpt of W.E.B. DuBois, “Of Mr. Booker T. Washington and Others,” on T-Square
- 3) Continue reading Rauchway, *Murdering McKinley* (Plan to Finish by Jan. 27)
- 4) Work on Your Study Guide with Definitions of Key Terms from Lecture

Jan. 15 – Resisting Big Business: Populism, Unions and Late-19th-Century Protest

Accompanying Textbook Reading: America, A Narrative History: 589-598; 665-676.

Assignment for Next Class:

Required:

- 1) Excerpts of the “Preamble to the Constitution of the Knights of Labor,” on T-Square
- 2) Excerpts of the “Platform of the Populist Party,” on T-Square.
- 3) Continue reading Rauchway, *Murdering McKinley* (Plan to Finish by Jan. 27)
- 4) Work on Your Study Guide with Definitions of Key Terms from Lecture

Jan. 20 – Money, Manhood, Religion and Race: American Imperialism at the Turn of the 20th-Century

Accompanying Textbook Reading: America, A Narrative History: 693-708.

Assignment for Next Class:

Required:

- 1) Albert J. Beveridge, “March of the Flag,” on T-Square.
- 2) “Platform of the Anti-Imperialist League,” on T-Square.
- 3) Continue Rauchway, *Murdering McKinley* (Plan to Finish by Jan. 27)
- 4) Work on Your Study Guide with Definitions of Key Terms from Lecture

Jan. 22 – Progressive Reform

Accompanying Textbook Reading: America, A Narrative History: 718-753.

Assignment for Next Class:

Required:

- 1) Finish Rauchway, *Murdering McKinley*.
- 2) Work on Your Study Guide with Definitions of Key Terms from Lecture

Jan. 27 – **Lecture on Rauchway, *Murdering McKinley***

Jan. 29 – A Brief But Transformative War: The American Experience of World War I at Home and Abroad

Accompanying Textbook Reading: America, A Narrative History: 759-784

Assignment for Next Class:

- 1) **Prepare for Mid-Term I (Covers Material Up through January 29.)**

Feb. 3 – **Mid-Term I (Covers Material Up through Jan. 29)**

Assignment for Next Class:

Required:

- 1) Begin reading Adams, *The Best War Ever* (Plan to Finish by Feb. 19)

Feb. 5 – The Grueling Battle for Women’s Suffrage

Assignment for Next Class:

Required:

- 1) Read Mrs. Arthur M. Dodge against suffrage on T-Square
- 2) Lyman Abbot, “Why Women Do Not Wish the Suffrage,” on T-Square
- 3) Continue reading Adams, *The Best War Ever* (Plan to Finish by Feb. 19)
- 4) Work on Your Study Guide with Definitions of Key Terms from Lecture

Feb. 10 – A Contradictory Moment: America in the 1920s

Accompanying Textbook Reading: America, A Narrative History: 784-815.

Assignment for Next Class:

- 1) Continue reading Adams, *The Best War Ever* (Plan to Finish by Feb. 19)
- 2) Work on Your Study Guide with Definitions of Key Terms from Lecture

Feb. 12 – The Great Depression and the New Deal, Part 1

Accompanying Textbook Reading: America, A Narrative History: 839-850, 851-864.

Assignment for Next Class:

Required:

- 1) Listen to recordings of Studs Terkel interviews, Links on T-Square
- 2) Continue reading Adams, *The Best War Ever* (Plan to Finish by Feb. 19)
- 3) Work on Your Study Guide with Definitions of Key Terms from Lecture

Feb. 17 – The Great Depression and the New Deal, Part 2.

Accompanying Textbook Reading: America, A Narrative History: 870-885.

Assignment for Next Class:

Required:

- 1) Finish reading Adams, *The Best War Ever*
- 2) Work on Your Study Guide with Definitions of Key Terms from Lecture

Feb. 19 –Discussion of Michael Adams, *The Best War Ever: America and World War II*

Assignment for Next Class:

Required:

- 1) Begin reading Moody, *Coming of Age in Mississippi* (Plan on Finishing by Mar. 10)
- 2) Work on Your Study Guide with Definitions of Key Terms from Lecture

Feb. 24 – From World War to Cold War, 1945-1962

Accompanying Textbook Readings: America, A Narrative History: 949-957; 963-971, 1026-27.

Assignment for Next Class:

Required:

- 1) Read the Novikov Telegram, on T-Square
- 2) Read the Kennan Telegram, on T-Square
- 3) Continue Reading, Moody, *Coming of Age in Mississippi* (Plan on Finishing by Mar. 10)
- 4) Work on Your Study Guide with Definitions of Key Terms from Lecture

Feb. 26 – The “Affluent Society,” Its Shortcomings and Its Discontents

Accompanying Textbook Readings: America: A Narrative History, 974-987.

Assignment for Next Class:

Required:

- 1) **Prepare for Mid-Term II (Covers material through Feb. 26)**
- 2) Continue Reading, Moody, *Coming of Age in Mississippi* (Plan on Finishing by Mar. 10)

March 3 – **Mid-Term II (Covers material up through Feb. 26)**

Assignment for Next Class:

Required:

- 1) Continue Reading, Moody, *Coming of Age in Mississippi* (Plan on Finishing by Mar. 10)

Mar. 5 – The Long Struggle for African-American Equality

Accompanying Textbook Readings: America, A Narrative History: 992-998; 1019-1024; 1036-1040.

Assignment for Next Class:

- 1) Finish Ann Moody, *Coming of Age in Mississippi*

Mar. 10 – **Discussion of Ann Moody, *Coming of Age in Mississippi***

Assignment for Next Class:

Required:

- 1) Begin Reading Urrea, *Devil's Highway* (Plan on Finishing by April 14)
- 2) Work on Your Study Guide with Definitions of Key Terms from Lecture

Mar. 12 – In Search of the Great Society

Accompanying Textbook Readings: America, A Narrative History: 1028-1036.

Assignment for Next Class:

Required:

- 1) Continue Reading Urrea, *Devil's Highway* (Plan on Finishing by April 14)
- 2) Work on Your Study Guide with Definitions of Key Terms from Lecture

Mar. 17 – **NO CLASS, SPRING BREAK**

Mar. 19 – **NO CLASS, SPRING BREAK**

Mar. 24 – The Vietnam War

Accompanying Textbook Readings: America, A Narrative History: 1040-46; 1070-1072; 1076-77.

Assignment for Next Class:

Required:

- 1) Clark M. Clifford, "A Viet Nam Reappraisal," on T-Square.
- 2) Continue Reading Urrea, *Devil's Highway* (Plan on Finishing by April 14)
- 3) Work on Your Study Guide with Definitions of Key Terms from Lecture

Mar. 26 – The New Left, the Counterculture, and the New Right

Accompanying Textbook Readings: America, A Narrative History: 1052-1063.

Assignment for Next Class:

Required:

- 1) Excerpts of the “Port Huron Statement,” on T-Square
- 2) Excerpts of Casey Hayden and Mary King, “Sex and Caste: A Kind of Memo,” on T-Square.
- 3) Continue Reading Urrea, *Devil’s Highway* (Plan on Finishing by April 14)
- 4) Work on Your Study Guide with Definitions of Key Terms from Lecture

Mar. 31 – Quagmires at Home and Abroad: America in the 1970s

Accompanying Textbook Readings: America, A Narrative History: 1068-1072, 1078-83, 1091-98.

Assignment for Next Class:

Required:

- 1) Continue Reading Urrea, *Devil’s Highway* (Plan on Finishing by April 14)
- 2) Work on Your Study Guide with Definitions of Key Terms from Lecture

April 2 – Ronald Reagan and the Transformation of American Politics

Accompanying Textbook Readings: America: A Narrative History: 1098-1106; 1108-1114.

Assignment for Next Class:

Required:

- 1) Prepare for Mid-Term III – Covers Material through March 31**

April 7 – **Mid-Term III (Covers material through March 31)**

Assignment for Next Class:

Required:

- 1) Ronald Reagan, “A Union of Individuals” (1988), on T-Square.
- 2) William Jefferson Clinton, “Statement on Signing 1996 Welfare Reform Act,” on T-Square
- 3) Continue Reading Urrea, *Devil’s Highway* (Plan on Finishing by April 14)
- 4) Work on Your Study Guide with Definitions of Key Terms from Lecture

April 9 – A New Global Economy

Accompanying Textbook Readings: America: A Narrative History: 1128-29; 1138-39

Assignment for Next Class:

Required:

- 1) Finish Urrea, *Devil's Highway*
- 2) Work on Your Study Guide with Definitions of Key Terms from Lecture

April 14 – **Lecture on Urrea, *Devil's Highway***

April 16 – A New Global Politics

Accompanying Textbook Readings: America, A Narrative History: 1118-1125; 1142-44; 1147-53.

Assignment for Next Class:

Required:

- 1) Fareed Zakaria, “The Rise of the Rest,” on T-Square
- 2) Work on Your Study Guide with Definitions of Key Terms from Lecture

April 21 – Contemporary America: Where We Are and How We Got Here

Assignment for Next Class:

- 1) Work on Your Study Guide with Definitions of Key Terms from Lecture

April 23 – Final Class

*****FINAL EXAM *** -- TUESDAY, APRIL 28, 8AM to 10:50AM IN OUR NORMAL CLASSROOM**

The final exam is semi-cumulative. You will be responsible for all of the key terms and readings discussed since Midterm III. In addition, I will distribute a list of particularly important key terms from earlier in the course that you are also responsible for mastering for the final.