

HIS2020G// American History, 1877-Present // SPRING 2015

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MWF, 10:00-10:50, Coleman 2751

Office Hours: MWF, 9:00-10:00, T, 4:00-5:00

Office Location: Coleman 3761

We will read, think, talk, and write about transformations in American history from 1877 to the present. The format of the course will be a mixture of lecture, discussion, and class activity. In this course, you will:

- ❖ Examine political, social, and cultural developments in America from 1877 to the present
- ❖ Analyze and explain primary evidence including documents, popular culture, and media—how are political ideas articulated, disseminated and reformed in cultural production?
- ❖ Consider the craft of the historian—how are histories put together? How to resolve conflicting accounts? How does our impression of the past change along with the present?
- ❖ Use historical context to think critically about and evaluate events in the contemporary—how can we use what we know about the past to explain and evaluate the present?

CATALOG ENTRY:

HIS 2020G. History of the United States Since 1877. (3-0-3) U.S. Since 1877. The new industrial society; agrarian movement; the United States as a world power through two world wars, The Great Depression and after. HIS 2020G is a general education course open to all EIU students. The electronically delivered version of HIS 2020G was created to satisfy the general education requirement in Humanities and Fine Arts for students enrolled in on-line delivery only. Students enrolled at EIU's Charleston campus cannot take the electronically-delivered version of this course. S2 901; HST 912 WI, 3.000 Credit hours

COURSE OBJECTIVES:

- ❖ Explain historical significance of factual information
 - ❖ Discuss historical and historiographical issues of interpretation
 - ❖ Interpret and analyze primary and secondary sources
 - ❖ Analyze development of U.S. history since Reconstruction
- EIU graduates will write and speak effectively.
 - EIU graduates will think critically.
 - EIU graduates will function as responsible citizens.

REQUIRED READING:

Give Me Liberty! (abbreviated as GML) -textbook

For The Record (abbreviated as FTR)- primary source reader

GRADING:

❖ *Preparedness and Participation [10%]*

❖ *Tests and Quizzes [60% total]*

- 1. Reading Quizzes** will be available on Desire 2 Learn and will be due most Mondays. 13 quizzes, I will drop the lowest score and count the 12 best [10% total]
- 2. In-Class Exams** consisting of identification and short answer questions will be given in class on February 16th and March 23rd. [15% each, 30% total]
- 3. Final Exam** Identification and short answer in class, take-home essay distributed in advance. I will give you a list of identification terms to use as a study guide [20%]

❖ ***Working With Primary Sources Writing Assignments [30% total]***

After the first day of class, I will divide you into three groups (1,2, and 3). You will turn in writing assignments based on your group number. All papers will be submitted via **Dropbox on Desire 2 Learn. Further explanations of each assignment are included on the **last page** of this syllabus.

1. **Summary** [5%]

2. **Context** [5%]

3. **Individual Element Analysis** [5%]

4. **Thesis and Evidence** [5%]

5. **Primary Source Analysis** and

6. **Rewrite** [two assignments, 10% total]

CLASS POLICIES

❖ ***Attendance***

- Students are expected to attend each class meeting and come prepared, having completed the assigned reading and ready with insights, observations and questions.
- Attendance is mandatory and will be taken at the beginning of each class. I will allow three documented absences (you must notify me before class begins), but after this, will deduct points for each absence. If you are absent, you are responsible for any missed material or assignments.
- We will begin and end each class promptly, so please be in your seats when class begins, and do not start packing up before class ends. If you are more than ten minutes late, or if you leave class early without discussing with me in advance, I will count you as absent for the day.

❖ ***Classroom Behavior***

- I expect students to treat each other and me with civility and mutual respect. Disrespect, harassment, or disruptions of any kind will not be tolerated. This includes, but is not limited to: whispering, passing notes, arriving to class late, interrupting me or your classmates.
- Please silence all cell phones and disable wireless connection for the duration of class. I allow the use of laptops for note-taking, but reserve the right to change this policy if it is abused. Cell phone use of any kind (texting, playing games, listening to music) is not allowed and will result in penalties for repeat offenders.

❖ ***Email Policy***

- I try to respond to all emails within 24 hours of receipt. That said, I will not respond to emails that do not include a descriptive subject line ("absent this week," "question about primary sources," etc.), a proper salutation ("Dear Professor Rymsza-Pawlowska," "Hi, Dr. R-P"), and a proper closing ("Sincerely, Jane Doe," "Thank You, Jane Doe"). Email professionalism is very important.
- I do not use the Desire 2 Learn email system, so please do not contact me there. Instead, email me on my Eastern account at rymsza@eiu.edu

❖ ***Late Work***

- Late work will not be accepted without my prior approval and may be subject to grade penalty. If an emergency occurs, I will need written documentation.

❖ ***Academic Integrity***

- Plagiarism—either intentionally or unintentionally passing off someone else's work as your own will not be tolerated, and will result in a zero grade for the assignment and/or the course. I will also file a Notification of Academic Misconduct Form with the Office of Student Standards, which will become part of your file at Eastern. Please see EIU's Student Code of Conduct for more information on plagiarism and other kinds of academic dishonesty. Students are responsible for adhering to this code. (<http://www.eiu.edu/judicial/studentconductcode.php>)

❖ ***Disability Services***

- EIU is committed to the provision of equal access and opportunity to all campus programs and services for students with documented qualifying disabilities. Please speak with me and/or contact the Office of Disability Services <http://www.eiu.edu/disablty/index.php>, they will approve and arrange accommodation.

Student Success Center:

I encourage you to take advantage of the resources offered by EIU’s Student Success Center. See <http://www.eiu.edu/success/> for more information.

COURSE SCHEDULE

** I reserve the right to make changes in the syllabus as I deem appropriate as the semester progresses but I will always give you prior notice and I will not add to your workload, only make substitutions.*

UNIT 1 // THE COMING OF MODERNITY

WEEK 1

date	Topic
1/12	Course expectations, doing cultural history; “structures of feeling”
1/14	Public culture in the late 19c; the historian’s work
1/16	Reading the primary source

WEEK 2

date	Topic	Reading Due	Assignments
1/19	NO CLASS, MLK BIRTHDAY		
1/21	Industrial Capital and the Gilded Age	GML: Chapter 16	Quiz due on D2L before class meeting
1/23		FTR: “Wealth” (46-48) “The Business of a Factory” (56-58) “Our Country” (63-64) “The Growth of Cities,” (65-67) “The Lure of the City,” (67-69)	GROUP 1 SUMMARY DUE

WEEK 3

date	Topic	Reading Due	Assignments
1/26	Immigration, Migration, and “The West”	GML: Chapter 17	Quiz due on D2L before class meeting
1/28	Jim Crow		
1/30	Labor and Populism	FTR: “Klan Terrorism in South Carolina,” (12-16) “The New South” (19-20) “The New South Investigated,” (21-22) “The Life of an Illinois Farmers Wife,” (31-33) “The Frontier in American History,”(41-43) “Racism in the South,” (87-89) “Lynch Law in America, (136-37)	GROUP 2 SUMMARY DUE

WEEK 4

date	Topic	Reading Due	Assignments
2/2	“All the World’s a Fair:” American Empire	GML: Chapter 18	Quiz due on D2L before class meeting

2/4	Who Were the Progressives?		
2/6	<i>An Injury to One</i>	FTR: "Declaration of War," (107-108) American Christianity in the Philippines" (112-6) "Roosevelt Corollary," (120-121) "The Jungle," (129-130) "Interpreting Visual Sources: Photography" (152-161)	GROUP 3 SUMMARY DUE

WEEK 5

date	Topic	Reading Due	Assignments
2/9	The Great War	GML: Chapter 19	Quiz due on D2L before class meeting
2/11	The Advent of Cinema, Mass Entertainment and Media		
2/13	The New Woman	FTR: "The Zimmerman Note," (164-165) "Declaration of War Against Germany," (165-67) "The Profits of War," (171-172) D2L: "How We Advertised America,"	GROUP 1 CONTEXT DUE

UNIT 2 // LIBERALISM AT HOME AND ABROAD: THE ROLE OF THE STATE

WEEK 6

date	Topic	Reading Due	Assignments
2/16	EXAM 1 (CHS 16-19)		
2/18	The "Roaring" Twenties?	GML: Chapter 20	Quiz due on D2L before class meeting
2/20		Michael Schudson, "Defining and Locating Consumer Culture in the 1920s" (D2L)	History Careers Day

WEEK 7

date	Topic	Reading Due	Assignments
2/23	Depression	GML: Chapter 21	Quiz due on D2L before class meeting
2/25	The New Deal and/as Culture		
2/27		FTR: "Big Ideas from Big Business," (204-205) "Two Views of the Great Depression," (214-216) "First Inaugural Address," (219-221) "Letters to the Roosevelts," (221-222) "Share Our Wealth," (225-226)	GROUP 2 CONTEXT DUE

WEEK 8

date	Topic	Reading Due	Assignments
3/2	WWII and the Homefront I	GML: Chapter 22	Quiz due on D2L before class meeting
3/4	WWII and the Homefront II		
3/6		FTR: "The Four Freedoms," (244-245) "Address to America First Rally," (246-247) "Call to Negro America," (254-256) "Women in War Industries," (256-259) "The Atomic Bombing of Hiroshima" (263-264)	GROUP 3 CONTEXT DUE

WEEK 9

date	Topic	Reading Due	Assignments
3/9	Cold War Politics	GML: Chapter 23	Quiz due on D2L before class meeting
3/11	The Red Scare		
3/13		FTR: "The Sources of Soviet Conduct," (272-274) "The Truman Doctrine," (275-278) "Democrats and Communists," (280-281)	ALL GROUPS: ELEMENTS DUE

WEEK 10: NO CLASS // SPRING BREAK!**WEEK 11**

Date	Topic	Reading Due	Assignments
3/23	EXAM 2 (CHS 20-23)		
3/25	The American Century	Alan Brinkley, "American Liberals: Fighting for a Better World" (D2L)	
3/27	<i>The Atomic Cafe</i>	FTR: "The Marshall Plan," (278-9) "Address to Congress," (285-7) "Massive Retaliation," (303-5)	ALL GROUPS: THESIS AND EVIDENCE DUE

UNIT 3 // FROM CONSENSUS TO FRACTURE**WEEK 12**

Date	Topic	Reading Due	Assignments
3/30	Legislating the "Affluent Society"	GML: Chapter 24	Quiz due on D2L before class meeting
4/1	Media Midcentury: The Case of Television		
4/3		FTR: "Up From the Potato Fields," (289-291) "What TV is Doing to America," (291-294) "The Feminine Mystique," (295-297) "Varieties of Religious Revival," (297-300)	GROUP 1: DOCUMENT ANALYSIS DUE

WEEK 13

Date	Topic	Reading Due	Assignments
4/6	The Long Civil Rights Movement	GML: Chapter 25	Quiz due on D2L before class meeting
4/8	Student Movements, the New Left, and the Counterculture		
4/10		FTR: "Southern Declaration on Integration," (310-311) "The Situation in Little Rock," (311-313) "Letter from a Birmingham Jail," (323-327) "Why We Need the Vote," (334-336) "Black Power," (338-341) "Interpreting Visual Sources: The Civil Rights Movement," (363-370) "The Port Huron Statement," (373-377)	GROUP 2: DOCUMENT ANALYSIS DUE

WEEK 14

Date	Topic	Reading Due	Assignments
4/13	Politics and Policy in the 1960s: Kennedy, Johnson, and Vietnam	GML: Chapter 26	Quiz due on D2L before class meeting
4/15	Crosscurrents, '68: The Politics of Identity and the New Right		
4/17	<i>Berkeley in the Sixties</i>	FTR: "Inaugural Address," (319-321) "The Other America," (321-323) "Extremism in the Defense of Liberty," (331-334) "Feminism and the Civil Rights Movement," (344-346) "Peace Without Conquest," (351-352) "Women's Liberation," (378-380)	GROUP 3: DOCUMENT ANALYSIS DUE

WEEK 15

Date	Topic	Reading Due	Assignments
4/20	The Reagan Revolution	GML: Chapter 27	Quiz due on D2L before class meeting
4/22	Globalization and Its Discontents: The Bush and Clinton 90s		
4/24		FTR: "The Evil Empire," (390-393) "Tear Down This Wall," (394-396) "The Cold War is Over," (397-399) "Contract with America," (406-408)	

WEEK 16

Date	Topic	Reading Due	Assignments
4/27	Bush and 9/11	GML: Chapter 28	Quiz due on D2L before class meeting
4/29	Moments of Change		
5/1	The Big Picture	Walter LaFeber, "Michael Jordan and the New Capitalism: America on Top of Its Game" (D2L)	ALL GROUPS: REWRITES DUE

FINAL EXAM (CHAPTERS 24-28): TUESDAY, MAY 5th: 10:15am-12:15pm

*****WORKING WITH PRIMARY SOURCES WRITING ASSIGNMENTS**

A critical skill in this course is learning how to read, analyze, evaluate, and write about primary sources—the “evidence” of history. A primary source can be anything—a speech, an article, a cartoon, a letter, or a diary entry—to name a few. Each week, you will be reading primary documents in *For the Record*, and also learning how to put them into historical context and to perform an analysis. This is a scaffolded assignment—that is, each individual assignment is meant to teach you a necessary skill for working with primary sources. My aim in all of these individual assignments is to teach you how to write a **Primary Source Analysis**—that is a sustained paper that makes an argument about the document, presenting and defending an original thesis.

You will be divided into the following groups: 1,2,3, and will turn in assignments according to your group numbers. **It will be your responsibility to keep track of your group assignment, and your respective due dates.** Late assignments will not be accepted.

For each week, (usually Fridays) you will be reading document groups in the primary source collection *For The Record*. Each week’s assignment contains sources that pertain to the course material for that week—the reading in *Give Me Liberty*, and lecture. On the weeks that you have assignments due, you will choose **one** document in **that week’s** *For the Record* reading as the focus of your assignment. **Please indicate which document you are using in the header of your paper.**

The primary sources found in *For The Record* will be the basis for class discussion on Fridays, so it is important that you take the time to read the sources closely and consider them, even if you do not have a written assignment due that week. I expect you to come to class prepared to think about and discuss these sources.

Papers are to be typed in 12-point, standard font (Times New Roman, Calibri, or Cambria) with standard page margins. They will be turned in as Word documents through the appropriate Dropbox on Desire 2 Learn. Late assignments will not be accepted.

ASSIGNMENT SEQUENCE

I. **Summary--What(5%)** You will first need to figure out what the primary document is saying—what *its* message is. In about 2 double-spaced pages (500 words), you will relate and explain the main ideas and points of the document.

II. **Context--Why (5%)** In this two-page assignment (500 words), you will explain and discuss the historical context of the source—what prompted its creation? What historical events and developments is it reflecting upon, both *directly* and *indirectly*?

III. **Individual Element Analysis--How (5%)** In this one-page (250 words) assignment, you will choose one portion of the document—a sentence, an example, a quote, a motif—and do a close reading. What kind of tone is being used? What kind of language? Why? How does this support or undermine either its main point (summary), or its historical context? In other words, how is the point made? How is it illustrated? Why is it effective?

IV. **Thesis and Evidence—Building an Argument (5%)**. You will form an original thesis about the document, and present three pieces of evidence (individual examples or elements) that support this thesis. Evidence can be presented as a bulletpointed or numbered list that presents your quotes accompanied by short (1-2 sentence) explanations, but it must support (explain, defend) your thesis. **Think of this as the outline for a larger Document Analysis paper.**

A thesis presents an argument. Academic writing makes an argument: it never simply summarizes or restates. A thesis is something with which someone could disagree. It makes a claim to something—it offers a reading, an interpretation, a disagreement, a recasting. “this document was written by a woman” is not a thesis. “this document presents a gendered depiction of the past” is a thesis. So is “This document seems contradictory to what we know about this historical period.” Your thesis can be anything you want, but it needs to be something that you can present and defend using evidence from your text. A thesis statement should appear in the introductory paragraph and should explain the argument/analysis that follows.

V. **Primary Document Analysis**. This is a 4-5 page (1000-1200 word) paper that presents and defends an original thesis that puts the document within its historical context. For the purposes of this assignment the thesis must appear in the introductory paragraph and be underlined. Subsequent paragraphs will provide context for your argument, and introduce and explain individual examples before coming to a conclusion that sums up your overall or central argument..

VI. **Rewrite**. You will revise your Document Analysis paper, making changes in response to my comments and feedback. **Changes are to be made using the “Track Changes” function in Word**, so that I can see where and how you have addressed my suggestions.

****you will receive two grades for these assignments: a provisional grade for the Primary Document Analysis, and a final grade for the rewrite. This will be worth 10% of your total grade in the course.**