

HISTORY 112
UNITED STATES HISTORY SINCE 1865

BULLETIN INFORMATION

HIST 112 - United States History since 1865 (3 credit hours)

Course Description:

A general survey of the United States from 1865 to the present, emphasizing major political, economic, social, and intellectual developments.

SAMPLE COURSE OVERVIEW

TBA

ITEMIZED LEARNING OUTCOMES

Upon successful completion of History 112, students will be able to:

1. Demonstrate use of the principles of historical thinking to understand human societies, specifically through the history of the United States from the end of the Civil War to the contemporary era.
2. Define and summarize major events, developments, and themes of United States history from the end of the Civil War until the contemporary era.
3. Evaluate significant themes, issues, or eras in United States history from the end of the Civil War until the contemporary era.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Demonstrate ability to develop interpretive historical arguments drawing on primary and/or secondary sources.
6. Demonstrate ability to recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).

SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS

1. Eric Foner, *Give Me Liberty! : An American History*, vol. 2, Seagull Edition, 2nd edition (New York: W.W. Norton, 2009)
2. Wheeler, Becker, and Glover, *Discovering the American Past: A Look at the Evidence*, Volume II: Since 1865, 7th edition (Boston: Wadsworth)
3. Anne Moody, *Coming of Age in Mississippi* (New York: Dell, 1992).

SAMPLE ASSIGNMENTS AND/OR EXAM

This course will assess student achievement through the evaluation of class participation (including attendance, performance in directed class discussion, and/or brief writing

assignments), quizzes, exams, and research papers based on historical sources. Class discussions will encourage students to use diverse methods and skills to explore primary and secondary historical sources and apply historical methods and frameworks to interpret the past.

1. **Quizzes**
2. **Two Exams and a Final:** The exams will include short answer section[s] and/or essay section[s] and will cover key terms, concepts, and interpretive themes and require students to analyze historical context and apply historical methods to interpret the past.
3. **Paper assignment:** For the paper assignment, students will write an approximately 1,200-word essay comparing the interpretations of civil rights era violence presented in a primary source (Anne Moody, *Coming of Age in Mississippi*) and a secondary source (John Tisdale, *Different Assignments, Different Perspectives: How Reporters Reconstruct the Emmett Till Civil Rights Murder Trial*, *The Oral History Review* 29 (Winter-Spring, 2002), pp. 39-58.

SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS

Week 1:

Class 1: Why History Matters

The class will examine three defining issues for historical study and for this course:

1. How the past matters to the present and what problems presentism plays for the study of the past.
2. How we find history: an introduction to historical methods and research, selecting and interpreting evidence and sources.
3. How historians see the past less as an unchanging recitation of names and dates and more as a constantly evolving, complex set of processes and forces that requires the ethical use of evidence.

Key vocabulary and concepts: Chronology. Contingency. Chance. Power. Individualism. Community.

Class 2: 1865-1877: Reconstruction

Read Give Me Liberty!, Ch. 15, "What is Freedom? Reconstruction, 1865-1877"
Key Concepts: Freedom; Emancipation; Equal Protection under the law

Week 2:

Class 3: The Retreat From Reconstruction

Read Discovering the American Past, Ch. 1: Reconstructing Reconstruction.

Be prepared for quiz and/or discussion on the following historical PRIMARY SOURCES: Cartoons of Thomas Nast.

Week 3:

Class 4: Industrial America & the New West

Read Give Me Liberty!, Ch. 16, "America's Gilded Age, 1870-1890," pp.556-579 [1st ed., pp.510-528]
Key Concepts: Incorporation.

Class 5: The Meaning of Progress: The Populist Vision

Read Discovering the American Past, Ch. 3, "Selling Consumption"
Be prepared for discussion and/or quiz on the following historical PRIMARY SOURCES: Advertisements from leading department stores, 1876

Read Give Me Liberty!, Ch. 16, "America's Gilded Age, 1870-1890," pp. 579-596 [1st ed., pp. 528-545]

Week 4:

Class 6: Race and Citizenship

Read Foner, Give Me Liberty!, Ch. 17, "Freedom's Boundaries, At Home and Abroad, 1890-1900," pp.597-616 [1st ed., pp.546-565]

Read Discovering the American Past, Ch. 2: Be prepared for quiz and discussion on the following historical PRIMARY SOURCES: The Road to True Freedom: African American Alternatives to the New South Ida B. Wells's UNITED STATES ATROCITIES (1892). Booker T. Washington's Atlanta Exposition Address (1895). Excerpt from Henry McNeal Turner's The American Negro and His Fatherland (1895). Excerpts from W.E.B. DuBois's The Talented Tenth (1903) and Niagara Address (1906).

Discussion section question: What is race and how has race as a concept changed since the turn of the Twentieth Century?

Class 7: 1890s: The U.S. as a World Power

Read Foner, Give Me Liberty!, Ch. 17, "Freedom's Boundaries, At Home and Abroad, 1890-1900," pp. 617-636 [1st ed., pp. 565-581]

Week 5:

Class 8: Theodore Roosevelt: A Transformative Presidency

Read Foner, Give Me Liberty!, Ch. 18, "The Progressive Era, 1900-1916"

Class 9: The Progressive Era

Read Discovering the American Past, Ch. 4: "Child Labor Reform and the Redefinition of Childhood"

Be prepared for quiz and discussion on the following historical PRIMARY SOURCES: Photographs of impoverished working children. Excerpts from Jacob Riis, HOW THE OTHER HALF LIVES. Florence Kelley describes child labor and sweatshops. Letters to the Children's Bureau. Experts' advice to parents. Changes in child labor laws.

Students are also required to write a 2-page paper using the primary sources for this week to answer this question: How does childhood in the U.S. today compare to the ones documented in this week

Week 6:

Class 10: Exam #1

Class 11: World War I

Read Foner, Give Me Liberty!, Ch. 19, Safe for Democracy: The United States and World War I, 1916-1920"

Read Discovering the American Past, Ch. 5: Homogenizing a Pluralistic Nation

Be prepared for quiz and/or discussion on the following historical PRIMARY SOURCES: War song and poetry, advertisements, posters, editorial cartoons, speeches, movie stills

Key Concept: propaganda.

Discussion question: How did the U.S. government promote World War I to the public?

Week 7:

Class 12: The 1920s

Read Give Me Liberty!, Ch. 20, From Business Culture to Great Depression: The Twenties, 1920-1932", pp. 719-748 [1st ed., pp. 660-688]

Read Discovering the American Past, Ch. 6, "The 'New' Woman"

Be prepared for quiz and/or discussion on the following historical PRIMARY SOURCES: Excerpts and charts on women's work and pay

Excerpts from the 1920s' social science literature on marriage and the family
Biographies and autobiographies of three "new" women: Margaret Sanger, Clara Bow, and Margaret Mead

Discussion paper: Explain who the three women in the reader were and then list who you think are three equivalent women today.

Class 13: The Great Depression & New Deal

Read Give Me Liberty!, Ch. 20, "From Business Culture to Great Depression: The Twenties, 1920-1932," pp. 748-755 [1st ed., pp. 688-695], and Ch. 21, "The New Deal, 1932-1940," pp. 756-767 [1st ed., pp.696-708]

Week 8:

Class 14: 1932-1940: The New Deal

Read Give Me Liberty!, Ch. 21, "The New Deal, 1932-1940," pp. 768-795 [1st ed., pp. 708-735]

Read Discovering the American Past, Ch. 7 "Understanding Rural Poverty during the Great Depression"

Be prepared for quiz and/or discussion on the following historical PRIMARY SOURCES: Children's letters to Eleanor Roosevelt. Documentary photographs from the Farm Security Administration.

Class 15: World War II

Read: Give me Liberty! Ch. 22, "Fighting for the Four Freedoms: World War II," pp. 796-818

Key concept: Totalitarianism. Federalism.

Week 9:

Class 16: Race and Civil Rights: From the New Deal to World War II

Read Give Me Liberty! Ch. 22, "Fighting for the Four Freedoms: World War II, 1941-1945," pp. 818-837

Read Discovering the American Past, Ch. 8: The American Judicial System and Japanese American Internment

Be prepared for quiz and/or discussion on the following historical PRIMARY SOURCES: United States Supreme Court opinion and dissenting opinions in *Korematsu v. U.S.* (323 U.S. 214).

Class 17: Exam #2

Week 10:

Class 18: Origins of the Cold War

Read Give Me Liberty!, Ch. 23, "The U.S. and the Cold War," pp. 838-851 [1st ed., pp. 776-788]

Class 19: The Cold War at Home

Read Give Me Liberty!, Ch. 23, "The U.S. and the Cold War," pp. 851-870 [1st ed., pp. 788-807]

Read the following primary historical documents and write two-page essay comparing the HUAC testimony of actor Ronald Reagan and folk singer Pete Seeger, [Documents on Blackboard]

1. Ronald Reagan, HUAC testimony
2. Blacklist - Post WWII Red Scare
3. Pete Seeger testimony before HUAC
4. Joseph McCarthy, Wheeling WV speech

Week 11:

Class 20: 1950s: The Affluent Society

Read Foner, Give Me Liberty!, Ch. 24, "The Affluent Society," pp. 871-899 [1st ed., pp. 808-833];

Quiz on Anne Moody, Coming of Age in Mississippi, parts 1 and 2.

Class 21: The 1954 Brown decision and the emerging Civil Rights Movement

Read Give Me Liberty!, Ch. 24, "The Affluent Society," pp. 899-911 [1st ed., pp. 833-844]

Read and be prepared for quiz and discussion the following historical PRIMARY SOURCES: President Eisenhower
<http://www.americanrhetoric.com/speeches/dwightdeisenhowerfarewell.html>

Discussion question: How can we compare a personal memoir to a political speech? What challenges do those different perspectives pose to student of history?

Week 12:

Class 22: The 1960s: The Kennedy Years

Read Give Me Liberty!, Ch. 25, "The Sixties, 1960-1968"

Read Discovering the American Past, Ch. 9, "The 1960 Student Campaign for Civil Rights"

Be prepared for quiz and/or discussion on the following historical PRIMARY SOURCES : Howard Zinn, "Kennedy: The Reluctant Emancipator"

Class 23: LBJ and the Great Society

Read and be prepared for quiz and/or discussion on the following historical PRIMARY SOURCES: LBJ, Commencement address at Howard University: To Fulfill These Rights, June 4, 1965
<http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650604.asp>

Key concept: compensatory justice

Week 13:

Class 24: Vietnam

Read Discovering the American Past, Ch. 10: "A Generation in War and Turmoil"

Read Interviews and photographs with a sampling of the Vietnam Generation.

Discussion question: NBC news personality Tom Brokaw referred to Americans from World War II as "the Greatest Generation." Should that label also be applied to the generation from the Vietnam Era?

Class 25: The Women's Movement

Read: Chapter from Betty Friedan, The Feminine Mystique [on Blackboard]

Key concept: Feminism.

Week 14:

Class 26: Conservatism in American Politics

Read Give Me Liberty, Ch. 26, "The Triumph of Conservatism," pp. 957-978

NOTE: Papers comparing primary source treatment and secondary source treatment of the Emmett Till case are due.

Class 27: 1980s: Reagan's America

Read, Give Me Liberty, Ch. 26, pp. 978-995

Read Discovering the American Past, Ch. 11, "Who Owns History? The Texas Textbook Controversy"

Be prepared for quiz and/or discussion on the following historical PRIMARY SOURCES: Texas state educational code. Proceedings of the Texas Educational Agency. Texas Essential Knowledge Skills (TEKS) standards. Texans debate their history standards. Sample of national media coverage of the Texas textbook debate.

Discussion questions: By examining the material from the Texas controversy, develop answers to this question: How do political, religious, and economic pressures factor into the histories that students learn in elementary and secondary education?

Produce a two-page discussion paper to answer the following question: Should governmental agencies and university administrators dictate what history should be taught in college classes and how it should be taught in those classes?

Week 15:

Class 28: America at the turn of the 21st century

Read Give Me Liberty!, Ch. 27, "Globalization and its Discontents, 1989-2000"

Week 16: Final Exam FINAL EXAM according to University exam schedule

On Give Me Liberty, Chapters 21-27; and on Discovering the American Past, Chapters 8-11.