

# U.S. History Since 1877

HIS 112

Fall 2006

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**J. Mark Souther, Ph.D., Department of History, Cleveland State University**

Class Meetings: MWF 9:45-10:50  
Main Classroom, Room 409, 1899 East 22<sup>nd</sup> Street

Office Hours: MW 1:30-2:30, or by appointment  
Rhodes Tower, Room 1904, 1860 East 22<sup>nd</sup> Street

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## **Introduction**

This course surveys the political, economic, social, cultural, and technological development of the United States since Reconstruction, following the American Civil War. It examines what was happening in the U.S., accounting for regional variations of experience, and places the U.S. within an international context whenever possible. The course introduces a chronological historical narrative and also explores topics and themes in U.S. history through the critical analysis of primary sources (sources written in and thus reflecting the circumstances of a particular time period). It also introduces the idea that history is constructed through ongoing interpretation of the past. Throughout the semester, we will explore U.S. history through visual aid-enhanced lectures, readings, discussions, and occasional documentary films.

## **Required Readings**

All required books are available for purchase at the CSU Bookstore, 2400 Euclid Avenue (across the street from Fenn Tower) or online at [www.csuohio bookstore.com](http://www.csuohio bookstore.com). You should obtain books promptly, as you are responsible for all assignments associated with them.

Henretta, James, David Brody, and Lynn Dumenil. *America: A Concise History, Third Edition, Volume 2: Since 1865*. Boston: Bedford/St. Martin's, 2006.

This is the basic textbook for the course. It is meant to introduce and reinforce material covered in class. It is not a substitute for regular class attendance. I will focus selectively on topics covered in the book but not always in a comprehensive manner.

*Retrieving the American Past*. Custom course pack. Upper Saddle River, N.J.: Pearson Education, 2006. [Note: This book will be available on or about September 5<sup>th</sup>.] Abbreviated RTAP hereafter, this course pack includes shorter selections that we will read either at home or in class, as well as in-depth units on several key topics such as the New Deal, World War II, the Cold War, and Civil Rights, each including two contextual

essays by professional historians and several primary-source documents. It is intended to help you access contemporary perspectives on history at various times in the past and to see how historians draw conclusions about the past through interpretation.

Riis, Jacob. *How the Other Half Lives*. New York: Dover, 1971.

One of the most famous reformist writings of the nineteenth century U.S., Riis's book combines a candid look at the ethnic neighborhoods of Manhattan in New York City in 1890 with stunning documentary photography to make an argument for tenement housing reform. It is intended to help you see the rapid development of late 19<sup>th</sup>-century American cities and the emergence of urban reform as precursors of the Progressive Era through a close reading of a primary source. The book also reveals commonly held racial assumptions that shaped how the problem of the immigrant urban poor was viewed.

### Assignments

**Response Essays. 30% (3 essays @ 10% each).** These assignments are intended to focus your reading and stimulate critical thought, which in turn paves the way for more productive class time. Each essay must be between 3 and 4 full pages of text, exclusive of any headers). You must type your responses (in Microsoft Word format, double-spaced with 1-inch margins, using Times New Roman 12 pt. font). Essays will not be accepted late but may be submitted early.

**Midterm Exam. 20%.** This exam will cover material for weeks 1–6, including lectures and reading. It will take the form of 5 short identification terms, an essay, and a document analysis.

**Riis Book Essay. 20%.** This assignment involves reading Jacob Riis, *How the Other Half Lives*, and preparing a essay of at least 5 pages of text, based on specific instructions distributed in class. You must type your essay (in Microsoft Word format, double-spaced with 1-inch margins, using Times New Roman 12 pt. font).

**Final Exam. 30%.** The final exam will cover material from weeks 7–15, including lectures and reading, and will have 8 short identification terms, an essay, and 2 document analyses.

### Policies

**Assignment Submissions.** All assignments must be submitted in class on the due date. Any extenuating circumstances that prevent submission of an assignment must be brought to my attention prior to the due date. Any work submitted after the due date will incur a penalty of 10 percent per day—beginning with any submission after the class meeting on the due date and inclusive of non-class days.

**Extensions.** Occasionally circumstances make it difficult or impossible to submit an assignment in class on the due date. You may request an extension in advance. If granted, a new due date will be identified in consultation with me.

**Attendance.** If you anticipate not being able to be in class consistently at the appointed time, you should withdraw from the course. I will monitor attendance beginning in week three when

the class roster has solidified. I will deduct 0.5 point for your final course average per unexcused absence beyond the second unexcused absence.

**Student Conduct.** Unacceptable conduct will not be tolerated because it undermines the learning environment necessary to students' success. Unacceptable conduct includes but is not limited to: excessive or disruptive talking or noisemaking, arriving late to class or leaving early, intimidating or threatening anyone in the classroom, sleeping, bringing any activated electronic equipment in the classroom such as cell phones and pagers.

**Academic Integrity.** Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material ranging from whole papers and paragraphs to sentences and phrases. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; and a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.

Source: Capitol Community College's guide to plagiarism (based on the MLA style):  
[webster.comnet.edu/mla/plagiarism.shtml](http://webster.comnet.edu/mla/plagiarism.shtml)

**Writing Assistance.** The Department of History offers a History Tutoring Center where you may seek assistance in preparing written work. The Center is located in Rhodes Tower, Room 1913, and may be reached at (216) 687-3921.

**Student Disabilities.** If you have a disability, it is your responsibility to contact the Office of Student Disabilities, which will work with you to develop a reasonable course of action to encourage success. You must then provide the proper documentation to me if you are requesting any special consideration of your disability.

### **Daily Schedule**

#### **Week 1 – Henretta, Chaps. 15-16 (442-504)**

M 8/28	Course Introduction
W 8/30	The Undoing of Reconstruction
F 9/1	The American West

#### **Week 2 – Henretta, Chap. 17 (505-34)**

M 9/4	<b>Labor Day – No Class</b>
W 9/6	The Rise of Industrial Capitalism
F 9/8	The New Immigration

**Week 3 – Henretta, Chap. 18 (535-65)**

M 9/11        The World of Work  
 W 9/13        Urbanization  
 F 9/15        Machine Politics  
                  Steffens, “Urban Politics and Reform,” RTAP, 7-10

**Week 4 – Henretta, Chap. 19 (566-96)**

M 9/18        Gilded Age Politics  
 W 9/20        The Agrarian Revolt  
 F 9/22        Industrial Unrest in the 1880s-1900s

**Week 5 – Henretta, Chap. 21 (628-57)**

M 9/25        Discussion: How the Other Half Lives  
                  Riis, *How the Other Half Lives*  
                  **RIIS BOOK ESSAY DUE**  
 W 9/27        The Scourge of Jim Crow  
 F 9/29        An American Empire?  
                  Roosevelt, “Corollary to the Monroe Doctrine,” RTAP, 5-6

**Week 6 – Henretta, Chap. 20, 22 (597-627, 662-91)**

M 10/2        The Rise of Progressive Reform  
                  Addams, “Twenty Years at Hull House,” RTAP, 11-16  
 W 10/4        Progressivism and National Politics  
 F 10/6        The Great War, 1914-1918  
                  Roosevelt, “No Fifty-Fifty Allegiance,” RTAP, 17-18  
                  Bourne, “A Critique of 100% Americanism,” RTAP, 19-22

**Week 7**

M 10/9        **Columbus Day – No Class**  
 W 10/11      A War at Home: Mobilization, Unity, and Dissension  
 F 10/13      **MIDTERM EXAM (Covering Weeks 1-6)**

**Week 8 – Henretta, Chap. 23 (692-722)**

M 10/16      The Great Migration and the Red Scare  
 W 10/18      The Roaring Twenties  
 F 10/20      Dissent and Conflict in the 1920s

**Week 9 – Henretta, Chaps. 24-25 (723-79)**

M 10/23      The Coming of the Great Depression

W 10/25 The Great Depression  
 F 10/27 FDR and the New Deal  
     Stebenne, "New Deal Liberalism," RTAP, 23-58  
     Long, "Share Our Wealth," RTAP, 59-64  
**RESPONSE ESSAY #1 DUE**

**Week 10 – Henretta, Chap. 26 (780-811)**

M 10/30 The Road to War  
 W 11/1 Mobilizing the Home Front  
     Rupp, "Mobilizing Women For War, 1941-1945," RTAP, 69-102  
 F 11/3 World War II

**Week 11 – Henretta, Chap. 27 (816-47)**

M 11/6 The Affluent Society  
 W 11/8 The Cold War Abroad  
     Hahn, Hogan, & Karhoff, "The Origins of the Cold War," RTAP, 103-42  
**RESPONSE ESSAY #2 DUE**  
 F 11/10 **Veterans Day – No Class**

**Week 12 – Henretta, Chap. 28 (848-79)**

M 11/13 The Cold War at Home  
 W 11/15 Women, Marriage, and Family in the 1950s  
 F 11/17 The Emergence of the Civil Rights Movement  
     Villard, "Slumbering Fires in Harlem," RTAP 65-68  
     *Brown v. Board of Education*, RTAP, 143-46

**Week 13**

M 11/20 JFK, MLK, and the Civil Rights Struggle  
     Russell, "Nonviolence and the Civil Rights Movement," RTAP, 147-82  
**RESPONSE ESSAY #3 DUE**  
 W 11/22 The Push for Black Voting Rights  
 F 11/24 **Thanksgiving Recess – No Class**

**Week 14 – Henretta, Chap. 29 (880-914)**

M 11/27 Great Society, Burning Cities  
     Carmichael, "Black Power!" RTAP, 183-86  
 W 11/29 The Vietnam War  
     Tonkin Gulf Resolution, RTAP, 187-88  
 F 12/1 Demonstrating and Dropping Out: The Emerging Counterculture

**Week 15 – Henretta, Chaps. 30-31 (915-54)**

- M 12/4      The Rise of the New Right since 1968  
                    Wallace, “The Average Man on the Street,” 189-94
- W 12/6      Watergate and its Implications
- F 12/8      The Reagan Revolution and the End of the Cold War
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- W 12/13     **FINAL EXAM (Covering Weeks 7-15)**  
                    8:30-10:30 AM