

AMERICAN HISTORY SINCE 1865
History 1220 • Section 08 (31063) • Spring 2017
T/Th 11:00 A.M. - 12:15 P.M., 211 KING CTR.

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office: 211 Central Classroom
office hours: T/Th, 9:45-10:45 a.m.,
2:00-3:30 p.m.

Course Description: The Civil War left the nation with deep political, economic, and social scars – and the onerous task of healing old wounds and forging a new nationhood. This course will examine how Americans did just that. In the era since the Civil War, the United States has seen thrilling prosperity and grinding poverty, triumphant wars and tragic quagmires, race riots and “red scares,” miracle cures, flying machines, deadly weapons, diplomatic standoffs, grassroots protests, sexual rebellions, political upsets, and assassinations. In this course, we will consider the events, ideas, and individuals who gave shape to the modern American nation. We will pay particular attention to the sources those individuals left behind, “doing history” by interpreting the records that documented it. By doing so, we can build informed interpretations about how those people lived and why their actions and experiences were significant.

Required Readings: The following books will be available at the Auraria Campus Bookstore (bargain-hunters should also try the selection of used books on Amazon.com and Bookfinder.com, but make sure you get the right editions). You can also find copies on reserve at the library.

Thomas Bell, *Out of This Furnace: A Novel of Immigrant Labor in America* (1976)

Eric Foner, ed., *Voices of Freedom*, vol. 2 (4th edition, 2014)

James Oakes, et al., *Of the People*, vol. 2 (concise edition, 2nd edition, 2012)

Assignments, Grading, and Course Policies: The course requirements and their value toward your grade are as follows. *You must complete all of these components in order to pass.*

Attendance/participation: 15%

Two primary source analyses: 10% (5% each)

Midterm exam: 20%

Two three-page papers: 20%

Final Exam (cumulative): 25%

Quizzes: 10% (total)

Attendance and Participation: I expect regular attendance and will take roll. Everyone is allowed two “byes” – unexplained absences – in the class. After that, any absences – except in the case of legitimate and documented emergencies, medical or otherwise – will detract from the attendance/participation portion of your grade. You are responsible for making up the work you miss during any absence, excused or otherwise.

Classes will generally include a combination of lecture and discussion. During some class meetings (noted in the syllabus and subject to change), we will primarily discuss the assigned documents for that week. Your level of preparation and participation will both improve the quality of class meetings and boost your participation grade.

It should go without saying (but often doesn't) that when you attend class, you will refrain from disruptive behavior, including (but not limited to) talking amongst yourselves, arriving late and leaving early, reading the newspaper, or text messaging. **Please turn off all cell phones and other electronic devices (besides laptops) before you enter the classroom.**

Primary source analyses: Later in this syllabus, I list several pairs of documents in the assigned chapters of *Voices of Freedom*. You will analyze *two* of these pairs, each with a 2-page statement that makes an argument, supported with evidence from the assigned text (cited as necessary). *All papers must be turned in on*

Safe Assign on Blackboard AND in hard copy in class. You will not get credit for the paper until I have both the Safe Assign submission and the hard copy.

Three-page papers: You will write two three-page papers, in which you will respond to assigned questions based on the readings and lectures. These papers are similar to the primary source analyses in that they ask you to build upon the same analytical skills, but with more complex questions and larger bodies of evidence. More information follows at the end of this syllabus. *All papers must be turned in on Safe Assign on Blackboard AND in hard copy in class. You will not get credit for the paper until I have both the Safe Assign submission and the hard copy.*

The Writing Center, located in King Center 415, can help you with any aspect of your writing, from generating ideas to supporting your arguments to organizing to editing for style. For the current schedule or to make an appointment, visit the Writing Center's website at <https://www.msudenver.edu/writectr/> or call 303-556-6070.

Quizzes: Periodically throughout the semester, I will conduct a brief pop quiz at the beginning of class. These quizzes may not be made up due to tardiness or absence, but I will drop your lowest grade (even if that grade is a zero). The quizzes will be open note, and they will test basic comprehension of the material from the previous class (if you missed the previous class, you may not borrow a classmate's notes on the spot to take the quiz, so plan ahead to get the notes if you are absent). I am not planning on a precise number of quizzes, but expect between five and ten throughout the semester.

Midterm and final exams: The midterm will cover all material taught and reading assigned up to the exam; the final will be cumulative, but weighted toward the second half of the semester. Both exams will include shorter identification questions and essay questions (no multiple choice), covering lectures and readings. More information will follow.

Deadlines and exam attendance: All papers are due at the beginning of class, unless otherwise noted, and all students are expected to take exams on the specified dates. Late papers will be graded down one-third of a grade (A to A-, etc.) for every day they are late, starting after the beginning of class. Papers will not be accepted late or via e-mail, except with a valid excuse (medical or family emergency, etc.) AND prior approval from me. No-shows for exams will receive an F. Make-up exams will not be allowed, except for students who have a valid excuse and have made prior arrangements with me.

Special Needs: Students who need accommodations – for disability, religious observance, military service, or any other reason – should let me know within the first two weeks of class. A full statement on accommodations covered under the Americans with Disabilities Act is available on Blackboard, in the “Syllabus and Policies” folder.

Cheating and plagiarism: Either offense is grounds for a zero on the assignment and failure in the course. If you are unsure of what constitutes cheating or plagiarism, I strongly encourage you to check with me *before* you hand in your assignment. Please also note that any student who cannot or will not produce the notes, outlines, and other preparatory work for his or her paper will be considered guilty of cheating or plagiarism and subject to the same penalties. The policy in this class is quite simple and is as follows. In the first documented instance of academic dishonesty (as described in the University guidelines, linked below), the student will receive a zero on the assignment. In the second instance, the student will fail the class. All code of conduct violations will be reported.

Metro State's Academic Integrity Statement: "As students, faculty, staff and administrators of Metropolitan State University of Denver, it is our responsibility to uphold and maintain an academic environment that furthers scholarly inquiry, creative activity and the application of knowledge. We will not tolerate academic dishonesty. We will demonstrate honesty and integrity in all activities related to our learning and scholarship. We will not plagiarize, fabricate information or data, cheat on tests or exams, steal academic material, or

submit work to more than one class without full disclosure."

For more information on academic dishonesty, see

<https://www.msudenver.edu/deanofstudents/studentconduct/academicintegrity/academicdishonesty/>

For more information, please see the information on LAS policies and deadlines posted in the "Syllabus and Policies" folder on Blackboard.

General Studies: This three-hour lower-division course fulfills the Historical General Studies requirement at MSU-Denver. It can be used in the History major and minor. With an earned grade of C or better, it also counts as a guaranteed transfer class.

History majors cannot use a HIS prefix course to fulfill their History General Studies requirement. They must instead take an additional three hours in approved general studies in the one of the other General Studies areas: Arts and Humanities, Science, Social Science I, or Social Science II. History minors should consult the Department to have their program adjusted so that one of their minor courses counts as Historical General Studies.

The General Studies component of a degree at MSUD aims to equip students with crucial intellectual skills in analysis, research and communication in addition to foundational skills. General Studies coursework offers an introduction to a broad range of studies in the natural sciences, the human condition, aesthetic experience and global cultural diversity.

Students in Historical General Studies courses will be expected at minimum to fulfill the following Student Learning Outcomes:

- Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose.
- Communicate in writing with an awareness of audience, by using language conventions appropriate to the occasion and task.
- Demonstrate knowledge of the United States, the world, or one of the major regions of the world.
- Demonstrate, using historical sources, how context and contingency influence change over time.
- Develop an effective historical interpretation and marshal primary and/or secondary evidence to support it.

WEEKLY SCHEDULE

(subject to change)

Readings marked with an asterisk () are available in the "Extra Readings" folder on Blackboard.*

WEEK ONE: January 16-20

Readings: Of the People, chapter 16

Voices of Freedom, docs 94-96

*Thomas Andrews and Flannery Burke, "What Does it Mean to Think Historically?"

*Tracy Thompson, "The South Still Lies about the Civil War" (optional)

January 17: Introductions

January 19: Piecing the Nation Together Again

WEEK TWO: January 23-27

Readings: Of the People, chapter 17

Voices of Freedom, docs 97, 99, 100, 108, 109

Start reading *Out of This Furnace*

January 24: Reconstruction: An Experiment Abandoned

January 36: Living with Jim Crow (*document discussion*)

Writing clinic: Active and Passive Verbs

WEEK THREE: January 30 - February 3

Readings: Of the People, chapter 18

Voices of Freedom, docs 101, 102

Finish *Out of this Furnace*, part 1

January 31: Indian Removal and Reform

February 2: Industrialization and the Rise of Big Business

Writing clinic: Word Choice

***** PRIMARY SOURCE ANALYSIS (OPTION 1) DUE THURSDAY, FEBRUARY 2. *****

WEEK FOUR: February 6-10

Readings: Of the People, chapters 19

Voices of Freedom, docs 103-105, 107, 116-117, 121

February 7: The New Immigrants

February 9: The Labor Movement

Writing clinic: Topic Sentences

WEEK FIVE: February 13-17

Readings: Of the People, chapter 20,
Voices of Freedom, docs 106, 110-114, 120
Out of This Furnace, part 2

February 14: Progressive Reform and the Middle Class (*document discussion*)

February 16: A Nation Imperial and Neutral

Writing clinic: Using Quotations

***** PRIMARY SOURCE ANALYSIS (OPTION 2) DUE THURSDAY, FEBRUARY 16. IF YOU DID NOT DO OPTION 1, YOU MUST DO THIS ONE.*****

WEEK SIX: February 20-24

Readings: Of the People, chapter 21
Voices of Freedom, docs 122, 123, 125, 127, 128, 131-135

February 21: Grinding Out the “Great War”

February 23: The Aftermath of World War I: 100 Percent Americanism (*document discussion*)

Writing clinic: “Little Things Mean a Lot,” part 1

WEEK SEVEN: February 27 - March 3

Readings: Of the People, chapter 22-23
Voices of Freedom, 114, 115, 118, 124, 136
Out of This Furnace, part 3

February 28: Women in a Changing Society (*document discussion*)

March 2: The Glow of Prosperity

Writing clinic: Using Secondary Sources

***** PRIMARY SOURCE ANALYSIS (OPTION 3) DUE THURSDAY, MARCH 2 – IF YOU HAVE ONLY DONE ONE PRIMARY SOURCE ANALYSIS, YOU MUST DO THIS ONE. *****

WEEK EIGHT: March 6-10

Readings: None. Study for your midterm.

March 7: Fundamentalism and Modernism

March 9: MIDTERM

WEEK NINE: March 13-17

Readings: Of the People, chapter 24
Voices of Freedom, chapter 21 (entire)
Out of This Furnace, part 4 and afterword

March 14: Dealing with the Depression

March 16: The New Deal (*bring your textbooks, laptops, tablets, etc., for a class activity*)
Writing clinic: Sentence Structure

WEEK TEN: March 20-24 – NO CLASS (SPRING BREAK)

Be sure to finish *Out of this Furnace*, if you have not already done so.

WEEK ELEVEN: March 27-31

Readings: Voices of Freedom, docs 145, 147

March 28: Class discussion of *Out of this Furnace* (bring the book)
Writing clinic: Plagiarism

March 30: The Path to War

WEEK TWELVE: April 3-7

Readings: Of the People, chapter 25
Voices of Freedom, docs 146, 148-152, 154-157, 159-161

April 4: The War at Home

April 6: American Power and the Challenge of the Cold War
Writing clinic: Concluding Sentences

***** PAPER 1 (OUT OF THIS FURNACE PAPER) DUE IN CLASS ON THURS., APRIL 6. *****

WEEK THIRTEEN: April 10-14

Readings: Of the People, chapter 26
Voices of Freedom, docs 158, 163, 164, 166-169

April 11: The Best Years of Our Lives?

April 13: Toward the Promised Land
Writing clinic: "Little Things Mean a Lot," part II

WEEK FOURTEEN: April 17-21

Readings: Of the People, chapter 27
Voices of Freedom, docs 175, 178

April 18: Feminism

Writing clinic: Thesis Statements

April 20: Guest speakers from Chautauqua (possible location change, TBA)

WEEK FIFTEEN: April 24-28

Readings: Of the People, chapter 28

Voices of Freedom, docs 153, 173, 174, 176, 177

April 25: An Explosion of Social Movements

April 27: Vietnam: What Were We Thinking?

Writing clinic: Outlining

WEEK SIXTEEN: May 1-5

Readings: Of the People, chapter 29-30

Voices of Freedom, docs 162, 165, 170-172, 179-184

May 2: Staggering Out of the Sixties

May 4: The Surprisingly Significant Seventies

***** PAPER TWO DUE IN CLASS ON THURSDAY, MAY 4 *****

****** FINAL EXAM: DATE AND TIME TBA (MOST LIKELY TUESDAY, MAY 9, 11:00 AM – 1:00 PM) ******

HISTORY 1220 • AMERICAN HISTORY SINCE 1865

PRIMARY SOURCE ANALYSIS AND SHORT PAPER TOPICS

Primary Source Analysis Topics and Due Dates:

- *You must respond to TWO of these questions.*
- *Responses should be about 2 pages each, typed in 12 point font and double-spaced.*

Option 1, due February 2 [based on *Voices of Freedom*, chapter 15, “Petition on Behalf of the Freedmen to Andrew Johnson” (1865) and “A Sharecropping Contract” (1866)]: Many historians describe Reconstruction as beginning with great idealism and ending with great disappointment. How did decisions about land use and property ownership contribute to this shift? Do you agree that land ownership was (or would have been) central to freed people’s success in the post-slavery era?

Option 2, due February 16 [based on *Voices of Freedom*, chapter 16, “A Second Declaration of Independence” (1879) and chapter 17, “The Industrial Workers of the World and the Free Speech Fights” (1909)]: Both of these documents links workers’ rights to fundamental American liberties, but they define these essential liberties differently. Based on these documents and the context of industrial America between the 1870s and the 1900s, how and why did unions’ understandings of essential liberties change over time? And what can you infer in these documents about how employers and the government responded to unionized workers?

Option 3, due March 2 [based on *Voices of Freedom*, chapter 20, “Congress Debates Immigration” (1921) and the excerpt from *Meyer v. Nebraska* (1923)]: In what ways did immigration restrictions of the 1920s reflect the attitudes of 100% Americanism? To answer this question, explain the main points of disagreement on immigration during this time. How did those who supported restricting immigration and immigrants’ activities defend their views? And how did their opponents respond?

Three-page Paper Topics and Due Dates:

- *Your papers should incorporate evidence from class notes, the textbook, and the documents listed as sources for each question.*
- *Papers should be about 3 pages each, typed in 12-point font, double-spaced, and each should include a title.*

PAPER ONE, (due April 6): In *Out of This Furnace*, Thomas Bell shows how an immigrant family slowly becomes an American family. What, in your view, was the most important factor to influence this transition? In other words, which of the following formed the strongest basis for the Kracha and Dobrejak families’ identities as either newcomers or natives: ethnic culture (including language, religion, and other facets of community life), political involvement, or securing economic power? Your paper should argue, using evidence from the novel along with other course materials, which of these factors was most important in creating an American identity among generations of immigrants.

PAPER TWO (due May 4; choose ONE of the following topics):

Option 1 (based on *Voices of Freedom*; choose **any four** of the following docs: 159, 160, 162, 164, 170, 171, 181, 184): How did postwar conservatives define “freedom”? Discuss the key components of conservative ideology and explain how they directly reflected conservatives’ perceptions of global and/or national threats.

Option 2 (based on *Voices of Freedom*; choose **any four** of the following docs: 168, 169, 172, 173, 174, 175, 176, 180): How did postwar liberals define “freedom”? Discuss the key components of liberal ideology and explain how they directly reflected liberals’ perceptions of global and/or national threats.

HISTORY 1220 • AMERICAN HISTORY SINCE 1865

WRITING GUIDELINES AND RUBRIC

Over the course of the semester, you will be asked to write two (1-2-page) primary source analyses and two short papers (3 pages). Grades will be based on the following components:

Argument: Your paper must have a clear, analytical argument, in the form of a thesis statement and sustained throughout the paper. Your thesis statement should appear toward the end of your introduction. It must make some sort of historical argument, which you will then support with evidence in the rest of your paper. Think of your thesis statement as answering a “how” or “why” question rather than a “what” or “who” question – in other words, it should suggest an interpretation rather than a description. Some examples:

Weak thesis (C or D paper): "This paper will discuss how African Americans' legal status changed in the decades after World War II." [*Describes the topic but makes no argument.*]

Somewhat better (B paper): "African Americans' legal status improved dramatically in the decades after World War II." [*Suggests an argument but not the reasoning behind it.*]

Much better (A paper): "African Americans' legal status improved dramatically in the decades after World War II, partly due to improved economic opportunities and growing sympathy among whites, but even more due to mounting activism by blacks themselves." [*States a clear argument, and summarizes the reasoning behind it.*]

Beyond the thesis statement, you should use your topic sentences to reinforce and support your argument. Think of each topic sentence as a mini-thesis statement that makes an analytical point about some piece of your overall argument.

Organization and structure: Develop your argument with clearly stated points, each of which builds logically on the points that preceded it and contributes a crucial piece to the overall argument. Prior to writing, develop an outline that breaks the overall argument down into two or three building-block points that work logically together. These building blocks will be the basis for your paragraphs.

Weak organization (C or D paper): Paragraphs have no logical organization or relationship to each other and lack topic sentences that support the overall argument. Paragraphs have no apparent arguments or topics holding them together, but rather seem to start and stop at random points. There may be not true topic or concluding sentences.

Somewhat better (B paper): Paragraphs have clear topics, but the sequencing of topics may not makes sense (for example – random chronological order, when the topic suggests an analysis of change over time), and topic sentences do not offer analytical points to support the main argument. Transitions may be lacking, abrupt, or unclear. Paragraphs may lack concluding sentences.

Much better (A paper): Each paragraph has an analytical topic sentence that supports the thesis statement, evidence and analysis that supports the topic sentence, and a clear concluding sentence that wraps up the main idea. Transitions (which appear with the topic sentences, not the concluding sentences) as smooth and logical. Paragraph topics build logically from one to the next.

Primary and secondary evidence: I cannot stress enough that these papers are intended to give you a chance to think and write like historians – and that means that you *must use evidence*. You must include *primary evidence* (evidence from the time or events you’re discussing) and *secondary evidence* (writings based on

primary research) to establish *historical context* (background information) in order to craft and present a historical argument. Without evidence, the paper is not a historical analysis – it's just an opinion piece. Evidence can include quotes (brief quotes from primary sources only, please), facts, statistics, anecdotes – anything that helps support your argument AND that you can document. Using primary evidence involves careful reading *and* writing, so leave yourself plenty of time for these tasks.

Reading: To use evidence effectively, you should read your documents (along with assigned reading in *Of the People*) with the following questions in mind:

- What is the subject of core issue of the documents?
- Who created the documents, when were they created, and under what circumstances? How did the creators relate to the events or people being discussed (as an eyewitness, secondhand source of information, etc.)?
- What was the documents' wider historical *context*? How might that context have influenced the author(s)?
- What do you know (or what can you infer) about the authors' social positions (class, race, gender, level of education, occupation, etc.). What about the authors' political orientations or biases? How might this background have shaped their perspectives?
- Who was the intended audience for the documents?
- Why did the authors create these documents – did they intend to persuade people? If so, of what?
- Based on all of the above, how reliable are these primary sources? What can we accept as fact, and what must we be suspicious of? Keep in mind that even a very biased source can be a valuable one, but we have to be aware of that bias as we analyze it.

Writing: Part of using evidence effectively means incorporating it into your writing in ways that strengthen your argument rather than distracting (or detracting) from it.

- *Quoting:* When you quote from a source, you must use quotation marks to indicate those portions that you are quoting. You should reproduce the words exactly and use citations to indicate from where they came. **Quote ONLY primary sources** (that is, sources from the time you are writing about that serve as evidence in your paper). You may quote from a secondary book or article, but only if the portion you are quoting comes from a primary source (so you might, for instance, use a quote from George Washington that appears in a book, but you should not quote the author of that book, who is writing about George Washington.). The reason: when you quote the author of a secondary source, you are letting that person do the historical thinking and analysis for you. In these assignments, *you* must do that work yourself. (There is an exception to this rule: when you are directly engaging a historian's argument, you may quote the historian to advance your point. But you should still rely on primary evidence to critique that argument, and you should not use secondary quotes as a stand-in for your own analysis.)
- *Paraphrasing:* When you paraphrase, you use someone else's idea but explain it in your own words. You must indicate whose idea it is, just as you would for a direct quotation. You should not, though, use the original author's words; you must rephrase it in your own words. If you are paraphrasing, you may use ideas or arguments that historians present in their secondary works, as long as you give credit and synthesize these points in your own argument.

- *Citing your sources*: You should cite all evidence that is not common knowledge. This includes quotes, little-known facts and anecdotes, and statistics, along with any paraphrasing or reference to someone else's ideas. You will not be penalized for excessive citation, so if you are in doubt, cite it. Either footnotes, endnotes, or parenthetical citations (author and page number in parentheses at the end of the sentence) will do. You need not include a bibliography unless you use a source outside of class material (which is not expected). Citing sources properly is an important matter of academic integrity. If you paraphrase or quote another person's ideas without acknowledgment, you are plagiarizing. This is illegal, unethical, and grounds for a failing grade. Don't do it.

What should all of this look like in your paper? I will consider use of evidence as follows:

Weak (or no) use of evidence (C, D, or F paper): The paper includes no primary evidence and little or no reference to the assigned primary documents. The paper might mention or even quote the primary documents, but because there is no historical context, the author inaccurately misinterprets the meaning or significance of the evidence, or misses key pieces of information. Papers that include plagiarized text receive an automatic zero.

Somewhat better (B paper): The paper includes insufficient primary evidence. Some of the primary evidence supports the argument, but other examples may be poorly chosen, or the paper might simply rely on quotes with little context or analysis (letting quotes stand for themselves with no further discussion, for example). Formatting of quotes is awkward or grammatically incorrect (for example, floating quotes with no transitional phrases to link prose to quotes). The paper might have entire paragraphs without primary evidence.

Much better (A paper): Every paragraph (possibly except the introduction and conclusion) contains primary evidence. Primary documents are properly quoted, so that quotes and prose combine to form complete sentences. Quotes support but do not replace analysis; rather, analysis explains the quotes in proper context (derived from secondary evidence). Secondary evidence is paraphrased rather than quoted. All evidence works to support the broader argument as well as the points in each paragraph.

Style: I will not grade you on style alone, but good writing is necessary to communicate your ideas. Therefore, quality of writing will figure into your grade. Get to the point, use clear wording, and avoid awkward phrases and sentences. Steer clear of overly formal or informal prose (for example, unnecessarily complicated or elaborate language, colloquialisms or slang, contractions, etc.). Use correct grammar and spelling. I highly recommend that you read your prose aloud to catch awkward or incorrect phrasing.

Weak writing (C or D paper): The paper either uses slang and inappropriately informal language, or it uses overly formal and unnecessarily wordy language. There are numerous problems with word choice, conventions of grammar, spelling, punctuation, and awkward phrasing. The mechanical problems are significant enough to obscure the paper's argument and distract the reader.

Somewhat better (B paper): This paper has many of the same problems as a C paper, but they will not be significant enough to distract from the overall argument. The weaknesses in writing are less universal and easier to fix than in a C paper, but the prose overall is not as polished as an A paper. The paper may have repetitive writing problems (i.e., habitual wordiness or overuse of the passive voice).

Much better (A paper): The prose is polished with good word choice, proper grammar and punctuation, few (if any) instances of awkward phrasing, and no nagging or repetitive problems.