UNITED STATES HISTORY, PART II – 1865 TO THE PRESENT
History 1305

Fall 2007
Tuesday, Thursday … 11:00 – 12:15
225 A. B. Anderson Hall

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Office Hours: Thursday … 9:15 – 10:45
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Course Description

History 1305 is designed to introduce you to U.S. political, social, and cultural history from Reconstruction to the present. Through lectures, discussions, and a number of documentary films, you will be required to consider a wide range of historical and contemporary events. One of the purposes of the course is to foster critical thinking; you will thus be encouraged to reflect on historical methodologies and to compare and contrast the various theories advanced by historians to explain the complexity of the past. In examining such theories you will develop analytical tools intended to help you understand both the past and the present.

As a liberal education course, History 1305 will examine basic values and encourage active citizenship and social responsibility by focusing on various important topics, from domestic tensions during the World War I era and the social effects of the Great Depression to the civil rights and women’s movements and the right-wing resurgence of the late twentieth century. Moreover, the class will introduce you to a number of intellectual, artistic, and literary figures, and it will put United States history and current events into global perspective by covering a number of important issues in U.S. foreign relations.

Required Books


Luther Standing Bear. My Indian Boyhood. Lincoln: University of Nebraska Press, 2006 [1931, 1959].

There will also be a number of primary documents placed on the course website (a link can be found at www.d.umn.edu/~laderman).

Course Requirements

1. Class Participation and Attendance. I expect you to have completed all of the weekly readings listed on the syllabus before the first class meeting of the week; I may call on you to answer questions or
discuss pertinent points. The class meetings, however, will complement, not duplicate, the required readings. Attendance is mandatory. I must be notified ahead of time of any and all absences. If you are confused or concerned about any of the material, you are encouraged to speak with me during my office hours. If you cannot meet during my regular office hours, you may e-mail me to schedule an appointment at another time. (10 percent of final grade)

2. Quizzes and Exam. There will be three quizzes and a final exam. They may cover the readings, films, and/or lectures. The quizzes will be given on September 27, October 25, and November 20. Students who are absent on the day of a quiz and do not notify me well ahead of time will receive an “F”; make-up quizzes will not be given. The final exam – scheduled for December 21 from 2:00 to 3:55 – will be worth 20 percent of your final grade, and each quiz will be worth 10 percent. (50 percent of final grade)

3. Response Papers. There will be four two-page response papers during the semester. In each of these papers you will be asked to answer questions I pose on the course readings. Each paper will be worth 10 points, which is 10 percent of your final grade. The papers will need to cite specific evidence from the books to demonstrate the validity of your response. The papers, which must be typed, should be formatted in twelve-point Times or Times New Roman font with one-inch margins. All references to outside sources must be properly footnoted. The paper will be graded on the basis of both style and content; it is therefore imperative that the papers be well written and free of grammatical and spelling errors. If you are not a good writer, assistance is available at the Tutoring Center (40 Solon Campus Center; 726-6248). The papers will be due on September 18, October 16, November 6, and December 4. No late papers will be accepted. (40 percent of final grade)

Special Arrangements

It is my goal to enable your full participation in the classroom and in my assignments. Any student with a documented disability condition (e.g., physical learning, psychiatric, vision, hearing) who needs to arrange reasonable accommodations must notify me and contact Disability Services and Resources (218-726-8217) at the beginning of the semester.

Grading Policy

The following criteria will be used to determine students’ grades:

A … Achievement outstanding relative to the level necessary to meet course requirements.
B … Achievement significantly above the level necessary to meet course requirements.
C … Achievement meeting the basic course requirements in every respect.
D … Achievement worthy of credit even though it does not fully meet the basic course requirements in every respect.
F … Performance failing to meet the basic course requirements.

Grades are based on a one hundred-point scale. The response papers, which comprise forty percent of your grade, are worth forty points, for example. I use the following scale in calculating grades:

A … 94 to 100
A- … 90 to 93.75
Students who engage in academic dishonesty will be given an “F” in this course and will be reported to the appropriate university authorities for further disciplinary action. According to the New Student Guide 2007 [http://www.d.umn.edu/~clasa/cla1001/SA/academicdishonesty.htm] of the College of Liberal Arts, academic dishonesty includes plagiarism, fabrication, cheating, and academic misconduct. The college defines plagiarism as follows:

Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person’s actual words or replicates all or part of another’s product;
2. one uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. one borrows facts, statistics, or other illustrative materials – unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

It is your responsibility to thoroughly familiarize yourself with the meaning of the other forms of academic dishonesty – which are defined at the CLA website cited above – and to avoid engaging in these practices at all costs.
Classroom Conduct

Students are expected to follow, and I will enforce, the University’s Student Conduct Code (http://www.d.umn.edu/assl/conduct/code). Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either my ability to teach or the ability of your peers to learn is prohibited. Such behavior includes, but is not limited to, reading the newspaper or books for other courses, talking to your classmates, and inappropriate use of technology in the classroom – from ringing cell phones and text-messaging to watching videos, playing computer games, doing email, or using the Internet instead of note-taking or other instructor-sanctioned activities.

Lecture and Reading Schedule

Note: Readings must be completed by the first class session of the week under which they appear. For example, the readings listed for week 2 must be completed by the class meeting on September 11.

Week 1. INTRODUCTION AND OVERVIEW (September 4, 6)

Week 2. “FORTY ACRES AND A MULE”: THE PROMISE AND DEFEAT OF RECONSTRUCTION (September 11, 13)

Reading

Foner, Give Me Liberty!, 475-509; Standing Bear, My Indian Boyhood, v-xii, 1-92

Week 3. BUILDING THE CONTINENTAL EMPIRE: THE GILDED AGE (September 18, 20)

Film: In the White Man’s Image (1992)

Reading

Foner, Give Me Liberty!, 510-545; Standing Bear, My Indian Boyhood, 93-190

***** Due in Class on Tuesday: Response Paper No. 1 *****

Week 4. POPULISM AND EXPANSIONISM IN FIN-DE-SIÈCLE AMERICA (September 25, 27)

Reading

Foner, Give Me Liberty!, 546-581; Sinclair, The Jungle, vii-xii, 1-81

*** Quiz No. 1 on Thursday ***
Week 5.  PROGRESSIVISM AT THE DAWN OF “THE AMERICAN CENTURY” (October 2, 4)
Film: *Emma Goldman* (2004)

Reading

Week 6.  NEW TECHNOLOGIES, NEW HORRORS: THE UNITED STATES IN THE GREAT WAR (October 9, 11)

Reading

Week 7.  BROTHER, CAN YOU SPARE A DIME? FROM PROSPERITY TO DEPRESSION (October 16, 18)
Film: *The Massie Affair* (2005)

Reading

***** Due in Class on Tuesday: Response Paper No. 2 *****

Week 8.  PUTTING THE NATION BACK TO WORK: THE NEW DEAL (October 23, 25)

Reading
Foner, *Give Me Liberty!*, 696-735; Pagán, *Murder at the Sleepy Lagoon*, 1-68

*** Quiz No. 2 on Thursday ***

Week 9.  THE UNITED STATES AND WORLD WAR II (October 30, November 1)

Reading
Foner, *Give Me Liberty!*, 736-775; Pagán, *Murder at the Sleepy Lagoon*, 71-166

Week 10.  CHECKING A RED THREAT? THE EARLY COLD WAR (November 6, 8)

Reading

***** Due in Class on Tuesday: Response Paper No. 3 *****
Week 11. POSTWAR PROSPERITY, BOURGEOIS ABUNDANCE (November 13, 15)


Reading

Foner, *Give Me Liberty!*, 808-844; McGirr, *Suburban Warriors*, 3-53

Week 12. MAKE LOVE, NOT WAR: SIXTIES AMERICA (November 20)

Reading

Foner, *Give Me Liberty!*, 845-885; McGirr, *Suburban Warriors*, 54-146

*** Quiz No. 3 on Tuesday ***

Week 13. MOVING RIGHT: RONALD REAGAN GOES TO WASHINGTON (November 27, 29)


Reading

Foner, *Give Me Liberty!*, 886-926; McGirr, *Suburban Warriors*, 147-216

Week 14. AMERICA IN A SHRINKING WORLD: “GLOBALIZATION” AND THE “NEW ECONOMY” (December 4, 6)

Reading


***** Due in Class on Tuesday: Response Paper No. 4 *****

Week 15. GEORGE W. BUSH’S AMERICA (December 11, 13)

Foner, *Give Me Liberty!*, 965-981

NOTE: I retain the right to revise or alter the syllabus at any time. I will notify you in class if changes are made.