

University of South Florida
Department of History

American History II

AMH 2020, TuTh 2:00-3:15, CIS 1016
Spring 2016

Instructor: Dr. K. Stephen Prince
Office: SOC 211
Email: ksp@usf.edu
Office hours: Tuesday 3:30-5:30 PM and by appointment

Course Description:

This course offers an introduction to United States history from the end of the Civil War to the present. Students will be introduced to major trends, movements, and figures in the history of the United States. Significant events and themes include: the legacies of the Civil War; African American emancipation and civil rights; the conquest of the West; industrialization and urbanization in the Gilded Age; the rise of a U.S. overseas empire; immigration from Europe, Asia, and Latin America; the Progressive Era and World War I; the women's rights movement; the Great Depression; World War II; the Cold War; the Civil Rights movement and the 1960s; the conservative ascendancy; globalization; the U.S. in the 21st century world.

Objectives:

By the end of the semester, students will:

1. Be able to enumerate and explain central themes in the history of the U.S. from the Civil War to the present.
2. Understand the nature of historical interpretation and argumentation
3. Be able to critically examine primary sources

Course Requirements:

Attendance and Participation:

Though this is an introductory course, it is a DISCUSSION INTENSIVE course. Attendance is MANDATORY. If you do not come to class, you will not do well in this course. I will regularly take attendance, which will count towards your overall grade. Each class I will spend approximately 45 minutes lecturing. During my lectures, I will cover material not found in the reading. If you do not attend lectures – as well as paying attention and taking notes – you cannot do well on the exams. The remainder of each class period will be devoted to discussion of the assigned reading. Your participation in and engagement with these discussions will factor into your participation grade. If you anticipate missing classes (including for religious observances) please get in touch with me as soon as possible.

It is not enough to simply come to class – you must come to class *prepared*. This means that you've done the reading, but it means more than this. I expect you to give some thought to the course material ahead of time, and to be prepared to take an active part in our classroom

discussions. Comments, questions, guesses – even expressions of confusion and frustration – are always welcome. In addition, please BRING THE REQUIRED READING with you to class. If you know that speaking up in class is going to be a problem, please come see me to discuss alternative modes of participation. The classroom should be an open and supportive place. Simple courtesy and willingness to listen to the ideas of others will go a long way.

Attendance and class participation counts for 20% of your final grade.

Reading:

The following books are required. They are available for purchase at the USF bookstore. Please make sure to purchase the correct edition and volume of each text

- Eric Foner. *Voices of Freedom: A Documentary History. Fourth Edition, Volume 2* (W.W. Norton, 2014)
- David Leviatin, ed. *How the Other Half Lives by Jacob A. Riis with Related Documents. Second Edition* (Bedford-St. Martin's, 2011)
- Anne Moody, *Coming of Age in Mississippi* (1968; reprint, Delta Books 2004)

The following textbook is recommended, though not required. It is available at the USF bookstore, and has been placed on reserve at the Library. I have provided optional reading assignments from this textbook for each class meeting. We will not discuss this optional reading during class discussions, but students who choose to complete it will be better prepared than those who do not.

- Eric Foner, *Give Me Liberty! An American History. Volume 2* (Norton 2014)

Writing and Examination:

Students will be expected to complete two in-class exams and two analytical papers.

- The course midterm will be held during class on Tuesday, March 1. The final will be held during exam week, on Tuesday, May 3 from 12:30-2:30 PM in CIS 1016. Midterm and final exams will consist of identifications and quotation analysis. Students are required to supply their own blue books. These are available at the USF bookstore and from a vending machine in the USF library. Students are allowed to bring one 8 x 11 inch paper with notes to each exam.
- Students will write one analytical paper (500 to 750 words) on Jacob Riis's *How the Other Half Lives* and one analytical paper (500 to 750 words) on Anne Moody's *Coming of Age in Mississippi*. Students will be required to read each book IN ITS ENTIRETY by the dates set aside for class discussion. After discussing the book in class, students will have one week to complete their analytical paper and submit it to Canvas. I will provide a prompt on the day our class discussion takes place. Due dates are as follows:
 - Class discussion of *How the Other Half Lives* will take place on February 4. Analytical papers must be submitted by 2 PM on February 11
 - Class discussion of *Coming of Age in Mississippi* will take place on April 5. Analytical papers must be submitted by 2 PM on April 12.

Late papers will lose 1/3 of a letter grade a day (i.e. B becomes B-), unless cleared ahead of time by the instructor.

A Note on Plagiarism:

Plagiarism will be taken very seriously. The University of South Florida has an account with TurnItIn, an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. *As per university policy, if you are found to have plagiarized an assignment, you will receive a grade of FF (academic dishonesty) for the course.*

The following is from the USF undergraduate catalog. Please note the reference to "intentionally or carelessly." Intent does not matter – if you copy someone's work without attribution, you have plagiarized. It is YOUR RESPONSIBILITY to ensure that you properly credit and cite all of your work. See: <http://www.ugs.usf.edu/catalogs/1314/pdf/AcademicIntegrityOfStudents.pdf>

(b) Plagiarism

Definition:

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

Clarification:

1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
2. When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

Grades:

Your grades will be calculated as follows:

- Midterm and Final exam: 25% each
- Analytical Papers: 15% each
- Attendance and Participation: 20%

I use a +/- grading system. Grade distribution is as follows:

- A+ (100 – 97) / A (96 – 93) / A- (92-90)
- B+ (89-87) / B (86-83) / B- (82-80)
- C+ (79 – 77) / C (76 – 73) / C- (72-70)

- D+ (69-67) / D (66-63) / D- (62-60)
- F (below 60)

Other stuff:

The taping of lectures or the selling of lecture notes is forbidden.

I encourage all students to take advantage of my office hours. If you're not available during office hours, I'm happy to schedule another time to meet with you.

Please turn off all cell phones.

Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 days prior to needing the accommodation. A letter from SDS must accompany this request.

Schedule of Classes:

A note on the assigned reading: for most of our class meetings, I have assigned a small amount of reading, mostly in Eric Foner's *Voices of Freedom* (some documents must be downloaded from Canvas). Please note, however, that you are also expected to finish Riis's *How the Other Half Lives* and Moody's *Coming of Age in Mississippi* IN THEIR ENTIRETY by the class meetings set aside for discussion. I would strongly suggest that you spread this reading out, rather than attempting to read the entire book the night before our discussion. Optional readings from the recommended textbook have been included for each class.

Class 1 – Tuesday, January 12

Introduction

Class 2 – Thursday, January 14

Emancipation and the Making of Reconstruction

- Required reading: *Voices of Freedom*
 - Document 94 – Petition of Black Residents of Nashville (1865)
 - Document 95 – Petition of Committee ... to Andrew Johnson (1865)
 - Document 96 – The Mississippi Black Code (1865)
- [Optional Reading: *Give Me Liberty*, Chapter 15]

Class 3 – Tuesday, January 19

The Retreat from Reconstruction

- Required reading: *Voices of Freedom*
 - Document 98 – Elizabeth Cady Stanton, “Home Life” (c. 1875)
 - Document 99 – Frederick Douglass, “The Composite Nation” (1869)
 - Document 100 – Robert B. Elliott on Civil Rights (1875)
- [Optional Reading: *Give Me Liberty*, Chapter 15]

Class 4 – Thursday, January 21

Wealth and Poverty in the Gilded Age

- Required reading: *Voices of Freedom*
 - Document 101 – Andrew Carnegie, “The Gospel of Wealth” (1889)
 - Document 102 – William Graham Sumner on Social Darwinism (ca. 1880)
 - Document 103 – A Second Declaration of Independence (1879)
- [Optional Reading: *Give Me Liberty*, Chapter 16]

Class 5 – Tuesday, January 26

The Conquest of the West

- Required reading: Selected documents (on Canvas)
 - Zitkala-Sa, from “The School Days of an Indian Girl” (1900)
 - Chief Joseph, Selected Statements, 1877-79
 - *Lakota Accounts of the Massacre at Wounded Knee, 1896*
 - Photographs and Images from Buffalo Bill’s Wild West Show, 1896-99
- [Optional Reading: *Give Me Liberty!*, Chapter 16]

Class 6 – Thursday, January 28

Labor and Immigration in the Gilded Age

- Required reading: *Voices of Freedom*
 - Document 107 – The Populist Platform (1892)
- Required reading: Selected documents (on Canvas)
 - Preamble to the Constitution of the Knights of Labor (1878)
 - Stephen Crane, “In the Depths of a Coal Mine” (1894)
- [Optional Reading: *Give Me Liberty*, Chapter 17]

Class 7 – Tuesday, February 2

Race, Empire, and the Rise of Jim Crow

- Required reading: *Voices of Freedom*
 - Document 108 – John Marshall Harlan, Dissent in *Plessy v. Ferguson* (1896)
 - Document 109 – Ida B. Wells, *Crusade for Justice* (1892)
 - Document 112 – Aguinaldo on American Imperialism in the Philippines (1899)
- [Optional Reading: *Give Me Liberty*, Chapter 17]

Class 8 – Thursday, February 4

CLASS DISCUSSION. Leviatin, ed. *How the Other Half Lives* by Jacob A. Riis with Related Documents. Students must have read this book IN ITS ENTIRETY by today’s class.

Class 8 – Tuesday, February 9

Who Were the Progressives?

- Required reading: Selected documents (on Canvas)
 - *An Insider’s View of Hull House*
 - Charles Davenport, *Heredity in Relation to Eugenics* (1915)
 - John Muir, “The American Forests” (1901)
 - Lincoln Steffens, “Boss Government at Work” (1903)
- [Optional Reading: *Give Me Liberty*, Chapter 18]

Class 9 – Thursday, February 11

The Politics of the Progressive Era

- Required reading: *Voices of Freedom*
 - Document 120 – Woodrow Wilson and the New Freedom (1912)
- Required reading: Selected documents (on Canvas)
 - Jane Addams, “Why Women Should Vote” (1910)
 - Helen Valeska Bary, “The Suffrage Movement in Southern California, 1910-1911”
- [Optional Reading: *Give Me Liberty*, Chapter 18]

**** ASSIGNMENT DUE:** Analytical Papers on Riis, *How the Other Half Lives* must be uploaded to Canvas by 2 PM (i.e. the beginning of class on Thursday, 2/11) ******

Class 11 – Tuesday, February 16

Over There: World War I Abroad

- Required reading: *Voices of Freedom*
 - Document 122 – Woodrow Wilson, A World “Safe for Democracy” (1917)
 - Document 123 – A Critique of the Versailles Peace Conference (1919)
- Required reading: Selected documents (on Canvas)
 - Woodrow Wilson, the Fourteen Points Address
- [Optional Reading: *Give Me Liberty*, Chapter 19]

Class 12 – Thursday, February 18

Over Here: World War I at Home

- Required reading: *Voices of Freedom*
 - Document 124 - Carrie Chapman Catt, Address on Women’s Suffrage (1917)
 - Document 125 – Eugene V. Debs, Speech to the Jury (1918)
 - Document 127 – Rubie Bond, The Great Migration (1917)
- [Optional Reading: *Give Me Liberty*, Chapter 19]

Class 13 – Tuesday, February 23

Return to Normalcy: Labor and Business in the 1920s

- Required reading: *Voices of Freedom*
 - Document 129 – John A. Fitch on the Great Steel Strike
 - Document 130 – André Siegfried on the “New Society” (1928)
 - Document 132 – Bartolomeo Vanzetti’s Last Statement in Court (1927)
- [Optional Reading: *Give Me Liberty*, Chapter 20]

Class 14 – Thursday, February 25

The Roaring Twenties

- Required reading: *Voices of Freedom*
 - Document 133 – Congress Debates Immigration (1921)
 - Document 135 – Alain Locke, The New Negro (1925)
 - Document 136 – Elsie Hill and Florence Kelley Debate the Equal Rights Amendment (1922)
- [Optional Reading: *Give Me Liberty*, Chapter 20]

Class 15 – Tuesday, March 1

MIDTERM EXAM

- You may bring a single piece (marked on one side only) of 8.5 x 11 inch paper containing notes, identifications, outlines, etc. for use during the exam.
- Don't forget to bring blue books to class!

Class 16 – Thursday, March 3

The Great Depression and Franklin Delano Roosevelt

- Required reading: *Voices of Freedom*
 - Document 137 – Letter to Francis Perkins (1937)
 - Document 138 – John Steinbeck, “The Harvest Gypsies” (1936)
 - Document 139 – A New Declaration of Independence (1936)
- Required reading: Selected documents (on Canvas)
 - Roosevelt's First Inaugural Address (1933)
- [Optional Reading: *Give Me Liberty*, Chapter 21]

Class 17 – Tuesday, March 8

“A New Deal for the American People”

- Required reading: *Voices of Freedom*
 - Document 141 – Herbert Hoover on the New Deal and Liberty (1936)
 - Document 143 – Frank H. Hill on the Indian New Deal (1935)
 - Document 144 – W.E.B. DuBois, “A Negro Nation Within A Nation” (1935)
- [Optional Reading: *Give Me Liberty*, Chapter 21]

Class 18 – Thursday, March 10

“The Good War”: World War II

- Required reading: *Voices of Freedom*
 - Document 145 – Franklin Roosevelt on the Four Freedoms (1941)
 - Document 146 – Will Durant, “Freedom of Worship” (1943)
 - Document 147 – Henry R. Luce, “The American Century” (1941)
- Required reading: Selected Documents (on Canvas)
 - The Atomic Bomb. George Weller Reports, September 1945
- [Optional Reading: *Give Me Liberty*, Chapter 22]

**** SPRING BREAK – MARCH 14-18 ****

Class 19 – Tuesday, March 22

The Legacies of World War II

- Required reading: *Voices of Freedom*
 - Document 150 – World War II and Mexican-Americans (1945)
 - Document 151 – African Americans and the Four Freedoms (1944)
 - Document 152 – Robert A. Jackson, Dissent in *Korematsu v. United States* (1944)
- [Optional Reading: *Give Me Liberty*, Chapter 22]

Class 20 – Thursday, March 24

The Birth of the Cold War

- Required reading: *Voices of Freedom*
 - Document 154 – The Truman Doctrine (1947)
 - Document 155 – NSC 68 and the Ideological Cold War (1950)
 - Document 156 – Walter Lippman, A Critique of Containment (1947)
 - Document 159 – Joseph R. McCarthy on the Attack (1950)
- [Optional Reading: *Give Me Liberty*, Chapter 23]

Class 21 – Tuesday, March 29

The Affluent Society: The 1950s

- Required reading: *Voices of Freedom*
 - Document 162 – Richard M. Nixon, “What Freedom Means to Us” (1959)
 - Document 167 – Allen Ginsberg, *Howl*, (1955)
- Required Reading: Selected Documents (on Canvas):
 - Consumer Culture and the Home (1947)
 - William H. Whyte, *The Organization Man* (1956)
- [Optional Reading: *Give Me Liberty*, Chapter 24]

Class 22 – Thursday, March 31

JFK and LBJ

- Required reading: *Voices of Freedom*
 - Document 169 – Martin Luther King Jr., Letter from a Birmingham Jail (1963)
- Selected documents (on Canvas):
 - Lyndon Johnson on the Great Society
 - The Gulf of Tonkin Resolution, August 7, 1964
 - Lyndon B. Johnson, “Peace Without Conquest,” April 7, 1965.
- [Optional Reading: *Give Me Liberty*, Chapter 25]

Class 23 – Tuesday, April 5

CLASS DISCUSSION. Anne Moody, *Coming of Age in Mississippi*. Students must have read this book IN ITS ENTIRETY by today’s class.

Class 24 – Thursday, April 7

No class meeting. Instructor is out of town at a conference.

Class 25 – Tuesday, April 12

Strife and Possibility: The 1960s

- Required reading: *Voices of Freedom*
 - Document 173 – The Port Huron Statement (1962)
 - Document 178: Brochure on the Equal Rights Amendment (1970s)
 - Document 182: Phyllis Schlafly, “Fraud of the Equal Rights Amendment” (1972)
- Required Reading: Selected documents (on Canvas)
 - A Report on Racial Violence in the Cities (1968)
- [Optional Reading: *Give Me Liberty*, Chapter 25]

**** ASSIGNMENT DUE:** Analytical Papers on Moody, *Coming of Age in Mississippi* must be uploaded to Canvas by 2 PM (i.e. the beginning of class on Tuesday, 4/12) ******

Class 26 – Thursday, April 14

The Silent Majority: Nixon and the 1970s

- Required Reading: Selected documents (on Canvas)
 - The 1968 Election: Richard Nixon’s Acceptance Speech, August 8, 1968
 - Kent State Shootings (1970)
 - Vietnam Veterans Against the War (1971)
 - The Crisis of Confidence. Jimmy Carter Address, July 15, 1979
- [Optional Reading: *Give Me Liberty*, Chapter 26]

Class 27 – Tuesday, April 19

The Reagan Revolution

- Required reading: *Voices of Freedom*
 - Document 181 – Jerry Falwell, “Listen America!” (1980)
- Required Reading: Selected documents (on Canvas)
 - Second American Revolution. Ronald Reagan, State of the Union Address (1985)
 - Life in the Rust Belt. Frank Lumpkin Interview, 1987.
- [Optional Reading: *Give Me Liberty*, Chapter 27]

Class 28 – Thursday, April 21

Globalization and the New Economy in the 1990s

- Required reading: *Voices of Freedom*
 - Document 186 – Bill Clinton, Speech on the Signing of NAFTA
 - Document 187 – Declaration for Global Democracy (1999)
 - Document 189 – Puwat Charukamnoetkanok, “Triple Identity: My Experience as an Immigrant in America.”
- [Optional Reading: *Give Me Liberty*, Chapter 27]

Class 29 – Tuesday, April 26

The United States in the 21st Century

- Required reading: *Voices of Freedom*
 - Document 190 – The National Security Strategy of the United States (2002)
 - Document 192 – Second Inaugural Address of George W. Bush (2005)
 - Document 196 – Barack Obama, Speech on the Middle East (2011)
- Required reading: Selected documents (on Canvas)
 - Leah Hodges, Hurricane Katrina: A View from New Orleans (2005)
- [Optional Reading: *Give Me Liberty*, Chapter 28]

Class 30 – Thursday, April 28

No class. Exam reading period.

****FINAL EXAM WILL BE HELD TUESDAY, MAY 3, 12:30-2:30 PM, CIS 1016****

- You may bring a single piece (marked on one side only) of 8.5 x 11 inch paper containing notes, identifications, outlines, etc. for use during the exam.
- Don't forget to bring blue books to class!