

HST 102: The United States from Reconstruction to the Present

Instructor: Scarlett Rebman

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Lecture: Tuesday/Thursday 11:00-11:55

Classroom: 018 Eggers

Office Hours: Tuesday 1:00-3:00 and by appointment

Office: 132 Eggers

Course Description and Objectives:

In this survey course, we will explore the major political, economic, social, and cultural changes that have transformed the United States over the past 150 years. How did these changes occur? What are the implications for its citizens? We will grapple with these and other questions over the course of the semester by reading and talking about a diverse set of historical actors. We will consider the actions of American presidents and members of Congress. We will also explore the struggle of a female African-American journalist to ban lynching, the efforts of Native Americans to defend their sovereignty, and the movement of Mexican American farm workers to attain labor rights and economic justice. These individuals, too, have shaped American history. To this end, we will consider: How did citizenship change over this period? How do individuals form political and social identities? How have individuals and groups articulated demands for expanded rights and greater inclusion in society? When and why does reform occur?

Although this course is primarily lecture based, my goal is not to merely transmit knowledge to you. This course will enable you to use evidence to form your *own* interpretation of history. By engaging with a variety of primary sources and reflecting on these sources in short papers and essays, you will improve your analytical, communication, and writing skills in addition to building on your historical content knowledge.

Assigned Texts:

These texts are available at the University Bookstore and through Two-Hour Course Reserve at the library. All other assigned readings are posted on Blackboard.

Gilmore, Glenda Elizabeth, and Thomas J. Sugrue. *These United States: A Nation in the Making, 1890 to the Present*. First edition. New York, NY: W.W. Norton & Company, 2015.

Hoxie, Frederick E. *Talking back to Civilization: Indian Voices from the Progressive Era*. Boston: Bedford/St. Martins, 2001.

Zeiler, Thomas W. *Jackie Robinson and Race in America: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2014.

Assignments:

Writing Assignments: Submit all writing assignments via Turnitin on the course Blackboard page. *Note on citations:* You must cite all paraphrased and quoted references to sources using an in-text parenthetical citation. Use only assigned course material for your writing assignments.

- **Response Papers:** Students will write four, one-page papers (Time New Roman, size 12 font, single spaced) in which you analyze a primary source in connection to themes and issues raised during lecture. You will receive an assignment handout with guidelines for these papers during the first week of class.
- **Essays:** Students will write two essays of 5-7 pages each (Times New Roman, size 12 font, double spaced). The first paper will require you to form a historical argument based on the primary sources in *Talking Back to Civilization*. The second paper will require you to draw on the material in *Jackie Robinson and Race in America*. You will receive an assignment handout for each paper two weeks before the paper is due.

Exams: Students will take an in-class midterm and final exam. Exams will consist of identifications, short-answer, and essay style questions.

Grading:

Response Papers: 20% (5% each)

Essay 1: 20%

Essay 2: 25%

Midterm Exam: 15%

Final Exam: 20%

Late Assignment Policy:

Assignment deadlines are firm. *Late penalty:* Each day a paper is submitted after the deadline will result in one letter grade deduction from the assignment grade.

Academic Integrity:

It is your responsibility to familiarize yourself with Syracuse University's academic integrity policy, available at: <http://academicintegrity.syr.edu/academic-integrity-policy/>. *Plagiarism of any kind will be have severe repercussions.* If you are unsure whether you are citing information correctly, please meet with me before an assignment is due.

Disability Related Accommodations:

Making my classroom accessible to all learners is one of my highest priorities. Please meet with me to discuss individual learning needs. To receive accommodations, please contact the Office of Disability Services (ODS) by email at odssched@syr.edu or by phone at [\(315\) 443-4498](tel:3154434498) to schedule an appointment. Please provide a copy of your Disabilities Accommodation Authorization Letters, as appropriate.

Week 1

January 19: Course Introduction

January 21: Reconstruction: "A Brief Moment in the Sun"

Primary Source Readings:

"A compromise on suffrage rights," letter from Frederick Douglass to Josephine Sophie White Griffing, September 27, 1868
13th, 14th, and 15th Amendments

Week 2

January 26: Redemption

January 28: A Gilded Age

*****Response Paper #1 Due*****

Textbook: Pages 1-18

Talking Back to Civilization: Pages 1-35

Week 3

February 2: Immigration, Industrialization, and Urbanization

February 4: Follow the Yellow Brick Road: Farmers and Workers Mobilize

Textbook: Pages 19-33

Talking Back to Civilization: Pages 36-65

Week 4

February 9: Jim Crow and the Color Line

February 11: An American Empire

*****Response Paper #2 Due*****

Textbook: Pages 33-59

Talking Back to Civilization: Pages 87-122

Primary Source Reading: Ida B. Wells-Barnett, *Southern Horrors*, Chapters 3 and 5

Week 5

February 16: Progressive Reforms

February 18: "Closing Ranks": The U.S. in World War I

Textbook: Pages 59-123

Talking Back to Civilization: Pages 123-138

Week 6

February 23: The Roaring Twenties

February 25: The Crash

Textbook: Pages 124-164

Talking Back to Civilization: Pages 139-174

Week 7

March 1: FDR's First 100 Days

March 3: The Second New Deal

*****Essay #1 Due*****

Textbook: Pages 165-215

Primary Source Readings:

Roosevelt, "First Inaugural Address"

Roosevelt, "Second Inaugural Address"

Week 8

March 8: A Day of Infamy: The U.S. Entry into WWII

March 10: **In Class Midterm Exam**

Textbook: Pages 215-244

Week 9: Spring Break, No class

Note: You should read *Jackie Robinson*: Part One, Introduction over break

Week 10

March 22: Watershed: WWII at Home and Abroad

March 24: Cold War Anxieties

Textbook: Pages 245-327

Jackie Robinson: Part Two, Sections One and Two (Segregation and Steps to Integration, A Black Man in White Baseball)

Week 11

March 29: Postwar Prosperity

March 31: Cold War Civil Rights

*****Response Paper #3 Due*****

Textbook: Pages 328-370

Jackie Robinson: Part Two, Section Three (The Great Experiment)

Week 12

April 5: The Civil Rights Movement at High Tide

April 7: Johnson's Great Society

Textbook: Pages 371-413

Jackie Robinson: Part Two, Section Four (Cold War Civil Rights)

Week 13

April 12: A Kaleidoscope of Movements

April 14: Global Dominoes: Vietnam and the Cold War

*****Essay #2 Due*****

Textbook: Pages 414-461

Primary Sources:

Mississippi Freedom Democratic Party, McComb, Mississippi, Petition against the War in Vietnam

Martin Luther King, Jr., "Beyond Vietnam," 4 April 1967

Walter Cronkite, "We Are Mired in a Stalemate"

Week 14

April 19: Rightward Turn: The Silent Majority and the Nixon Years

April 21: Malaise: Culture and Politics in the 1970s

Textbook: Pages 462-535

Primary Sources:

Leonard Peltier on the Trail of Broken Treaties Protest

"Proclamation to the Great White Father and All His People," Issued by Native Americans Occupying Alcatraz Island

Week 15:

April 26: The Reagan Revolution

April 28: The Clinton Years

*****Response Paper #4 Due*****

Textbook: Pages 536-588

Primary Sources:

Ronald Reagan, "Acceptance Speech"

César Chávez, "*Commonwealth Club Address*," 9 November 1984

Week 16:

May 3: A Post-9/11 World

Textbook: Pages 589-625

Final Exam Date: Tuesday, May 10th, 2016