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Hum 116  
Tu-Th 11-12.20  
Office Hours: T, 4-5; W, 2-3  
or by appointment

## **HIS-4 (WAC): History of the United States Since 1877** **Spring 2006 Section 4**

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### **SYLLABUS**

This WAC course provides a narrative and thematic examination of major elements of United States history from the end of the Reconstruction Era through the final decades of the 20<sup>th</sup> century. The goals of this course are 1) to transmit a body of knowledge and interpretation about the U.S. over the past century and one-quarter; 2) to expose students to some of the types of documentary evidence that historians utilize in the course of doing scholarly research; 3) to help students hone their academic writing and analytical skills, giving them tools with which to move on to more advanced humanities and social science courses in which research paper writing is integral; and 4) to provide students with some perspective to help them practice “critical citizenship” as voters, tax payers, and professionals.

The class format will be a mix of lecture and discussion, with the first day’s class each week devoted to lecture and the second mainly to analyzing assigned historical “primary” documents. ***This is a writing intensive course:*** hence, there will be writing assignments throughout the semester, including brief (3pp. or approximately 750 words) reaction papers in which assigned documents will be compared and contrasted in the context of that week’s textbook reading and lecture. At least three of these reaction papers will be subject to revision and re-submission; all will be graded (5% each of final grade). There will be a take-home essay final exam divided into two sections (6pp. total or approximately 1500 words), worth 35% of the final grade. There will be additional writing assignments throughout the semester, announced on short notice. The total number of pages will add up to a minimum of 15 pages of ungraded work and 15 graded pages.

Discussion participation will count for the remaining 20% of the final grade. Everyone will be expected to participate in class discussions, which means that students will need to stay current on all readings. Students should be prepared to be cold-called at random; if a student is unprepared to respond (that is, if required preparatory work has not been done), he/she will receive a zero for that day’s participation grade. Three zeros will result in a full grade reduction in the semester grade (e.g. from B to C+), with each additional zero resulting in an additional half-grade penalty. Students are encouraged to ask questions and even, whenever appropriate, to challenge the professor’s interpretation of historical events and trends (in an informed way, of course).

Attendance at all classes is mandatory, unless there is a legitimate and verifiable excuse for absence. Attendance will be taken at the start of every class. More than three unexcused absences will result in a full grade reduction in the semester grade (e.g. from B to C+), with a full grade reduction for each additional day. More than six unexcused absences will result in a failing final grade, regardless of one’s grade average in the class.

The course textbook will be Robert A. Divine, et al., *The American Story, Volume Two: Since 1865*, 2<sup>nd</sup> ed. (New York, etc.: Penguin Academics [Longman], 2005). Note that all assigned primary documents are available on the Internet.

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A note on the issue of **PLAGIARISM**: Plagiarism is of course the appropriation and misrepresentation of others' words and/or ideas as one's own, whether as direct cut-and-paste lifting of sentences, paragraphs, or more, or via the re-wording of sentences, paragraphs or more in order to make it seem as though one has actually composed the words oneself. When in doubt, footnote or otherwise cite your sources. Come to me if you have any uncertainty about whether you are correctly following the rules of citation and attribution.

**Plagiarism is the cardinal offense in academia** and hence will be dealt with severely. Plagiarism will at my discretion result in immediate failure of the course and may result in additional administrative action. So please don't plagiarize!

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*Please note that this syllabus is subject to revision during the course of the semester as the instructor sees fit.*

**Week 1 (1/24, 1/26):** Course Introduction; Thinking About History, Writing History

Handouts:

General essay writing guidelines

Template skeletal essay outline exercise (due next Tuesday):

1. David Isenberg, "Posse Comitatus; Caution is Necessary," at <http://www.cdi.org/terrorism/pcomitatus.cfm>
2. John Brinkerhoff, "The Posse Comitatus Act and Homeland Security," at <http://www.homelandsecurity.org/journal/Articles/brinkerhoffpossecomitatus.htm>

**Week 2 (1/31, 2/2):** The End of Reconstruction, The Frontier Closes—White Americans 1, African- and Native Americans 0

Readings:

Divine, et al., chapters 16 (from "Retreat from Reconstruction"), 17

Wounded Knee Massacre (1890) documents at <http://msnbc.com/onair/msnbc/TimeandAgain/archive/wknee/telegrams.asp>

*Plessy v. Ferguson* Supreme Court decision, at [http://www.landmarkcases.org/plessy/excerpts\\_maj.html](http://www.landmarkcases.org/plessy/excerpts_maj.html), and Justice John Harlan's dissenting opinion, at [http://www.landmarkcases.org/plessy/excerpts\\_min.html](http://www.landmarkcases.org/plessy/excerpts_min.html) (decision and dissent both 1896)

Skeletal essay outline exercise (due next Tuesday)

**Week 3 (2/7, 2/9):** The Gilded Age: Rise of the Industrial Colossus and The Urbanization of America

Readings:

Divine, et al., chapters 18-19

Andrew Carnegie, "Wealth," 1889, paragraphs 1-2, final 7 paragraphs, at <http://xroads.virginia.edu/~DRBR2/carnegie.html>

Child labor photographs by Lewis W. Hine, at <http://www.historyplace.com/unitedstates/childlabor/index.html>  
(examine photos and captions of "Miners" and "The Factory")

Skeletal outline and essay exercise (due next Tuesday)

**Week 4 (2/14, 2/16):** The Progressive Era: The Will to Reform (and Control) in the Face of Dramatic Change

Readings:

Divine, et al., chapters 22-23

U.S. Political Cartoon on Immigration, 1896 (view cartoon, read accompanying text), at [http://history.osu.edu/Projects/Rams\\_Horn/StrangerAtOurGate.htm](http://history.osu.edu/Projects/Rams_Horn/StrangerAtOurGate.htm)

Harry Laughlin's "Model Eugenical Sterilization Law," 1922, at <http://www.people.fas.harvard.edu/~wellerst/laughlin/>  
(read introduction and Part A, "Principles Suggested for a Standard State Law")

Jane Addams, "Immigrants and Their Children," chap. 11 from *Twenty Years at Hull House*, 1910, at <http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse-11.html>

Skeletal outline and essay exercise, (due next Thursday)

**Weeks Five and Six (2/23, 2/28, 3/2):** America Becomes a Major Power: 1880-1920

Readings:

Divine, et al., chapters 21, 24

(Theodore) Roosevelt Corollary to the Monroe Doctrine, 1904, (read section, "Policy Toward Other Nations of the Western Hemisphere") at <http://www.latinamericanstudies.org/us-relations/roosevelt-corollary.htm>

Woodrow Wilson's "Fourteen Points" speech, 1918, at <http://www.fordham.edu/halsall/mod/1918wilson.html>

**Week 7 (3/7, 3/9):** The 1920s: The Consolidation of Modern America

Readings:

Divine, et al., chapter 25

"What do They Earn Today?" *Photoplay*, September 1923, at [www.cinemaweb.com/silentfilm/bookshelf/2\\_earn3.htm](http://www.cinemaweb.com/silentfilm/bookshelf/2_earn3.htm)

Automobile advertisement, 1926, at <http://memory.loc.gov/cgi-bin/ampage?collId=amrlgs&fileName=cg1page.db&recNum=69>

Skeletal outline and essay exercise, (due next Tuesday)

**Week Eight (3/14, 3/16):** The 1930s: The Great Depression and The New Deal

Readings:

Divine, et al., chapter 26

*New York Times* headlines on the Stock Market Crash, 1929, at  
<http://sweb.uky.edu/~msunde00/hon202/p4/thursday.html>

Franklin D. Roosevelt, 1<sup>st</sup> Inaugural Address, 1933 (video), at  
<http://www.americanpresidents.org/presidents/president.asp?PresidentNumber=31>  
(link is on right-hand side of Webpage; speech text at [www.bartleby.com/124/pres49.html](http://www.bartleby.com/124/pres49.html))

**Week Nine (3/21, 3/23):** World War II

Readings:

Divine, et al., chapter 27

F.D.R.'s "Four Freedoms" Speech, 1941, at  
[www.wwnorton.com/college/history/ralph/workbook/ralprs36b.htm](http://www.wwnorton.com/college/history/ralph/workbook/ralprs36b.htm)

Bugs Bunny cartoon: "Falling Hare," 1943, at  
[http://www.archive.org/details/merry\\_melodies\\_falling\\_hare](http://www.archive.org/details/merry_melodies_falling_hare)  
(best to download instead of streaming video)

Advertisement, "Buses Will Have 'Phones," 1943, at  
<http://scriptorium.lib.duke.edu:80/adaccess/R/R08/R0840-150dpi.jpeg>

Strategic Bombing Survey: Hiroshima atomic attack, 1945, 2pp. excerpt at  
[http://www.trumanlibrary.org/whistlestop/study\\_collections/bomb/small/mb16a.htm](http://www.trumanlibrary.org/whistlestop/study_collections/bomb/small/mb16a.htm)  
[http://www.trumanlibrary.org/whistlestop/study\\_collections/bomb/small/mb16-3.gif](http://www.trumanlibrary.org/whistlestop/study_collections/bomb/small/mb16-3.gif)

Skeletal outline and essay exercise, (due next Tuesday)

**Week Ten (3/28, 3/30):** The Superpower: The Early Cold War, 1945-63

Readings:

Divine, et al., chapters 28, 30 (section, "Kennedy Escalates the Cold War")

National Security Council Evaluation NSC –68: "Conclusions," 1950, at  
<http://history.acusd.edu/gen/20th/1950s/nsc68.html>

Film of hydrogen bomb blast, 1950s, at <http://www.pbs.org/wgbh/amex/bomb/sfeature/cloud.html>

Dwight D. Eisenhower, "Row of Dominos" Press Conference, 1954, at  
[www.uiowa.edu/%7Ec030162/Common/Handouts/POTUS/IKE.html](http://www.uiowa.edu/%7Ec030162/Common/Handouts/POTUS/IKE.html)

**Week Eleven (4/4, 4/6):** The 1950s: Placid Surface, Rumbblings Beneath

Readings:

Divine, et al., chapter 29

U.S. Supreme Court, *Brown v. Board of Education* decision, 1954, at [www.cortland.edu/polsci/brown.html](http://www.cortland.edu/polsci/brown.html)

Little Richard, "Tutti Frutti," 1956, at [http://otter.middlebury.edu:8080/ramgen/amcivmedia/fifties\\_rock/Richard\\_TuttiFrutti.rm](http://otter.middlebury.edu:8080/ramgen/amcivmedia/fifties_rock/Richard_TuttiFrutti.rm)  
(photograph of Little Richard at <http://www.kolumbus.fi/timrei/lr/king.htm>)

"President Sends Troops to Little Rock, Federalizes Arkansas National Guard," New York Times article, 1957, at <http://www.nytimes.com/learning/general/onthisday/big/0925.html#article>

Skeletal outline and essay exercise, (due next Tuesday)

## **Week Twelve (4/18, 4/20): The 1960s: The Volcano Erupts**

### Readings:

Divine, et al., chapter 30

John F. Kennedy, Presidential Inaugural Address, 1961 (video), at <http://www.americanpresidents.org/presidents/president.asp?PresidentNumber=34>  
(see link on right-hand side of Webpage)

Photographs of Civil Rights Marchers at Montgomery and Selma, 1965, at  
<http://www.spidermartin.com/gallery8.html>  
<http://www.spidermartin.com/gallery23.html>  
<http://www.spidermartin.com/gallery24.html>  
<http://www.spidermartin.com/gallery30.html>  
<http://www.spidermartin.com/gallery33.html>  
<http://www.spidermartin.com/gallery41.html>  
<http://www.spidermartin.com/gallery28.html>

Memorandum for President Johnson from George Ball, "A Compromise Solution in South Vietnam," 1965, at <http://www.mtholyoke.edu/acad/intrel/pentagon4/doc260.htm>

## **Week Thirteen (4/25, 4/27): The 1970s-1980s: From Nixon to Reagan**

### Reading:

Divine, et al., chapters 31-32

### Documents: (all videos)

Richard Nixon's Televised Resignation as President, 1974, <http://www.americanpresidents.org/presidents/president.asp?PresidentNumber=36>  
(scroll down right side of webpage to "Nixon Resignation Speech: Watch")

Jimmy Carter, "Malaise" Speech, 1979, at <http://www.americanpresidents.org/presidents/president.asp?PresidentNumber=38>  
(scroll down right side of webpage to "Malaise Speech: Watch")

President Ronald Reagan's Berlin Wall Speech, 1987, at <http://www.c-span.org/executive/reagan.asp>  
(scroll down to "Pres. Reagan in Berlin, 6/12/87")

Skeletal outline and essay exercise (due next Tuesday)

**Week Fourteen (5/2):** The 1990s to the Present: From “The Peace Dividend” to “The War on Terror”  
Divine, et al., chapter 33

Billy Frolick, “1992 House,” *The New Yorker*, 1/17/05, at  
[http://www.newyorker.com/shouts/content/?050117sh\\_shouts](http://www.newyorker.com/shouts/content/?050117sh_shouts)

Bill Clinton’s televised statement concerning Monica Lewinsky, 1999, at  
<http://www.americanpresidents.org/presidents/president.asp?PresidentNumber=41>  
(scroll down right side of webpage to “Clinton Address to Public Re: Monica”)

“Terror Attacks Hit U.S.,” CNN news story, September 11, 2001, at  
<http://archives.cnn.com/2001/US/09/11/worldtrade.crash/index.html>

“White House Pressed on ‘Mission Accomplished’ Sign,” CNN news story, 2003, at  
<http://www.cnn.com/2003/ALLPOLITICS/10/28/mission.accomplished/>

**\*\*TAKE-HOME ESSAY FINAL EXAM\*\***

*\*\*Please note that this syllabus is subject to modification during the semester as the instructor sees fit.\*\**