History 2013-US History since 1865
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I. Required Texts
   Alan Brinkley, Unfinished Nation.
   Jason Ripper, American Stories
   Read the assigned texts and whatever handouts you receive carefully; you will be tested
   on their content.

II. Lectures
   Students are responsible for all of the material covered in class. Take detailed notes on
every lecture. The lectures reflect what I consider to be important; thus the exams will draw
heavily from them.

III. Discussions
   We will have a discussion of some kind every week. I will have you write on the topic of
discussion. Your writings each week will be evaluated and count 10% of your total course grade.

IV. Examinations
   There will be four exams: three mid-semester tests and a comprehensive final. The three
   mid-semester tests will count 20% of the course grade each and the comprehensive final will
   count 10%. All mid-semester tests will cover material from the lecture and the texts and will
   require multiple choice, essay, and identification answers. A review sheet with a list of IDs will
   be provided for each exam. The identification and multiple choice sections will test your
   knowledge of four elements for each of the IDs: who/what, when, where, and significance. The
evidence you are required to use in your essays will also be drawn from the ID lists. Remember
to include an introduction, body, and conclusion in your essay answers. A small percentage of
the multiple choice questions on each exam will cover material found in the texts. Terms from
the texts that you will be tested over are included on the review sheet ID lists. Please purchase
and bring a blue book for each mid-semester test. The comprehensive final will test your
knowledge of all of the IDs covered throughout the semester. The final will require only
multiple choice answers.

Grading Scale
90-100   A
80-89    B
70-79    C
60-69    D
0-59     F
V. Research Paper

One paper, approximately 3-5 pages in length will count 20% of the total course grade. Your goal is to find a primary source from U.S. history between 1865 and the present, describe its historical context, and explain its significance. You should demonstrate a full understanding of the individuals who produced the source and their motivations for doing so. Please attach a copy of the primary document you use to the paper.

A primary source is a record of the past nearest in time and/or space to the subject of investigation. It is distinguished from a secondary source in that a secondary source is distanced in time and/or space from the event it addresses. A secondary source takes a primary source or primary sources as its subject. Letters, speeches, pictures, audio recordings etc. from the participants in the Watergate scandal, for example, can be considered primary documents. Stanley Kutler’s book The Wars of Watergate, on the other hand, is a secondary source. The source you pick as the focus of your paper must be primary.

Primary sources can be very long, like presidential candidate Al Gore’s 2000 economic plan, or they can be very short, like Einstein’s letter to FDR on atomic weapons. Given that you only have 3-5 pages to write, you should pick a shorter source.

To find primary sources, the internet is the first place to look. The Library of Congress and National Archives have many primary documents you can use, as do the presidential libraries, state archives, and university special collections. If you have any doubt about whether a source is primary or secondary, please ask the instructor.

In the paper you should discuss the people who produced the source and their motivations for doing so. You should then summarize and analyze the source itself. You should also discuss the effects that the source had on American society. Finally you should explain why the source is important to remember for students of U.S. history. Your paper, in evaluating the source’s significance, will necessarily be argumentative. Do not give me a report. Offer your audience reasons for remembering the source. Some examples of good paper topics include, “The Patriot Act and the History of Individual Liberties,” “Nixon was an Antisemite: New Revelations from a Nixon Tape,” “An Artificial Picture of Poverty: Margaret Bourke White’s Photograph of a Southern Sharecropper.”

You will be graded on your writing, research, and analysis. Writing includes grammar and overall composition. If you have questions about writing, many resources are helpful, but Strunk and White’s The Elements of Style is a classic. You can pick up a copy at almost any bookstore. Research includes sources and citations. You should provide at least four sources. One is the primary source you chose to write on. The other three should be secondary sources that help you put your subject in historical context. You may not cite textbooks or encyclopedias. The information in them is too general for the purposes of this assignment. You may only use two web sites as sources (your primary source, if taken from the internet, counts as one of these). I want you to find historical monographs about your subject in the library. When providing citations for your paper, you should use the standard footnote style found in the Chicago Manual of Style. Analysis involves the use of logic and persuasion. Your arguments should be clear and well supported.

At any time up until two weeks before the paper is due, I will read, comment on, and return outlines, drafts, or finished copies. This gives you the opportunity to improve your paper before you turn it in for a grade.
VI. Make-ups
   Sorry, there are no make-ups unless negotiated well before the due dates (see Course Outline). Legitimate emergencies will be considered.

VII. Academic Dishonesty
   The student handbook clearly addresses the issues of plagiarism etc. These issues are serious and will be treated seriously by the instructor.

VIII. Catalogue Description
   “The history of the development of the American nation since the Civil War, with particular attention to the essentials for understanding the problems confronting America today.”

IX. Supplemental Reading List:
   John Hope Franklin, *Reconstruction After the Civil War*.
   Robert Beisner, *From the Old Diplomacy to the New, 1865-1900*.
   John Milton Cooper, *The Warrior and the Priest*.
   Thomas J. Knock, *To End All Wars*.
   Frederick Lewis Allen, *Only Yesterday*.
   Anthony Badger, *The New Deal: The Depression Years, 1933-1940*.
   John Lewis Gaddis, *Strategies of Containment*.
   Alonzo Hamby, *Liberalism and Its Challengers*.

X. Course Goals
   A. Rationale
      It is cliché to remind students that “those who do not know history are doomed to repeat it.” But for citizens of the United States near the turn of the century, it is essential to repeat the often used phrase. Our nation’s political, social, economic, cultural, and intellectual present and future will only be shaped by those who understand the past. This survey will begin to develop this understanding of history with an eye to applying its lessons to the contemporary world.
   B. Basic Objectives
      Improving basic knowledge is the cornerstone of any history course. Students will be asked to acquire an understanding of fundamental terms, concepts, and issues. They also will be asked to apply critical thinking and analytical skills.
   C. General Education Objectives
      The General Education curriculum is designed to enable students to analyze problems, arrive at intelligent conclusions, and make reasoned choices. This course will meet these goals by requiring students to demonstrate advanced critical thinking, reading, and writing skills.
XI. Course Outline

Week 1
1/14 Friday: Introduction
Read Chapter 15 and 16 in Brinkley

Week 2
1/17 Monday: MLK Day, No Classes
1/19 Wednesday: Reconstruction
1/21 Friday: Discussion – Ripper pp. 10-16
Read Chapter 17 and 18 in Brinkley

Week 3
1/24 Monday: Gilded Age
1/26 Wednesday: Gilded Age
1/28 Friday: Discussion – Ripper pp. 24-37
Read Chapter 19 and 20 in Brinkley

Week 4
1/31 Monday: Populism
2/2 Wednesday: Progressivism
2/4 Friday: Discussion – Ripper pp. 54-57, 91-94
Read Chapter 21 and 22 in Brinkley

Week 5
2/7 Monday: Imperialism
2/9 Wednesday: Review
2/11 Friday: Exam I

Week 6
2/14 Monday: World War I
2/16 Wednesday: World War I
2/18 Friday: Discussion – Ripper pp. 110-114
Read Chapter 23 in Brinkley

Week 7
2/21 Monday: 1920s
2/23 Wednesday: 1920s
2/25 Friday: Discussion – Ripper pp. 120-134
Read Chapter 24 in Brinkley

Week 8
2/28 Monday: Depression
3/2 Wednesday: Depression
3/4 Friday: Discussion – Ripper pp. 146-154
Read Chapter 25 and 26 in Brinkley

Week 9
3/7 Monday: World War II
3/9 Wednesday: World War II
3/11 Friday: Discussion – Ripper pp. 188-195
Read Chapter 27 in Brinkley
Week 10
3/14 Monday: Cold War
3/16 Wednesday: Review
3/18 Friday: **Exam II**
   Read Chapter 28 in Brinkley

Week 11
3/24 Monday: **Spring Break**
3/26 Wednesday: **Spring Break**
3/28 Friday: **Spring Break**

Week 12
3/28 Monday: Cold War
3/30 Wednesday: McCarthyism
4/1 Friday: Discussion – Ripper pp. 210-216
   Read Chapter 29 in Brinkley

Week 13
4/4 Monday: Civil Rights
4/6 Wednesday: Civil Rights
4/8 Friday: Discussion – Ripper pp. 227-231
   Read Chapter 30 in Brinkley

Week 14
4/11 Monday: Vietnam
4/13 Wednesday: Vietnam
4/15 Friday: Discussion – Ripper pp. 253-256
   Read Chapter 31 in Brinkley

Week 15
4/18 Monday: Watergate
4/20 Wednesday: Watergate
4/22 Friday: **Paper Due**
   Read Chapter 32 and 33 in Brinkley

Week 16
4/25 Monday: Middle East
4/27 Wednesday: Economic Crash
4/29 Friday: **Exam III**
   Read Chapter 34 in Brinkley

Week 17
5/2 Monday: Review

**Final Exam TBA**