

**HIS 2204: Survey of American Civilization since 1876**  
**Instructor: Dr. Allison Fredette**  
**Fall 2017, Section 101**

**Meeting Times:** Monday, Wednesday, Friday 10-10:50am

**Room:** Anne Belk 207

**Office Hours:** Monday, Wednesday, Friday, 11-12, 1-2, or by appointment

**Office:** Anne Belk 234H

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### **Course Description**

This course spans a large section of American history, from the highs and lows of the Reconstruction era to the tumultuous early years of the twenty-first century. To narrow this vast scope, this class will focus on a few major themes: the long Civil Rights movement and the story of race in America; the role of expansion in both a national and international context; the ongoing push for reform, including various political, economic, gender, racial, ethnic, and sexual rights movements; the growing size and power of the federal government and the subsequent backlash; and the changing position of the United States on a global stage.

Throughout the semester, students will analyze a series of primary and secondary sources intended to address both major moments in American history, as well as important scholarly debates. Through the use of primary documents, students will learn to evaluate a source's meaning and biases, marshal evidence to support an argument, and construct or deconstruct a historical narrative. This class asks students to critically analyze their prior knowledge about American history and to draw connections between the events of the past and those of today. Specifically, who creates history, how, and why? Why do we study history, and finally, how does a better understanding of history influence our social interactions in contemporary America?

### **Course Goals and Objectives**

This course will enable students to:

1. Assess primary and secondary sources and synthesize knowledge within appropriate historical, cultural, and social contexts.
2. Identify, conceptualize and evaluate social, cultural, economic, and political processes and to understand and explain human behavior in the context of American history.
3. Promote an understanding of these processes in historical and cultural context and assist students in formulating and articulating, orally and in writing through analytical papers and class discussion, the methodologies that they employ.
4. Examine individuals' relationships with one another and with their environments and societies, as well as examine relationships between social institutions.

## **History Skill Guide**

According to our department's history skill guide, this 2000-level course will meet the following pedagogical goals and practices:

- Begin the process of training students to become professional historians and history teachers.
- Elementary research methods:
  - identification, analysis, and use of primary and secondary sources
  - rough draft
  - revision of rough draft
  - historical narrative
  - Chicago-style documentation
  - identification and comparison of different interpretations

## **Required Books**

All books are available for purchase at the university bookstore and, of course, online.

- Earl Lewis and Heidi Ardizzone. *Love on Trial: An American Scandal in Black and White* (New York: W.W. Norton, 2002).
- Timothy B. Tyson. *The Blood of Emmett Till* (New York: Simon & Schuster, 2017).
- James L. Roark, Michael P. Johnson, Patricia Cline Cohen, *The American Promise (Value Edition), Vol. II: From 1865* (New York: Bedford St. Martin's, 2012). -- **RENTAL**
- All other articles and primary documents listed in the syllabus will be posted on AsULearn.

\*\*\* Have your readings done FOR class on the day listed (i.e. on Friday, September 1<sup>st</sup>, I expect you to have read and be ready to discuss a sample of coroners' reports from late-nineteenth-century South Carolina).

## **Important Dates**

*Love on Trial* paper – Monday, September 25<sup>th</sup>

Midterm – Wednesday, October 11<sup>th</sup>

Civil Rights story map project – Monday, November 6<sup>th</sup>

Final Exam – Wednesday, December 13<sup>th</sup>

PDA's – throughout the semester

## **Course Requirements and Grades**

Students are required to attend all classes, keep up with assigned readings and assignments, be prepared to participate in class, take routine reading quizzes, write periodic responses to primary documents, take a midterm and final examination, complete one story map project and one longer reaction paper. I will provide more information on these papers and projects as the semester progresses.

Your final grade will be calculated as follows:

Participation/quizzes/response papers	25%
<i>Love on Trial</i> reaction paper	15%
Civil Rights story map project	20%
Midterm	20%
Final	20%

## **Grading Scale**

A	93-100
A-	90-92.4
B+	87-89.4
B	83-86.4
B-	80-82.4
C+	77-79.4
C	73-76.4
C-	70-72.4
D+	67-69.4
D	63-66.4
D-	60-62.4
E	0-59.4
I	Incomplete

## **Class Policies**

### **Participation, Quizzes, and In-Class Behavior**

Students must attend all class meetings. The bulk of the material tested during the midterm and the final comes from the lectures and class discussions. You cannot do well on those exams (40% of your final grade) without attending class and taking good notes. I do not, under any circumstances, provide copies of the slides. If you have an excused absence, please come to my office hours to discuss the missed material.

You cannot do well on your participation grade (25% of your final grade), if you do not attend class. Additionally, throughout the semester, I will give unannounced quizzes in class. They will be short in duration (5-10 minutes) and consist of short answer or fill-in-the-blank

questions dealing mainly with the issues raised in lecture and in the readings. In order to do well on these quizzes, you must read all assigned material. The due date for each reading assignment is on the syllabus schedule. I will drop your lowest quiz grade. These quizzes are given to ensure that you are keeping up with the reading and have a working knowledge of the subject matter. They will be included in your participation grade.

In addition, when possible, this class involves discussion, and your participation is expected and required (in fact, again, it's 25% of your grade). You must complete all readings before class and come prepared to engage with both the professor and your fellow students in a lively discussion of the day's topic. Disagreement is expected, and often encouraged, but students must remain respectful at all times of their fellow classmates and professor.

Your grade is contingent on your full attention being given while in the class. Please refrain from facebooking, tweeting, instagraming, snapchatting, etc. while in class. If you are found doing so, it will seriously hurt your grade in the course. Above all, please turn off your cell phone when you enter class. We only have a short amount of time together. Let's make the most of it!

### **Assignments**

A rubric for each assignment will be given out two weeks before it is due. All written assignments should be done in 12-point double-space font (Times New Roman or comparable font) with one-inch margins. All papers must be turned in by class time via AsULearn. I do not accept hard copies.

Late papers and assignments will be penalized 10 percentage points for every day past the due date.

#### **Love on Trial reaction paper**

In class on September 6<sup>th</sup>, I will provide a prompt for your paper discussing the book, *Love on Trial*. Your papers are due by class on September 25<sup>th</sup>. This is not a short book, so please do not put off reading it or writing your paper until the last minute. I will accept rough drafts for review until noon on September 22<sup>nd</sup>, if you would like input on your paper.

#### **Civil Rights story map project**

In November, we will read a book about the 1955 murder of Emmett Till in Mississippi. For many, this atrocity solidified the view of Mississippi as a place of racial strife and hatred. However, Mississippi was part of a national story, consisting of a struggle for racial equality and a violent white supremacist backlash. This assignment attempts to understand the larger story of civil rights in the United States from the 1940s to the 1980s. Each student will choose a state and research the civil rights events from the era in question, eventually making a digital story map (using Story Map JS) to reflect that state's history. Each story map will include 7-10 events. I will give more details on this project as the deadline approaches. The final project is due November 6<sup>th</sup>.

## **Academic Integrity**

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: [www.studentconduct.appstate.edu](http://www.studentconduct.appstate.edu).

## **Statement on Student Engagement with Courses**

In its mission statement, Appalachian State University aims at “providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen-hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

## **Disability Services**

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

## **Religious Observances Policy**

Faculty members are required to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term “religious observance” to include religious holidays, holy days, or similar observances associated with a student’s faith that require absence from class. Faculty, at their discretion, may include class attendance as a criterion in determining a student's final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus.

## Weekly Schedule

### Week 1: August 23, 25

#### Introduction to the Class/Reconstruction

- Watch Friday: Slavery By Another Name

### Week 2: August 28, 30, September 1

#### Reconstruction & beyond in the American South

- Watch Monday: Slavery By Another Name
- Read for Wednesday: AP - Chapter 16
- Read for Friday: primary docs – coroner’s reports from South Carolina ([www.csidixie.org](http://www.csidixie.org))
  - PDA #1 Due

\*\*\* start reading *Love on Trial* \*\*\*

### Week 3: September 6, 8

#### The Gilded Age & Its Discontents

- Read for Wednesday: William Graham Sumner, “Social Darwinism;” Walter Rauschenbusch, “The Social Gospel”
  - PDA #2 DUE
- Read for Friday: AP – Chapter 18 and Chapter 19

### Week 4: September 11, 13, 15

#### Expansion – Westward and Beyond

- Read for Monday: Roger Daniels, “No Lamps Were Lit for Them: Angel Island and the Historiography of Asian American Immigration,” *Journal of American Ethnic History* 17:1 (Fall 1997), 3-18.
- Read for Wednesday: AP – Chapter 17
- Read for Friday: Gail Bederman, “Gendering Imperialism: Theodore Roosevelt’s Quest for Manhood and Empire”

### Week 5: September 18, 20, 22

#### Progressivism and the New Century

- Read for Monday: AP – Chapter 21

### Week 6: September 25, 27, 29

#### The Roaring Twenties

- **DUE Monday:** *Love on Trial* paper
- Read for Wednesday: AP – Chapter 23
- Read for Friday: James West Davidson and Mark Hamilton Lytle, “Justice Denied: The Trial of Sacco and Vanzetti”

## Week 7: October 2, 4, 6

### The Great Depression and the New Deal

- Read for Monday: T.H. Watkins, “The Shame and Misery of the Depression”
- Read for Wednesday: Franklin D. Roosevelt’s First Inaugural Address, the “Share Our Wealth” Plan, A Businessman’s View of the New Deal
  - PDA #3
- Read for Friday: AP – Chapter 24

## Week 8: October 9, 11

### **MIDTERM: October 11**

\*\* start reading *The Blood of Emmett Till* \*\*

## Week 9: October 16, 18, 20

### The Second World War

- Read for Monday: AP – Chapter 25
- Read for Wednesday: Ruth Milkman, “Gender at Work: The Sexual Division of Labor during World War II”

## Week 10: October 23, 25, 27

### The Fifties: Happy Days or Not?

- Watch and write for Monday: television and movies from the 1950s and social messaging
- Watch Wednesday: *The Johns Committee*
- Read for Friday: AP – Chapter 27

## Week 11: October 30, November 1, 3

### The Cold War

- Read for Monday: HUAC simulation: Finding Communists in Hollywood
  - PDA #4
- Read for Wednesday: Allan R. Millett, “Introduction to the Korean War,” *The Journal of Military History* 65:4 (Oct 2001), 921-935.
- Read for Friday: AP – Chapter 29

## Week 12: November 6, 8, 10

### Fighting for Civil Rights

- **DUE Monday**: Civil Rights story map project
- Read for Wednesday: AP – Chapter 28

## Week 13: November 13, 15, 17

### Mad Men (and Women): The Sixties and Seventies

- Read for Monday:
  - **Group 1: Black Power:** Malcom X on Race Relations (1965); “A report on Racial Violence in the Cities” (1968); Cambahee River Collective Statement (1977)
  - **Group 2: Yellow Power:** Activist Amy Uyematsu Proclaims the Emergence of “Yellow Power” (1969); Asian Americans Protest Against Vietnam War (1960s); C.N. Le Criticizes Pew Report’s Depiction of Asian Americans as Model Minorities (2012)
  - **Group 3: American Indian Movement:** Clyde Warrior (Ponca) Delineates Five Types of Indians (1965); “A Proclamation from the Indians of All Tribes, Alcatraz Island” (1969); Emil Notti Describes Economic Changes in Alaska & Calls for Self-Determination” (1968)
  - **Group 4: The Chicano Movement:** Cesar Chavez and La Cause (1975); Maria Moreno Remembers Farmworker Life (1965); Reies Lopez Tijerina Writes an Open Letter from the Santa Fe Jail (1969)
  - **Group 5: Gay Liberation Movement:** Del Martin Explains Why Lesbians Need the Daughters of Bilitis (1956); Carl Wittman Issues a Gay Manifesto (1969-70); *Time* Covers the Transformation of Christine Jorgensen (1952-53)
  - **Group 6: Feminism:** Betty Friedan, “The Problem That Has No Name” (1963); Redstockings Manifesto (1969); Frances Beale, “Double Jeopardy: To Be Black and Female” (1970)
  - **Group 7: Anti-Vietnam War:** Robert D. Heinl, Jr., “The Collapse of the Armed Forces” (1971); “I Made Promises to Dead People” (1967-68); John Kerry, “Testimony before the Senate Committee on Foreign Relations” (1971)
  - **Group 8: The New Right:** The Sharon Statement (1960); Phyllis Schlafly Declares “Women’s Libbers Do Not Speak for Us” (1972); Jerry Falwell, “Listen America!” (1980)
- PDA #5

## Week 14: November 20

### The Sixties and Seventies... still

\*\* no reading due this week

**Week 15: November 27, 29, December 1**

**The Conservative Counterrevolution**

Read for Monday: Dan T. Carter, “The Politics of Race and the Rise of the Right” AND Bruce J. Schulman, “A Rejection of Government: Reagan and the Sunbelt”

Read for Wednesday: AP – Chapter 30

**Week 16: December 4, 6**

**Review and Catching Up**

**FINAL EXAM: Wednesday, December 13<sup>th</sup> 8-10:30 am**