

HIST 181: US History Since 1865
Georgetown University
Summer Session II

Instructor: Thomas Foley, A.B.D. (tf97@georgetown.edu)

Time: 5:45-7:45 MTWR

Location: Intercultural Center 117

Office Hours: 4:00-5:30 TWR

Overview

This course will cover the history of the United States from the Civil War up to the present day. We will examine how the United States has changed socially, politically, demographically, economically, and ideologically over time. We will discuss Americans' diverse experiences with the growing industrial economy, the expanding reach of the American geopolitical and economic empire, the crusades of reformers, and the long rise of modern conservatism. Students will have the opportunity to consider the founding principles of the nation--liberty, equality, and freedom--how they have been enjoyed by some and denied to others. We will together discuss how Americans have disagreed over what it means to be American and what the idea of America has represented at home and abroad.

Themes

Citizenship: Who has enjoyed it, who has been denied it, how has it been contested, and what does it mean

Rights: How have they been created, contested, denied, earned, redefined and by which individuals and groups

United States as a global power: When did the US become an empire, how did American involvement reshape global politics and economics and vice versa; how has a globally engaged US changed American values.

Learning Goals

In this course, students will:

- Develop core competencies in the historical changes in the United States over the past 150 years across political, economic, cultural, social, and environmental relationships
- Practice ethical historical inquiry by considering complex arguments, contradictory sources, and the relationship of the past to the present
- Build skills to analyze, interpret, and contextualize primary and secondary sources to understand and explain continuity and change over time.
- Analyze competing perspectives and develop methods to consider and describe historical events from multiple perspectives.

Accommodations

If you think you need an accommodation for a disability, please let me know. Some aspects of this course, such as the assignments, in-class activities, or the way I teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, I am happy to work with you and the Academic Resource Center (ARC) to help determine appropriate accommodations. I will treat any information about your disability with the utmost discretion. I encourage you to visit the ARC to register so as to ensure reasonable accommodations under Georgetown's policies and federal law under the Americans with Disabilities Act.

By the second week of class, please email me a copy of the accommodations you have arranged with the ARC. Anyone who has not registered with the ARC or who does not comply with its procedures is not entitled to accommodations. If you should develop a condition in the course of the semester, please seek the treatment you need and visit the ARC.

Your Health and Well-Being is Paramount

Georgetown University is committed to the mental health and well-being of all its students. If at any time you feel anxiety, confusion, depression, or loneliness resulting from life events or academic pressure, know that you are not alone. Georgetown faculty and staff prioritize your health and well-being above all else and will help you get the support and resources you need. Counseling and Psychiatric Services (CAPS) is located in Darnall Hall and a free appointment can be scheduled by calling 202-687-6985 during normal business hours or 202-444- PAGE (7243) for emergencies.

Sexual Assault and Harassment

All participants in this course will afford the utmost respect to one another as individuals and intellectual peers. As a member of the Georgetown University community, I am committed to supporting the survivors of sexual assault, sexual harassment, and other forms of sexual misconduct. Under federal law, as instructor I am required to report any disclosures of sexual misconduct to the Title IX Coordinator, the principal coordinator of the university's response to sexual misconduct. Please know that a report to the Title IX Coordinator, by anyone, does not automatically trigger an investigation, though the office does reserve the right to do so.

If you would like to speak confidentially Georgetown possesses a number of confidential professional resources that can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC
Associate Director of Health Education
Services for Sexual Assault Response
and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley
Trauma Specialist, CAPS
(202) 687-6985
els54@georgetown.edu

For more information about campus resources and reporting sexual misconduct, please visit <http://sexualassault.georgetown.edu/>.

Attendance and Instructional Continuity

For the purposes of grading, attendance in this course is required at all meetings unless an excuse through the dean's office is provided. However, I understand that life can sometimes get in the way and will accept one unexcused absence throughout the semester. A second and any subsequent unexcused absence will result in a 5% deduction of your participation grade. More than three unexcused absences will result in a failing grade for the course. Please respect your classmates with your attendance and contributions in our discussions.

If at any point in the semester circumstances arrive that might prevent your regular attendance, please make an appointment to meet with me immediately. Your physical and mental health is most important.

If Georgetown is closed or our class meeting must be canceled, I will email you with a contingency plan for our class meeting. Contingencies may include watching a film available through the Georgetown University Libraries, writing an additional 1-2 page assignment on the readings for that particular class, or scheduling a make-up class at a later date.

Course Website

The course website can be found at <https://thomaspatrickfoley.com/teaching/2018hist181/>. Here you will find the the latest version of the syllabus, PDF versions of all book chapters and articles required as reading, and additional resources that you may find useful in this course, including film and library resources.

Bank Days

In the course of a semester, events sometimes transpire that make it difficult, if not impossible, to satisfy the deadlines included in this syllabus. Each student begins the semester with three “bank days” that can be used to extend deadlines of any assignment. Bank days can be used one at a time, all at once, or not at all. You are not required to use them. Each bank day provides a 24 hour extension (for example, if you were to use one bank day for an assignment due Tuesday at 5PM, the assignment would then be due Wednesday at 5PM).

Honor Code

“In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system: To be honest in every academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.”

(<https://honorcouncil.georgetown.edu/system/policies/pledge>)

Please familiarize yourself with the Georgetown University Honor System (<https://honorcouncil.georgetown.edu/system/policies>), especially Section III: Standards of Conduct. Plagiarism, falsification of citations or data, cheating, submitting work already completed for other courses, or any other form of dishonesty, intentional, intellectual, or otherwise, shall not be tolerated. Students found in violation will receive a zero on any assignment and be recommended to the honor council.

Grading

Work will be evaluated on the following scale:

A (94-100)	C (73-76)
A- (90-93)	C- (70-72)
B+ (87-89)	D+ (67-69)
B (83-86)	D (63-66)
B- (80-82)	D- (60-62)
C+ (77-79)	F (60 and below).

Your final grade will be comprised of the following percentages:

Participation: 20% (this includes attendance)

Week 1 essay exam: 15%

Week 2 essay exam: 15%

Week 3 essay exam: 15%

Week 4 essay exam: 15%

Final exam: 20%

Assignments

At the end of our Thursday class each week I will provide a prompt for an essay exam that you will complete over the weekend. The essays should be typed and any sources you use should be cited appropriately and according to Chicago Style. The exam will be due by 5:00 PM Monday and should be submitted electronically in Microsoft Word, Google Document, or Pages format.

Assignment Format

- Font: 12-point Arial or Times New Roman
- Paragraph: double-spaced, no additional spaces after paragraphs,
- Margins: 1-inch margins, page numbers included in footer, bottom right
- Citations: Chicago Style, footnotes

Note: Word Processing programs change often and the location of functions does change from program to program. If you have any questions about how to properly format your assignments, do not hesitate to ask for assistance from me. I am happy to guide you step by step in how to properly format and cite your work.

Required Texts

All readings will be provided in PDF format. Given the brevity of the course, there will be no assigned books.

If you would like to supplement the lectures, readings, and discussions with a textbook, you have several options I recommend. Eric Foner's *Give Me Liberty!* is available at the library and for purchase used through many bookstores online. Additionally, there are two free digital textbooks you may consider: *The American Yawp* (www.americanyawp.com) and *Building the American Republic* (www.BuildingtheAmericanRepublic.org).

Schedule

Week 1 (July 9-July 13)

Monday: Course Overview/Baseline Evaluation/Themes and Interests

- “What Does It Mean to Think Historically?” Thomas Andrews and Flannery Burke (<https://www.historians.org/publications-and-directories/perspectives-on-history/january-2007/what-does-it-mean-to-think-historically>)
- “Politics and the English Language,” George Orwell (http://www.orwell.ru/library/essays/politics/english/e_polit/)

Tuesday: The Civil War: Origins, Ends, Outcomes, 1860-1865

- *Discussion documents:* Slavery is the Cornerstone of the Confederacy, Alexander Stephens; Declarations of Causes of Secession (Mississippi, South Carolina); Emancipation Proclamation; Urging Black Men to Enlist, Frederick Douglass, *The Liberator*, 24, July 1863; Second Inaugural Address, Abraham Lincoln, March 1865; 13th Amendment

Wednesday: Reconstruction, Rights, and Redemption, 1863-1877

- *Discussion documents:* Petition of Committee in Behalf of Freedmen to Andrew Johnson (1865); Mississippi Black Codes (Gienapp Reader 325); Elizabeth Cady Stanton Appeals for Universal Suffrage; 14th and 15th Amendments

Thursday: Conquest and Survival in the West, 1860-1900

- *Discussion documents:* “Kill the Indian, and Save the Man,” Captain Richard H. Pratt on the Education of Native Americans; The Dawes Act; Rachel Haskell, from “Life in a Mining Camp”
- *Exam 1 distributed after class*

Week 2 (July 16-July 20)

Monday: The Gilded Age

- *Exam 1 due by 5:00PM*
- *Discussion documents:* “The Day of Two Noons,” *New York Times*, November 18, 1883; “Facts to Be Considered,” *Labor Standard*, June 16, 1877; Gospel of Wealth, Andrew Carnegie, 1889.

Tuesday: Inclusion and Exclusion in the Late Nineteenth Century

- *Discussion documents:* Plessy v. Ferguson Majority and Dissenting Opinions; The Chinese Exclusion Act

Wednesday: Capital, Labor, and Industry

- *Discussion documents:* “People’s Party Platform,” 1892; Jacob Riis and Lewis Hines Photographs

Thursday: American Imperialism

- *Discussion documents:* “Declaration of War,” William McKinley, 1898; “Platform of the American Anti-Imperialist League” 1899; “The Strenuous Life,” Theodore Roosevelt 1899
- *Exam 2 distributed after class*

Week 3 (July 23-July 27)

Monday: Populists and Progressives

- *Exam 2 due by 5:00PM*

- *Discussion documents:* “Women and Economics,” Charlotte Perkins Gilman; “The Workingman’s Conception of Industrial Liberty,” John Mitchell; W.E.B. DuBois critiques Booker T. Washington

Tuesday: Over There and Over Here: World War I, a War for Democracy

- *Discussion documents:* The Zimmerman Note; “Declaration of War against Germany,” Woodrow Wilson; 14 Points, Woodrow Wilson; “The Case against the Reds,” Attorney General A. Mitchell Palmer

Wednesday: Puttin’ on the Glitz: the Roaring Twenties

- *Discussion documents:* Sadie’s Servant Room Blues; “The Ancient Days Have Not Departed,” Calvin Coolidge; musical selections

Thursday: “Brother Can You Spare a Dime?”: The Great Depression

- *Discussion documents:* Photo Essay on the Great Depression ; Fireside Chat, FDR 1934
- *Exam 3 distributed after class*

Week 4 (July 30-August 3)

Monday: America and a World at War, 1939-1945

- *Discussion documents:* “Four Freedoms,” Norman Rockwell (painting); “The Negro Has Always Wanted the Four Freedoms,” Charles H. Wesley; FDR’s Bill of Economic Rights; *Why We Fight*, Frank Capra (film series)
- *Exam 3 due by 5:00PM*

Tuesday: Cold War America

- *Discussion documents:* “Scientists Petition the President,” Leo Szilard and other Scientists (1945); National Security Council NSC-68 (1950); “Who is Loyal To America?” Henry Steele Commager, *Harper’s* 1947

Wednesday: The Civil Rights Movement

- *Discussion documents:* Brown v Board of Education of Topeka Unanimous Decision Herman; Talmadge, “Response to the Brown Decision”; Martin Luther King, Jr., from “Letter from Birmingham Jail”; George C. Wallace, “Speech in Atlanta,” July 1964

Thursday: Moonshots, Gunshots, and Woodstock: The Sixties

- *Discussion documents:* Port Huron Statement, Tom Hayden and others (1962) and The Sharon Statement, Young Americans for Freedom (1960); National Organization for Women Statement of Purpose, 1966; Roe v Wade Majority Opinion; Robert Kennedy speech, Indianapolis, April 4, 1968 (film); Letter, “In the Event of a Moon Disaster,” Richard Nixon (1969)
- *Exam 4 distributed after class*

Week 5 (August 6-August 10)

Monday: Wars at Home and Abroad, 1965-1974

- *Discussion documents:* selections from *The Things They Carried*, Tim O’Brien; Walter Cronkite’s “We are mired in stalemate” broadcast, 1968
- *Exam 4 due by 5:00PM*

Tuesday: Economic and Political Crises of the 1970s

- *Discussion documents:* Representative Barbara Jordan's statement on articles of impeachment against Richard M. Nixon, 7/7/1974; Joint Resolution proposing and Equal Rights Amendment 3/22/1972;

Wednesday: The Rise of the Right and Reagan, 1974-1988

- *Discussion documents:* "The Evil Empire," Ronald Reagan; 1980 Republican Presidential Primary Debate, Ronald Reagan and George H.W. Bush (segment); "Listen, America!", Jerry Falwell; Jesse Jackson speech at 1984 Democratic National Convention; segment from White House Press Briefing, October 15, 1982; Mary Fisher speech at 1992 Republican National Convention

Thursday: Modern America, 1988-present

- *Final Exam distributed after class*