

SYLLABUS

History 212

United States History since 1865
Spring 2003

Instructor: Dr. Peter S. Carmichael
Mclver 241

Lecture

Tuesday and Thursday
9:30–10:45
Office Hours: T, Th 11:00-12:30 and by
appointment
Mclver 241
Email: Pcarmich67@msn.com
Phone 334-5645

COURSE DESCRIPTION:

This is an introductory course that provides an overview of United States history since 1865. We will employ a biographical approach to understand the conflicts that have shaped the American past. Understanding how ideas motivate people of all classes and various backgrounds is one of the most important tasks facing a historian. We will confront this challenge by exploring the political awakening of certain historical figures. In other words, how did events, private issues, cultural trends, and social conditions politicize certain individuals? Some of the people we will study are household names; others are less well known. The text, A People and a Nation, and my lectures will provide the necessary contextual information. This is essential background material for Contending Voices, which offers a close-up examination of two individuals who stood on opposite sides of important issues. Contending Voices will serve as the basis of our discussions and your analytical papers. These are valuable exercises that will prepare you for the capstone of the course---a ten-page biographical study. You will interview and write about a family member or friend who came of age in the 1950s or 1960s.

COURSE OBJECTIVES:

- ? Through weekly readings and discussion you will become familiar with the major developments and historical patterns in American history from 1865 to Watergate.?
- ? Write analytical reviews that have a clearly stated thesis and that are well organized and written. ?
- ? Understand the connection between the private and public lives of individuals and how that dynamic shapes political action.?
- ? Write a biographical study that employs primary and secondary sources.?

GRADING: A final grade will be based upon written work and class participation.

Preliminary work for projects	25 points
Final Project	200 points
Response Papers	250 points
Quizzes	50 (10 points each)
Participation	125 points
 Total course points	 <u>650</u> points

Biographical Study:

Students will research and write a ten-page biographical study of an individual of their choosing. The

student will need to interview the subject, keeping in mind that the paper hinges on trying to explain how a particular public event or cultural development reoriented an individual's understanding of the world. You need to analyze, in other words, the political awakening of your subject. This will also require that you understand the connection between the private and public life of your subject. For instance, you could ask a relative who attended college in the late 1960s how they viewed the student protests against Vietnam. Compare their reactions to the attitudes of most young people in 1960s. Ask your grandmother how she and her friends felt about the emergence of Elvis Presley. The possibilities are endless, but be certain that your paper explains how a particular moment brought about a fundamental shift in your subject's political outlook and actions. A more detailed list of instructions will be forthcoming.

Analytical Reviews:

You will write five two-page papers based on the readings in Contending Voices. The lowest score will be dropped automatically. These papers are designed to help you with paragraph development, organization, thesis construction, and the integration of secondary and primary sources. These papers will also help you prepare for classroom discussion.

Quizzes:

There will be six quizzes during the course of the semester. The lowest score will be dropped automatically. The quizzes will focus on Into the Wild and Autobiography of Malcolm X. You must pass at least two of the three quizzes on each book. If you fail more than one quiz for any one book, you will have to write a ten-page research paper on a topic arranged by the instructor.

Participation

This assessment will be based on the following criteria:

1. This is not a lecture course. Thorough preparation for this class is essential. All readings should be done before class. It is imperative that you have either handwritten or typed notes that outline the central questions and arguments of the assigned readings.
2. It is essential that you contribute to class on a consistent basis, that you intellectually engage with your peers, and that you are an active listener. In order to create an inviting environment for everyone to participate, please follow the guidelines:
 - ? Be ready to explain the broader argument and sub-themes of the assigned material and how the various readings fit together or diverge. ?
 - ? Instead of just criticizing a book, focus on understanding the contributions of the assigned readings and why they have had a lasting influence on the field. ?
 - ? You should feel free to disagree with others, but be specific in your own assertions and support them with evidence. You should also be willing to change your mind and concede to others when they make persuasive, well-reasoned arguments. Please challenge each other in a polite and courteous manner. ?
 - ? The success of a discussion depends on group interaction. Listen carefully and respond to your peers. There should be a dynamic give-and-take between the discussion leaders and the rest of the class. This can only happen if you elaborate upon the assertions of classmates or ask for

clarification if you don't understand. Simply answering the questions will not lead to vigorous debate, and the discussion leaders will end up giving a monologue. ?

? Make your point succinctly, avoid repetition, and stick to the subject.?

ATTENDANCE: Attendance is mandatory. Missing a class will hurt a student's overall performance. You are allowed **three excused absences**. For every absence after three you will lose **three percentage points from your final grade**. If you miss a class, it is **your** responsibility to get the notes for that day.

BOOKS:

Norton, et. al. A People and A Nation (Brief Sixth Edition)

Fitzgerald, The Great Gatsby

Salinger, The Catcher in The Rye

Krakauer, Into the Wild

Malcolm X The Autobiography of Malcolm X

Hollitz and Fuller, Contending Voices

CLASS SESSIONS AND ASSIGNMENTS

Week 1 (January 14-16) **Begin Into the Wild**

Read: Th Into the Wild Introduction and 1-60

(Into the Wild Quiz January 16)

Week 2 (January 21-23) **Continue Into the Wild**

Read: T Into the Wild 61-156; Th Into the Wild 157-203

(Into Wild Quiz January 21 and Into Wild Quiz January 23)

Week 3 (January 28-30) **Reconstruction**

Read: T People Chapter 16; Contending Voices 1-12

(Turn in description of the person you plan to interview, explain what you consider to be the defining moment in their political life, and a list of the questions that you intend to ask, January 30)

Week 4 (February 4-6) **Industrial America**

Read: Great Gatsby vii-64, T People Chapter 18 and 19; and Th Contending Voices 22-34

(Based on chapter two in the Contending Voices, you should respond to either question one or two (p. 43) in two-typed pages, Feb. 6)

Week 5 (February 11-13) **The New South**

Read: Great Gatsby 65-118, and Th Contending Voices 45-64

Week 6 (February 18-20) **Progressive America**

Read: Great Gatsby 119-189; T People Chapter 21 and Th Contending Voices 65-81

(Based on chapter four in Contending Voices, you should respond to question one (p. 86) in two-typed pages, Feb. 20)

Week 7 (February 25-27) 1920s

Read: T Contending Voices 127-144 and People Chapter 24

(Turn in two-typed pages on Great Gatsby, Feb. 27)

Week 8 (March 4-6) Depression and the New Deal

Read: Salinger 81-134; T People Chapter 25 and Contending Voices 147-59

(Turn in copies of primary evidence, one page contextual analysis, and one page summary of turning point, March 4)

MARCH 11-13 NO CLASS: SPRING BREAK

Week 9 (March 18-20) Cold War

Read: Salinger 135-174; T People Chapter 28, 29, and Th Contending Voices 186-97

(Based on chapter nine in Contending Voices, you should respond to question one (p. 206) in two-typed pages, March 20)

Week 10 (March 25-27) Life in Postwar America

Read: Salinger 174-214; T Contending Voices 207-219 and Samuels, "Science Fiction as Social Commentary" On Electronic Reserve

(Turn in two-typed pages on Catcher in the Rye, March 27)

Week 11 (April 1-3) The Civil Rights Movement

Read: Autobiography of Malcolm X

(Malcolm X Quiz, April 3)

Week 12 (April 8-10) Black Power

Read: Autobiography of Malcolm X

(Malcolm X Quiz, April 8 and April 10)

Week 13 (April 15-17) Vietnam

Read: T People Chapter 31

(Rough Draft of final project due April 17)

Week 14 (April 22-24) 1960s

Read: T Ryan and Kellner, "Films of the Late Sixties and Early Seventies" On Electronic Reserve and People Chapter 30

April 24 No Class: Work on final projects

Week 15 (April 29-May 1) Watergate

Read: Th Contending Voices 247-259

Week 16 (May 6) **Final projects due**

NOTE: While attempting to adhere to the outlines within this syllabus, the instructor reserves the right to adjust components with due notice to the class.