



History 2112 (CRN 80233)
Survey of U.S. History since Reconstruction
Three (3.0) Credit Hours
Clayton State University, fall 2016
Tuesdays and Thursdays, 11:15 am-12:30 pm
Classroom: Clayton Hall, T-212

Instructor: Dr. Marko Maunula
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Office Hours: TR, 10:00 am -12:00 pm

Disabilities

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu.

Course Description

HIST 2112. A survey of United States history from the post-Civil War period to the present. The course focuses on the political, social, and cultural development of the modern United States with particular emphasis on the twentieth century. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

Greetings, Fellow Historians!

Greetings, fellow historians, and welcome to History 2112, United States since Reconstruction.

The year 1877 marks an important watershed in American history. The Civil War and Reconstruction were over. The westward expansion, perhaps the most substantial force shaping America until this decade, was ending. With the closing of the West, it was time for the second phase of American history.

Both the politics and everyday life in the United States experienced several substantial transformations between 1877 and 2000. The nation's economy matured and America emerged as the world's leading superpower. Two world wars, numerous smaller conflicts, and the Cold War shaped the world and American society alike. New groups--including women, African Americans, and other minorities--gained prominence in the nation's culture, politics, and economy.

This is a survey course, so we will take a broad look at America from various angles, using many different methodologies. Our tools to study the past will range from classic political economy to more contemporary issues of race and gender. The course will draw upon various forms of media, including original documents, personal memoirs, eyewitness accounts, speeches, and academic analyses. Additionally, we will use videos, pictures, graphics, and music samples to help us deepen our understanding of the issues and time periods under study.

The goal of the course is to deepen your understanding of American history, but we also hope to teach you the fundamentals of history as a discipline. Most of the people outside the profession do not know very well what historians do. Today, collecting facts and establishing detailed chronologies of events is only a minor part of historians' tasks, largely replaced by the job of interpreting and evaluating the events and forces that construct our past. After this course, I hope that you have learned the fundamental tools of researching and analyzing history, and, perhaps, even gained some appreciation toward this field.

Learning outcomes

The objective of this course is to teach you fundamental facts about American history since 1877, with periodic close attention paid to our state. Also, I expect you to come out of this class with improved analytical skills, ability to evaluate and analyze the forces shaping our past, and functional historical literacy.

Program Learning Outcomes

General education outcomes:

The following links provide tabular descriptions of the communications outcome and the critical thinking outcome components (see HIST 2112 in the tables):

[Communications outcomes components](#)

[Critical thinking outcomes components](#)

History Program Outcomes

Program outcomes for the B.A. in history degree at Clayton State are:

- Identify and describe basic chronologies of U.S. and world history.
- Identify and critically evaluate primary and secondary historical sources.

- Identify and evaluate conflicting historical interpretations of events and personalities.
- Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.
- Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods.
- Discuss historical findings in clear and coherent oral presentations.

Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to

<http://itpchoice.clayton.edu/policy.htm>.

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

In-class Use of Student Notebook Computers:

You can bring and use your computer into our classroom, but only for taking notes and other directly class-related work. You will need a computer with a reliable internet access to access course materials and communicate with your instructor.

Grading

Your final grade will consist of two midterms, a book review, final test, and participation (including quizzes). Each is worth 20 percent of your grade. The grades will not be curved. Your personal success will not be measured against your fellow students' performance.

You will find the quizzes on our LaunchPad-site. We will discuss the site more in the classroom.

Grades

90 and above = A

80-89 = B

70-79 = C

60-69 = D
59 and below = F

Mid-term Progress Report

The mid-term grade in this course, which will be issued on or near October 1, reflects approximately 25% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on October 7th. **The last day to withdraw without academic accountability is Friday, October 7th.** [Instructions for withdrawing are provided at this link.](#)

CAS @ CSU

The Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. Their office is located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, and it's all free! For more information, email thecas@clayton.edu

Writing Assistance

The Writers' Studio is located in the A&S building, room 224. There you can talk with trained writing tutors about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a tutor or sign up for a regular appointment. But remember: you, not your tutor, are ultimately responsible for the quality and content of the papers you submit.

http://a-s.clayton.edu/english/Writers%27_Studio/default.html

Missed Tests, Papers, and Other Assignments

Hand in your papers and other possible assignments in on time. I will NOT accept e-mailed papers, only printed and STAPLED hard copies. NO EXCEPTIONS! REALLY! I MEAN IT!

I will not schedule make-up tests unless in cases of valid emergencies. If you have to miss a test, please provide me with a documented excuse: police report, doctor's note, et cetera.

Attendance

University Attendance Policy: Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses

and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The University reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Readings

Cheating

Presenting the work of somebody else as one's own, unaccredited quotations, letting others do one's work for him/herself, and other forms of academic dishonesty are strictly forbidden. Violators will be pursued and punished according to Clayton State University's guidelines and regulations. Usually cheating results in disqualification from the course and the final grade of "F."

All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at

<http://adminservices.clayton.edu/judicial/>

Disruption of the Learning Environment

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

<http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm>

Student Handbook

For issues concerning ethical rules, student life, student rights and responsibilities, et cetera, please consult the student handbook:

<http://adminservices.clayton.edu/studentaffairs/StudentHandbook/foreword.htm>

Miscellaneous info

Do not be late! We all know Atlanta traffic, so I understand if you run late once or twice. However, habitual tardiness will not be tolerated. Having people popping into the class at all hours disrupts the lectures and your fellow students' concentration.

Eating and drinking in class is okay, but avoid "loud" foods.

Turn your cell phones off or on silent when you come to the class.

You can use laptops only to take notes or do some other class-related work. No playing games, surfing the web, or chatting with friends, either online or in person. This disrupts your classmates' work as well as your own.

Clayton State University rules strictly forbid bringing children to the classroom or parking them in the hallway for the duration of the class. If you have temporary child care problems, please contact me.

Check your Clayton State email account daily. This will be a major avenue of communication for this class.

Lectures

1. August 16, 2016
Introduction. Why 1877?
2. August 18, 2016
The Age of Capital. Finish chapter 17 and learning curve –exercise on our website.
3. August 23, 2016
Mass markets and marketing. Changing faces of retail and consumption in America.
4. August 25, 2016
Grangers, Populists, and other angry farmers. Rural rebellion and the agrarian revolt against new capitalism. Finish chapter 18 and learning curve –exercise on our website.
5. August 30, 2016
Muscular Christianity and challenges to white manhood. Finish chapter 19 and learning curve –exercise on our website.
6. September 1, 2016
The strange birth of Jim Crow. Finish chapter 20 and learning curve –exercise on our website.

7. September 6, 2016
Progressivism. Finish chapter 21 and learning curve –exercise on our website.
8. September 8, 2016
World War I and the fall of Progressivism.
9. September 13, 2016
New women and the 1920s. Finish chapter 22 and learning curve –exercise on our website.
10. September 15, 2016
Black Monday and the Panic of 1929. Finish chapter 23 and learning curve – exercise on our website.
11. September 20, 2016
FIRST MIDTERM! REMEMBER TO BRING A SCANTRON AND A PENCIL!
12. September 22, 2016
Depression, Franklin Delano Roosevelt, the New Deal, and the realignment of American politics. Finish chapter 24 and learning curve –exercise on our website.
13. September 27, 2016
Nazis, Fascists, and Japanese Militarists. The rise of extremism and the road to World War II.
14. September 29, 2016
From the invasion of Poland to Berlin bunker: short history of WWII in Europe.
15. October 4, 2016
From the Rape of Nanking to Nagasaki: short history of WWII in the Pacific. Finish chapter 25 and learning curve –exercise on our website.
16. October 6, 2016
Peace, yes, but what kind? Cold War settles in. **REMEMBER: OCTOBER 7TH IS THE LAST DAY TO WITHDRAW AND GET A “W.”**
17. October 11, 2016
The 1950s: a decade of conformity. Finish chapter 26 and learning curve – exercise on our website.
18. October 13, 2016
The 1950s: a decade of rebellion. Finish chapter 27 and learning curve –exercise on our website.

19. October 18, 2016
We have a dream. The origins and rise of Civil Rights movement. Finish chapter 28 and learning curve –exercise on our website.
20. October 20, 2016
SECOND MIDTERM. REMEMBER TO BRING A SCANTRON, BLUE BOOK, AND A PENCIL!
21. October 25, 2016
Berkeley in the '60s: Movie.
22. October 27, 2016
Berkeley in the '60s: Movie, part II. Finish chapter 29 and learning curve – exercise on our website.
23. November 1, 2016
Cold War liberalism.
24. November 3, 2016
The “Silent Majority” takes over. Finish chapter 30 and learning curve –exercise on our website.
25. November 8, 2016
Vietnam, Watergate, and stagflation: the malaise sets in.
26. November 10, 2016
Monetarism, deregulation, and the rise of Carter-Reagan economics.
27. November 15, 2016
Let them eat pizza! Globalization from Bretton Woods to the riots in Seattle. Finish chapter 31 and learning curve –exercise on our website.
28. November 17, 2016
Bill Clinton and contemporary American politics. BOOK REVIEW DUE!
29. November 22, 2016
America since 9/11.
30. November 24, 2016
Quo Vadis, America?
31. November 29, 2016
Catch-up day
32. December 1, 2016

Catch-up day

Final Test: December 6, 2016, 10:15-12:15

Books for the Review

African American history

Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration*.

Douglas A. Blackmon, *Slavery by another Name: The Re-Enslavement of African Americans from the Civil War to World War II*.

Tiffany M. Gill, *Beauty Shop Politics: African American Women's Activism in the Beauty Industry*.

Andrew E. Kersten, *A Philip Randolph: A Life in the Vanguard*.

Angela Hornsby-Gutting, *Black Manhood and Community Building in North Carolina, 1900-1930*.

Manning Marable, *Malcolm X: A Life of Reinvention*

Business and Economic History

Richard S. Tedlow, *New and Improved: The Story of Mass Marketing in America*.

Susan Strasser, *Satisfaction Guaranteed: The Making of the American Mass Market*.

Steven Watts, *The People's Tycoon: Henry Ford and the American Century*.

Lizabeth Cohen, *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*.

Samuel Rosenberg, *American Economic Development since 1945: Growth, Decline, and Rejuvenation*.

Women's History

Vicki L. Ruiz, *From Out of the Shadows: Mexican Women in Twentieth-Century America*.

Alice Echols, *Daring to Be Bad: Radical Feminism in America, 1967-1975*.

Catherine S. Ramírez, *The Woman in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory*.

Maureen A. Flanagan, *Seeing with Their Hearts: Chicago Women and the Vision of the Good City, 1871-1933*.

Rebecca Sharpless, *Cooking in Other Women's Kitchens: Domestic Workers in the South, 1860-1960*.

Political History

James T. Patterson, *Restless Giant: The United States from Watergate to Bush v. Gore*.

Kevin M. Kruse, *White Flight: Atlanta and the Making of Modern Conservatism*.

Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939*.

Social and Cultural History

George Chancey, *Gay New York: Gender, Urban Culture, and Making of the Gay Male World, 1890-1940*.

David M. Kennedy, *Freedom from Fear: The American People in Depression and War, 1929-1945*.

Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920*.

Derek Catsam, *Race Mixing: Black-White Marriage in Postwar America*.