DESCRIPTION
This course provides a broad overview of the social, political, economic and cultural history of the nation from the end of the Civil War to the recent past. Key topics include Reconstruction, the West, urbanization and immigration, reform movements, consumer culture, the Great Depression, World War II, post-war affluence, the Cold War, the turbulence of the sixties, and recent affairs. Major themes we will trace include the changing nature of American politics, shifting social divisions and relations between the races, classes, and the sexes, the evolution of cultural expression, and ongoing debates over what it means to be American. Registration for Lecture AND Recitation is required.

REQUIREMENTS
Reading
There are several types of reading for this course – a textbook, three other books, a coursepack of secondary articles, and primary source documents housed in several digital archives. The specific assignments for each week are listed in the schedule. You should aim to complete everything listed for the week by the time of your recitation section. However, reading at least the textbook selection ahead will help to provide context for lectures. The Foner text offers both a basic chronology and an interpretive argument for the broader sweep of American history; how you read it will depend upon your background in the subject. The reading each week is substantial, but varied and you are not expected to memorize minute details from any of the texts.

For the coursepack, you can either purchase one at Campus Copy Center, 39th and Walnut or access its contents through Blackboard (see below). Books are available for purchase at the Penn Book Center at 34th and Sansom and are also on reserve in Rosengarten at Van Pelt. Required texts are as follows:
  Elliot Gorn, The McGuffey Readers: Selections from the 1879 Edition
  Studs Terkel, The ‘Good War‘: An Oral History of World War II
  Philip Caputo, Rumor of War
The Foner text includes a CD and password access for Norton’s American History Digital Reader & a password for the Sources of Freedom Digital History Center, which is specific to the textbook. The first contain all of the primary source documents required for this course. The latter contains additional/optional primary sources, chapter outlines, review questions, and other material keyed to Give Me Liberty! If you choose to employ the library textbook or purchase a used copy, you may purchase password access to these online sources separately for a small fee.

**Lectures**

Lectures provide a focus that will often differ from the texts, highlighting certain moments or offering a particular interpretation. While I do not take attendance at lecture, material covered in lecture will be included on exams and thus missing class is likely to imperil your grade. For example, lectures will often include an array of audio-visual materials (photographs, songs, films, etc.) that will not only enrich our study of the American past but for which you will be responsible on the exams. I will post A/V lecture materials on Blackboard when possible, but they will have little explanatory text included. Outlines for each lecture, however, will always be available on Blackboard (but not detailed notes). If you do have to miss lecture, ask to borrow notes from a classmate, or better yet, see if you can have a discussion with them about it.

**Recitations**

Attendance at recitation meetings is mandatory (see Policies, below). You are expected to be an informed participant in weekly discussions, which will offer you a chance analyze individual topics in greater depth and share perspectives on readings and lecture. To prepare for these discussions, you should not only read the appropriate text(s) (and take notes), but you should also spend some time analyzing what you have read. For example, consider what the author’s main point is and whether you agree; jot down your questions and reactions; make note of provocative passages; consider how the readings build on (or contradict) previous readings; or, try to connect them to larger themes of the course, or perhaps something you are reading in another course. While your attendance and participation in section each week will be a prime determinant of your grade, your TA may require short assignments such as response papers, online posts, or additional activities as part of your grade.

**Sourcebook**

The sourcebook is a semester-long record of your primary source analyses. For details on this assignment be sure to see the handout, but briefly, it should include entries from at least two primary sources per week plus your commentary. It is due in its entirety on April 18, at which point you should have compiled a minimum of 26 entries. Your TA may choose to review or collect your sourcebook-in-progress a few times throughout the semester; check with her for additional instructions.
Papers
You will write two 4-5-page essays for this class. The first will be based on The McGuffey Readers and is due February 12. The second will be based on The ‘Good War’ and is due April 2. Topics and details to follow.

Exams
There will be a 50-minute in-class midterm on February 28, on material through the New Deal, and a 2-hour cumulative final exam on May 3. Each exam will be similar in format, and will include a mix of short answers, thematic essays, and source analyses, for which working on your sourcebook should prepare you.

POLICIES
Grades will be determined according to the following breakdown:

- Sourcebook: 10%
- Paper 1: 15%
- Midterm: 15%
- Recitation: 20%
- Paper 2: 15%
- Final: 25%

See “Grading Standards” handout for criteria for written assignments and participation grades. Significant improvement or marked decline in performance over the semester will factor into determination of final grade.

And now for the contractual elements of the syllabus:
Written work: All assignments must be completed to pass this course. In order to receive full credit, follow all directions on assignment sheets. Late papers will be marked down 1/3 of a grade per day (e.g. B+ to a B), including weekends and holidays. Extensions or make-up exams will be granted only in extreme circumstances and if at all possible should be arranged in advance.

Recitation attendance: If you miss more than three sections without either a) arranging to make up for them or b) providing documentation of a serious medical or family problem, you will receive an F for your recitation grade. Make-ups are permitted within reason and at the discretion of your TA. Your TA will explain any additional recitation policies at your initial section.

Academic honesty: You are expected to submit only your own work, completed for this course only. Turning in someone else’s work as if it were your own constitutes plagiarism, as does unattributed use of internet (or any other) sources; none of such chicanery will be tolerated. Information on citing sources, including digital ones, will accompany your paper assignment, but basic principles and procedures for proper citation is available on the Library website. I have also posted a few links on Blackboard, but if you have questions regarding these issues, please consult a reference librarian or ask me. For University policies, the Code of Academic Integrity, and the bureaucratic inquisition to which you will be subject if you breach it, check the PennBook or the Office of Student Conduct: http://www.upenn.edu/osc.
MISCELLANEA
The Blackboard website for this course can be accessed through Penn-in-Touch or at https://courseweb.library.upenn.edu. It is the main information clearinghouse for this class. Any important announcements will posted there as will handouts (syllabus, assignments, etc.) distributed in lecture and all coursepack readings. Your TA may make additional use of the website, so familiarize yourself with it early on in the semester. For technical assistance, see: http://www.library.upenn.edu/courseware/usingbb_students.html.

If you have any questions or concerns about the readings, lectures, assignments, or the course in general, please, send me an email, or, better yet, come talk to me in my office. I am always happy to meet with you in office hours, and can sometimes make appointments if those times do not fit your schedule. Moreover, once a month I will be pleased to meet a few of you for lunch at the Faculty Club – details and sign-ups to follow.

NOTE ON ABBREVIATIONS:
Docs = primary sources for reading and selection for sourcebook
CP = coursepack article
AHDR = American History Digital Reader, accessed either on CD or at http://www2.wwnorton.com/college/history/archive/reader/template.asp
Web = Online sources – address listed but also available on Blackboard in the Course Documents section
📖 = Reading you should keep up with on your own schedule, that will be discussed in a later week.

SCHEDULE (subject to slight variation)

1. Reordering the Nation, 1860s-70s
Sections will meet this week
Jan 8 1865 – At the Crossroads
Jan 10 Reconstruction: ‘Nothing But Freedom’
Read: Foner, xv-xx, 475-509
Docs: AHDR: A. Lincoln, The Emancipation Proclamation (1863)
J. Anderson, To My Old Master (1865)
13th, 14th, & 15th Amendments (1865, 1868, 1870)
Web: Oration by Frederick Douglass (1876)
http://hdl.loc.gov/loc.rbc/lcrbmrp/t0c12
Gnl. W.T. Sherman, Special Field Order 15 (1865)
John C. Robinson to Abraham Lincoln (1865)
http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field(DOCID+@lit(d4041900))#I211

2. The Continent Spanned, 1860s-90s
Jan 15 No class – MLK Holiday
Jan 17  The West: Myth and History
Read:  Foner, 510-528
Docs:  AHDR: Homestead Act (1863)
R. Haskell, Life in a Mining Camp (1867)
F.J. Turner, The Significance of the Frontier (1893)
M. Twain, From Life on the Mississippi (1883)
Life on Prairie Farms (1893)
B.T. Washington, Boley: A Negro Town in the West (1908)

Start Gorn, McGuffey Readers, 1-101

3. Toil and Splendor in Industrializing America, 1870s-90s
Jan 22  Revolt from Within?
Jan 24  The Gospel of Wealth
Read:  Foner, 528-556
Finish Gorn, McGuffey Readers, 102-192
Docs:  AHDR: Labor’s Vision: Constitution of the Knights of Labor (1878)
S. Gompers, American Federation of Labor (1883)
A. Carnegie, Production and Wealth (1886)
J.D. Rockefeller on Industrial Combinations (1899)
H.D. Lloyd on the Lords of Industry (1894)
E. MacDonald-Valesh, Strength and Weakness of the People’s Movement (1892)

4. The Changing Face of National Identity, 1880s-1900s
Jan 29  Race, Nation, and Imperialism
Jan 31  New Cities, New Citizens, and New Ways of Seeing
Read:  Foner, 556-594
CP: Peiss, “Dance Madness”
Docs:  AHDR: New York World, The War Must be Ended (1897)
W. McKinley, Declaration of War (1898)
Platform of the American Anti-Imperialist League (1899)
C. Sumner, The Absurd Effort to Make the World Over (1883)
J. Strong, Our Country (1885)
G.W. Plunkitt, Plunkitt of Tammany Hall (1905)

5. The Reform Impulse at Home and Abroad, 1890s-1910s
Feb 5  Progressivism and Citizenship
Feb 7  On War and Good Intentions
Read:  Foner, 594-637
Docs:  AHDR: J. Addams, Subjective Necessity for Social Settlements (1892)
D.G. Phillips, The Treason of the Senate (1906)
6. The Jazz Age, 1910-20s
   Feb 12  Anti-Radicalism Reshapes the Nation
           Paper #1 DUE at the beginning of lecture
   Feb 14  The Blues and 1920s Culture
Read:  Foner, 637-688
       CP: Susman, “Culture Heroes: Ford, Barton, Ruth”
Docs:  AHDR: A.M. Palmer, The Case Against the Reds (1920)
       W.A. White, The Red Scare is Un-American (1920)
       Closing the Doors: Immigration Act of 1924
       H.W. Evans, The Klan's Fight for Americanism (1926)
       The Sacco-Venzetti Case (1927)
Web:   Visions of Women in 1920s Magazine Advertising
       http://xroads.virginia.edu/~ug00/rekas/attic/main.htm
       Car Advertisements in 1920s Magazines
       http://xroads.virginia.edu/~UG00/cavanaugh/project/ads.html

7. Down and Out in the Great Depression, 1930s
   Feb 19  'They ain’t gonna wipe us out': Capturing the Crisis
   Feb 21  The New Deal: Revolution or Preservation?
Read:  Foner, 688-735
       CP: Bernstein, “Why the Great Depression Was Great”
Docs:  AHDR: R. Niebuhr, After Capitalism-What? (1933)
       Federal Writers' Project Interviews (1930's)
       F.D. Roosevelt, Second Inaugural Address (1937)
       C.F. Kettering, Keep the Consumer Dissatisfied, (1929)
       H. Long, Share Our Wealth (1935)
Web:   Comic Strips of the 1930s: Read Superman + one other
       http://xroads.virginia.edu/~1930s/PRINT/comic/cartoon.html

8. Taking Stock
   Sections will NOT meet this week
   Feb 26  Review/TBA
   Feb 28  Midterm Exam

8½. Spring Break
9. **A World at War, 1930s-40s**

- **Mar 12** Listening to Pearl Harbor
- **Mar 14** The ‘Good War’ and Social Change

**Read:** Foner, 736-775


**Docs:**
- AHDR: F.D. Roosevelt, Quarantine Speech (1937)
- J. Grew, A More Forceful Response to Japan is Needed (1937)
- A.P. Randolph, The Call to Negro America to March (1941)
- *La Opinión*: Battle Between Marines and Pachucos (1943)
- Korematsu v. US (1944)

**Web:**
- Norman Rockwell, The Four Freedoms (1943)

10. **Containment, Foreign and Domestic, 1940s-50s**

- **Mar 19** Recipe for a Cold War World
- **Mar 21** Consensus Culture and its Discontents

**Read:** Foner, 776-833

- CP: May, “‘Containment at Home” and “The Commodity Gap”

**Docs:**
- AHDR: G.F. Kennan, The Sources of Soviet Conduct (1947)
- W. Lippmann, A Critique of Containment (1947)
- A.E. Stevenson, A Purpose for Modern Woman (1955)
- What TV Is Doing to America (1955)
- Betty Friedan, Feminine Mystique (1963)

**Web:**
- Disneyland in the 1950s
  - [http://www.theimaginaryworld.com/dtour01.html](http://www.theimaginaryworld.com/dtour01.html)

11. **The Civil Rights Movement, 1950s-60s**

- **Mar 26** Building Momentum
- **Mar 28** Success and Fracture

**Read:** Foner, 833-855


**Docs:**
- Southern Declaration on Integration (1956)
- D.D. Eisenhower, The Situation in Little Rock (1957)
- L.B. Johnson, Remarks Upon Signing Civil Rights Bill (1964)

**Web:**
- M.L. King, Jr., Letter from a Birmingham Jail (1963)
  - [http://www.lagcc.cuny.edu/ctl/mlk/letter.htm](http://www.lagcc.cuny.edu/ctl/mlk/letter.htm)

12. **Question Authority, 1960s**

- **Start Caputo, xiii-xxi, 1-75**
Apr 2  Hope and Doubt in the Mid-sixties

*Paper #2 DUE at the beginning of lecture*

Apr 4  The Long Hot Summer – 1968

Read:  Foner, 856-898
Docs:  AHDR:  C. Hayden, M. King, Feminism and Civil Rights (1965)
       G. Steinem, Women’s Liberation (1970)
       Report of the President’s Cmsn. on Campus Unrest (1970)
Web:  Students for a Democratic Society, Port Huron Statement (1962)
      http://www.sdsrebels.com/port-huron.htm
       M. Savio, Speech at Sproul Hall, Berkeley (1964)
      http://www.fsm-a.org/stacks/mario/mario_speech.html

📖  Caputo, 76-208

13. Quagmires and Cover-Ups, 1960s-90s

Apr 9  War and Loss in Vietnam
Apr 11  Secrets and Lies: Presidential Scandals in Three Decades

Read:  Foner, 899-917
CP:  Herring, “The ‘Vietnam Syndrome’ and Am. Foreign Policy”
Finish Caputo, 209-356
       L.B. Johnson, Peace Without Conquest (1965),
       G. Ball, A Compromise Solution in Vietnam (1965)
       Le Dua, A North Vietnamese View (1965)
       Sam Ervin Explains Watergate (1974)
       R. Reagan, Speech about Iran Contra (1987)

14. Wars for Culture, 1980s-2000s

Apr 16  Conservatism, Consumption, and the End of the Cold War
Apr 18  The Politics of Identity in Contemporary America

Read:  Foner, 917-981
CP:  McAlister, “Military Multiculturalism in the Gulf War and After”
     Scanlon, “Your Flag Decal Won’t Get You Into Heaven Anymore”
       J. Jackson, Common Ground and Common Sense (1988)
       S. Steele, The New Segregation (1992)
       Contract With America (1994)
      http://en.wikisource.org/wiki/Toward_a_New_World_Order

FINAL EXAM
Thursday May 3, 9:00 am-12:00 pm.
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