



HIST 111: History of the United States since 1877 Spring 2018

University of Nebraska

William G. Thomas III

Photo Gallery from *Rising Up* (2008). Central Virginia Educational Television, Inc. and the University of Virginia

HIST 111/111H
Richards 15
1:30-2:20 MWF

(Note: this syllabus is subject to change and adjustment during the semester as necessary to meet the goals and objectives of the course. Substantive changes will be made in consultation with the students and communicated in a timely and clear manner.)

William G. Thomas III

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Teaching Assistants

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Course Description:

This course covers the history of the United States from 1877 to present. We will examine social, political, and economic changes in American history and focus on several major themes—the struggle to fulfill the nation’s commitment to equality and justice after the Civil War, the development of large-scale industrial capitalism, and the rise of the United States as a world power and its responsibility in global affairs. We will explore the history of some of the most significant challenges in modern American society: social justice, immigration, equal rights, urban and suburban expansion, environmental conservation, international engagement, demographic change, and political realignment.

You will have the opportunity to work with the original materials of the past-- letters, speeches, diaries, newspaper articles, photographs, and films--and to form your

understanding of history from them. We will use the vast new online resources available in American history, from *Voting America* to *Proquest Historical Newspapers*, and we will develop skills for critically evaluating, using, and understanding these original sources.

Weekly readings will feature a primary source approach and cover the key people, events, and concepts. Readings in this course will mainly consist of *The American Yawp Primary Source Reader*. The textbook, *The American Yawp*, provides a chronological framework of American history. We will also read two landmark books in American history: Upton Sinclair's *The Jungle* and Anne Moody's *Coming of Age in Mississippi*. The course will use several documentary film collections in class--including *Rising Up: Virginia's Civil Rights Movement*, *Vietnam: A Television History*, and *Berkeley in the Sixties*. We will show two Academy award-winning films each of which in different ways addresses broader cultural themes since World War II, including *Wall Street* (1987) and another film to be determined. We will also take a class period to visit the Sheldon Museum of Art at UNL, one of finest collections of American art in the U.S., and where we will study realist and modernist painters.

Course Objectives:

- to give students the experience and opportunity to do history for themselves and participate in it through gathering evidence, analyzing sources, communicating ideas, and engaging with historical scholarship.
- to improve fluency and proficiency in historical analysis, historical thinking, and written and oral communication.
- to develop substantial content knowledge of American history from 1877 to the present--the events, structures, ideas, and people that shaped the United States--and provide a deep understanding of the United States.

Office Hours:

Students are welcome to come by regular office hours to discuss the course, the history major, assignments, or other academic issues. Students are also welcome to schedule a meeting outside of office hours. The best way to reach me is always by email, and I encourage all students to communicate questions directly.

Academic Policies:

Attendance: Attendance at all lectures and class periods is required. Note taking in class is strongly encouraged.

Timely Completion of Work: Essays will not be accepted in email format or as attachments, only as hard copy handed in at the class session they are due. Assignments will not be accepted after the due dates except in cases where students can document an illness, family emergency, or university-related responsibility that prevented them from completing the assignment on time. Late assignments will result in half letter grade penalty each day that they are overdue.

Communication: Students are expected to use Canvas in this course and to follow their email correspondence regularly during the semester to stay informed on any changes in the course syllabus.

Academic Resources: The University of Nebraska-Lincoln Writing Center can provide you with meaningful support as you write for this class as well as for every course in which you enroll. Trained peer consultants are available to talk with you as you plan, draft, and revise your writing. Please check the Writing Center website for locations, hours, and information about scheduling appointments. (<http://www.unl.edu/writing/>)

Academic Accommodation: Students with disabilities or in need of academic accommodation are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Academic Integrity: All students are expected to adhere to the University policies regarding academic honesty set forth in the Undergraduate Bulletin. Cases of academic dishonesty (plagiarism, cheating, misrepresentation) will be handled in strict accordance with the guidelines of the University. A violation of academic integrity will result in an F for the course.

Academic Freedom: Academic freedom of expression is essential to reasoned discourse, learning, and scholarship. Students will be expected at all times to engage in analysis and discussion in an atmosphere of cordiality, respect, honor, and dignity. Students will be expected to consider complex issues and controversial topics with respect for views that may differ from their own. Students should be familiar with and consult the following important resources in the Office of Student Affairs at the University of Nebraska,

describing the rights and responsibilities of both students and faculty in the classroom:

1. The Student Code of Conduct-- <http://stuafs.unl.edu/ja/code/>
2. The Student in the Academic Community--Classroom Rights and Responsibilities
<http://stuafs.unl.edu/ja/community/two.shtml>

Required Texts:

1. *The American Yawp*
2. [Primary Source Reader](#) for *The American Yawp* and other selected web sites
3. Upton Sinclair, *The Jungle*
4. Anne Moody, *Coming of Age in Mississippi*

(Note on the text: *The American Yawp* is a **free and online** collaboratively built American History textbook made by scholars and historians. The Primary Source Reader is also **free and online**.)

Web Sites:

Proquest Historical Newspapers--<http://iris.unl.edu> (search "proquest")
Nebraska Newspapers--<http://nebnewspapers.unl.edu>
Voting America--<http://www.americanpast.org/voting/>
Civil Rights Television News--<http://www.vcdh.virginia.edu/civilrightstv>

Five-page Essays:

1. Newspaper Analysis:

Consult with a TA or me at each step if you would like. Consult your textbook or class notes and choose a major event between 1877 and 1914 you are interested in. Focus on a single week or month/year for that event. For example, the Rock Springs, Wyoming race riot in September 1885, the vote on women's suffrage in Colorado in November 1893, the sinking of the U.S.S. Maine in February 1898, or the Munn v. Illinois Supreme Court decision in March 1877.

Choose at least 3 newspapers to compare and contrast--select major city newspapers from Proquest (*New York Times*, *Chicago Daily Tribune*, *L.A. Times*, *Wall Street Journal*, *Chicago Defender*) or Nebraska newspapers from the Nebraska Newspaper Project (*Omaha Dailey Bee*, *Alliance Herald*, *Valentine Democrat*, for full list see <http://nebnewspapers.unl.edu/newspapers/>). Using the search tools and date restriction, focus your investigation on the week or two after the event. Concentrate on editorial opinion

and assess what political positions the editors are taking (is the paper Republican-oriented, Democratic-oriented, or other, Populist . . . , African American?) **Do not write a summary of the event.** Instead, assess the themes these newspapers stress and how they depict or shape the significance of the event.

Question: How and in what ways did the newspapers portray the event? Paying attention to the differences in the editorial and political positions of the newspapers you have selected, assess what rhetoric they used, what themes they emphasized, and in what ways they attempted to shape how the American public may have understood the event?

Sources:

Proquest Historical Newspapers (search in iris "proquest historical newspapers")

<http://iris.unl.edu>

Nebraska Newspapers

<http://nebnewspapers.unl.edu>

Use only *Proquest Historical Newspapers* databases available through the UNL Libraries (iris.unl.edu), and *Nebraska Newspapers* (<http://nebnewspapers.unl.edu>). Limit your search to a single event and if necessary a single week, month, or year. Read and compare the coverage and address the question. Please be sure to cite at least 5 newspaper editorials in your paper.

Due February 12th: 3-5 pages, double-spaced, 1" margins, standard font (Times New Roman 12pt or Calibri 11pt).

2. Mapping the Electorate:

Your assignment is to write an essay describing the changes in the American electorate in the late 20th century, with particular attention paid to shifts in geography and demography during this period. Begin by studying the maps of voting results in the presidential elections compiled by the University of Richmond's Digital Scholars Lab for 1960, 1968, and 1980 (links provided below). Make sure to think about and compare not only the States Won maps (which reflect the Electoral College), but also the counties won, density maps, and "heat maps" of each party. It may also be helpful to review the relevant portions of the videos of State-Level Popular Voting and Counties Won in Popular Voting to help visualize these changes over time.

After reviewing these maps and considering connections you see between the election results and significant events described in your course textbook and lecture, write a short essay (3-5 pages) that advances an argument in response to the following questions:

How did the American political landscape change during this period? What do these maps tell us about changing political alliances or ideologies at this time? Are there significant changes you see in voting patterns linked to regional differences or urban (densely populated) vs. rural (sparsely populated) voters? If so, how do you account for these changes over this time?

Sources:

1960: <http://dsl.richmond.edu/voting/indelections.php?year=1960>

1968: <http://dsl.richmond.edu/voting/indelections.php?year=1968>

1980: <http://dsl.richmond.edu/voting/indelections.php?year=1980>

State-Level Voting over time: <http://dsl.richmond.edu/voting/statelevel.html>

Counties Won in Popular Voting: <http://dsl.richmond.edu/voting/countypopular.html>

Due April 20th: 3-5 pages, double-spaced, 1" margins, standard font (Times New Roman 12pt or Calibri 11pt).

Grading for both essays will be based on the following criteria:

- 1) Mechanics (spelling, grammar, etc.)
- 2) Ability to follow instructions
- 3) Effective use of sources
- 4) Clearly presented and well-defended argument
- 5) Organization (essay flows in a smooth, logical format)

Grading:

Textbook quizzes/assignments	100 points
Five-page Essay (Newspaper Analysis)	150 points
Mid Term Exam	250 points
Five-page Essay (Mapping the Electorate)	200 points
Final Exam	300 points
	=====
	1000 points

Grading Scale

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73

B+	87-89	D+	67-69		
B	84-86	D	64-66		
B-	80-83	D-	60-63	F	below 60

Textbook and primary source quizzes:

Short multiple-choice quizzes (10-12 questions) in Canvas will be announced and posted from time to time on the textbook and primary source readings. These will be self-paced and cumulative. Students will be allowed to improve to 100 % proficiency on re-takes for the weeks that they are posted. This structure is intended to provide students with consistent opportunity to gain historical knowledge in the course and master the material in preparation for unit exams and final examinations.

ACE Statement:

This course addresses ACE Outcome 5: Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.

Course Pedagogy and Format:

This course uses several approaches to teaching and learning. First, lectures will comprise the main delivery of course material, including specific terms and detailed analysis of the primary source readings. Lectures will be accompanied by a brief outline of terms for students to use in taking notes. Students should take extensive notes during lectures to prepare for the mid-term and final examinations.

Second, in class discussion sessions will analyze the primary source readings. At these sessions students will write in class to sharpen their analysis and will be expected to have read the assigned readings prior to class. These writing and discussion sessions will also prepare students for the two essays in this course.

Third, the professor and the teaching assistants will conduct a weekly podcast (15 min.) analyzing the primary source readings and exploring the ways they connect to the major themes in the course. These will be made available on Canvas and students are encouraged to listen to these sessions to refresh and deepen their understanding of the readings.

Fourth, the professor and the teaching assistants will hold office hours for working individually with students. These sessions are strongly encouraged for students to discuss the course material or gain individual support in writing and historical analysis.

Assignments Schedule:

(note: all assignments and due dates are subject to change as necessary in the semester)

Week One: [*The American Yawp*, Chapter 16 Capital and Labor](#)

1/8/18 Introduction to Themes
1/10/18 1877
1/12/18 The Labor Movement and Politics

Yawp Primary Source Reader Documents--chapter 16:

William Graham Sumner on Social Darwinism (ca.1880s)
Henry George, Progress and Poverty, Selections (1879)
Andrew Carnegie's Gospel of Wealth (1889)
Grover Cleveland's Veto of the Texas Seed Bill (1887)
The "Omaha Platform" of the People's Party (1892)

Data Visualizations:

[U. S. Labor Force, 1850-2000](#)
[The Rise of the American Railway Union](#)
[Strike of 1877](#)



Chicago, Burlington, and Quincy Railroad Dismissals, 1877-1888. Stanford University Spatial History Lab.
CBQ Collection, Newberry Library.

Week Two: [*The American Yawp*, Chapter 17 Conquering the West](#)

1/15/18 NO CLASS MLK Day
1/17/18 Conquest of The West

1/19/18

Discussion of Primary Sources

Yawp Primary Source Reader Documents--chapter 17:

Chief Joseph on Indian Affairs (1877, 1879)

William T. Hornady on the Extermination of the American Bison (1889)

Chester A. Arthur on American Indian Policy (1881)

Frederick Jackson Turner, "Significance of the Frontier in American History" (1893)

Data Visualizations:

[Distribution of the Union Pacific Stockholders by City in 1869](#)
[Western Railroads and Eastern Capital, 1872-1894](#)

Week Three: [*The American Yawp*, Chapter 18 Life in Industrial America](#)

1/22/18 The Rise of Big Business

1/24/18 New South

1/26/18 Immigration

Yawp Primary Source Reader Documents--chapter 18:

Andrew Carnegie on "The Triumph of America" (1885)

Henry Grady on the New South (1886)

Ida B. Wells-Barnett, "Lynch Law in America" (1900)

Henry Adams, *The Education of Henry Adams* (1918)

Charlotte Perkins Gilman, "Why I Wrote *The Yellow Wallpaper*" (1913)

Jacob Riis, *How the Other Half Lives* (1890)

Data Visualizations:

[African American Population Density, 1840-2008](#)
[Total Immigration by Year, 1800-2000](#)
[New York Times, Immigration Explorer](#)

Week Four: [*The American Yawp*, Chapter 20](#) and Upton Sinclair, *The Jungle*

1/29/18 Who were the Progressives?

1/31/18 Theodore Roosevelt: President

2/2/18 Discussion of Upton Sinclair, *The Jungle*

Yawp Primary Source Reader Documents--chapter 20:

Booker T. Washington & W.E.B. DuBois on Black Progress (1895, 1903)

Jane Addams, "The Subjective Necessity for Social Settlements" (1892)

Eugene Debs, "How I Became a Socialist" (April, 1902)

Alice Stone Blackwell, Answering Objections to Women's Suffrage (1917)

Week Five: *The American Yawp*, [Chapter 19 American Empire](#) and [Chapter 21 World War I](#)

2/5/18 American Empire

2/7/18 World War I

2/9/18 Great Migration and the New Negro

Yawp Primary Source Reader Documents--chapters 19 and 21:

William McKinley on American Expansionism (1903)

Rudyard Kipling, "The White Man's Burden" (1899)

James D. Phelan, "Why the Chinese Should Be Excluded" (1901)

William James on "The Philippine Question" (1903)

Alice Stone Blackwell, Answering Objections to Women's Suffrage (1917)

Woodrow Wilson Requests War (April 2, 1917)

The Sedition Act of 1918 (1918)

Emma Goldman on Patriotism (July 9, 1917)

1st Five-page Essay Due Friday February 16, 2018

Week Six: *The American Yawp*, [Chapter 22 The New Era](#)

2/12/18 The 1920s Culture

2/14/18 The New Woman

2/16/18 Discussion

Yawp Primary Source Reader Documents--chapter 22:

Crystal Eastman, "Now We Can Begin" (1920)

Explanation of the Objects of the Universal Negro Improvement Association (1921)

Hiram Evans on the "The Klan's Fight for Americanism" (1926)

Herbert Hoover, "Principles and Ideals of the United States Government" (1928)



Flapper Girls, Washington, D.C., October 8, 1923. Library of Congress.

Week Seven: [*The American Yawp, Chapters 23 The Great Depression*](#)

2/19/18	The Great Depression – Causes and Consequences
2/21/18	The New Deal
2/23/18	Discussion

Yawp Primary Source Reader Documents--chapter 23:

- Herbert Hoover on the New Deal (1932)
- Huey P. Long, "Every Man a King" and "Share our Wealth" (1934)
- Franklin Roosevelt's Re-Nomination Acceptance Speech (1936)
- Second Inaugural Address of Franklin D. Roosevelt (1937)
- Lester Hunter, "I'd Rather Not Be on Relief" (1938)

Week Eight: [*The American Yawp, Chapter 24 World War II*](#)

2/26/18	The Origins of World War II
2/28/18	World War II Home front
3/2/18	World War II Battlefields and the Postwar World

Yawp Primary Source Reader Documents--chapter 24:

Charles A. Lindbergh, "America First" (1941)
The Atlantic Charter (1941)
FDR, Executive Order No. 9066 (1942)
Harry Truman Announcing the Atomic Bombing of Hiroshima (1945)
Declaration of Independence of the Democratic Republic of Vietnam (1945)

Additional Media Documents:

["A Letter from Bataan," Paramount Pictures \(film\), 1944](#)
["Naval Operations off Okinawa," U.S. Navy Combat Bulletin #61 \(film\), 1945](#)

Week Nine: [*The American Yawp, Chapter 25 The Cold War*](#)

3/5/18	Origins of the Cold War
3/7/18	Decolonization and "The American Century"
3/9/18	Strategies of the Cold War

Yawp Primary Source Reader Documents--chapter 25:

The Truman Doctrine (1947)
NSC-68 (1950)
Joseph McCarthy on Communism (1950)
Woody Guthrie, "This Land" (1940-1945)
Dwight D. Eisenhower, "Atoms for Peace" (1953)

Additional Media Documents:

["Duck and Cover," \(film\) 1951](#)

Week Ten: [*The American Yawp, Chapter 26 The Affluent Society*](#)

3/12/18	MID TERM EXAM
3/14/18	The Rise of the Suburbs

3/16/18 Brown v. Board

Additional Media Documents:

[WDBJ interview with Vivian Carter Mason, \(film\) 1959](#)

[WDBJ interview with Norview High School students, \(film\) 1959](#)

[Richard M. Nixon, stump speech, Richmond, Va. \(film\) 1960](#)

[John F. Kennedy, stump speech, Roanoke, Va. \(film\) 1960](#)

[Mario Savio, University of California, Berkeley, \(film\) 1964](#)

[Redbook Magazine, "In the Suburbs" \(film\) 1957](#)

SPRING BREAK March 17-25 Anne Moody, Coming of Age in Mississippi



Martin Luther King and James J. Kilpatrick, NBC "The Nation's Future," November 26, 1960, debate "Are the Sit-In Strikes Justifiable?"

Week Eleven: [The American Yawp, Chapter 27 The Sixties](#) and Anne Moody,
Coming of Age in Mississippi

3/26/18 The Vietnam War

3/28/18 The Civil Rights Movement

3/30/18 Discussion of Anne Moody, *Coming of Age in Mississippi*

Yawp Primary Source Reader Documents--chapter 27:

Barry Goldwater, Republican Nomination Acceptance Speech (1964)
Lyndon Johnson on Voting Rights and the American Promise (1965)
Lyndon Johnson, Howard University Commencement Address (1965)
National Organization for Women, "Statement of Purpose" (1966)
George M. Garcia, Vietnam Veteran, Oral Interview (2012/1969)

Week Twelve: [*The American Yawp, Chapter 28 The Unraveling*](#)

4/2/18 Sheldon Art Museum Visit—1968 exhibit
4/4/18 The Crisis of Watergate
4/6/18 Women's Rights, Feminism, and Equality

Yawp Primary Source Reader Documents--chapter 28:

Report of the National Advisory Commission on Civil Disorders (1968)
Statement by John Kerry of Vietnam Veterans Against the War (1971)
Nixon Announcement of China Visit (1971)
Barbara Jordan, 1976 Democratic National Convention Keynote Address (1976)
Jimmy Carter, "Crisis of Confidence" (1979) or [view here](#)

Additional Media Documents:

[Universal Newsreels, Showdown in Vietnam, Plieku, \(film\) 1965](#)
[President Lyndon Johnson on Vietnam, Universal Newsreels, \(film\) May 1965](#)
[Secretary of Defense Robert McNamara on Vietnam, Universal Newsreels, 1965](#)
[Richard Nixon, White House Tapes, July 1, 1971](#)
[William F. Buckley, Jr. "Firing Line" episode on ERA, April 15, 1973 \(film\)](#)

Week Thirteen: [*The American Yawp, Chapter 29 The Triumph of the Right*](#)

4/9/18 New Conservatism
4/11/18 Reagan as President
4/13/18 Culture Wars

Yawp Primary Source Reader Documents--chapter 29:

First Inaugural Address of Ronald Reagan (1981)
Jerry Falwell on the "Homosexual Revolution" (1981)
Statements of AIDS Patients (1983)
Statements from The Parents Music Resource Center (1985)
Pat Buchanan on the Culture War (1992)

Additional Media Documents:

[Gov. George Wallace, on the March on Washington film \(1963\)](#)

[James J. Kilpatrick on the 1965 Voting Rights Act film \(March 31, 1966\)](#)

[Roy Wilkins on the 1965 Voting Rights Act film \(March 31, 1966\)](#)

[Bruce Springsteen, "Born in the U.S.A." \(1984\)](#)

Week Fourteen: [*The American Yawp*, Chapter 30 The Recent Past](#)

4/16/18 The PC Revolution and Digital Age

4/18/18 The 1990s

4/20/18 9/11 and after

Yawp Primary Source Reader Documents--chapter 30:

Bill Clinton on Free Trade and Financial Deregulation (1993-2000)

9/11 Commission Report, "Reflecting On A Generational Challenge" (2004)

George W. Bush on the Post-9/11 World (2002)

Obergefell v. Hodges (2015)

Barack Obama, Howard University Commencement Address (2016)

Additional Media Documents:

[Vannevar Bush, "As We May Think," Atlantic Magazine, July 1945](#)

[Apple, Macintosh Super Bowl ad \(1984\)](#)

[First World Wide Web page \(1992\)](#)

[Jaron Lanier, "Fixing the Digital Economy," The New York Times, June 8, 2013](#)

2nd Five-page Essay Due Friday April 20th

Week Fifteen:

4/23/18 Review and Discussion of Document Readings and Terms

5/25/18 Review and Discussion of Moody, *Coming of Age in Mississippi*

5/27/18 REVIEW FOR FINAL EXAM