

AMERICAN CIVILIZATION SINCE THE CIVIL WAR, 1865-2010

Loyola University Chicago
HIST 112
Fall 2010
Flanner Hall Auditorium
MW, 10:25-11:15 a.m.
<http://www.luc.edu/history/faculty/gilfoyle.shtml>
Discussion sections: Mon. 9:20-10:10, 11:30-12:20; Wed. 9:20-10:10, 11:30-12:20; Fri. 9:20-10:10, 10:25-11:15

Prof. Timothy J. Gilfoyle
515 Crown Center
(773) 508-2232
Email: tgilfoy@luc.edu
Office Hrs.: MW, 8:30-10 a.m.

"Democratic nations care but little for what has been, but they are haunted by visions of what will be. . . . Thus not only does democracy make every man forget his ancestors, but it hides his descendants and separates his contemporaries from him; it throws him back forever upon himself alone and threatens in the end to confine him entirely within the solitude of his own heart."

Alexis de Tocqueville (1840)

American civic culture cherishes both liberty and equality, individual freedom and social justice. These impulses, frequently in conflict with each other, pervade political, economic, and social life in the United States. This course provides an introduction to the history of these tensions as they shaped the American polity. Since much of this history remains unknown, forgotten, or shrouded in mythology, the course provides a framework to understand and critique American democracy. Many of the revolutionary generation believed the study of history was a prerequisite to citizenship, for a civilization with little knowledge of its past has little chance of comprehending its own identity. Consequently, this course attempts to answer fundamental questions regarding the United States. The major themes covered reflect the emergence of the modern United States, including the rise and decline of the U.S. as an industrial power, European, Asian, and Latin American immigration, six wars, a variety of social and political protest movements and changing labor, gender and race relations.

This course satisfies the historical knowledge area and develops critical thinking and communication skills. The course requirements and their percentage of the final grade are: 1) a midterm exam (35%), 2) a final take home essay exam and a short in-class exam (35%), 3) participation and class discussion (30%). The exams will be based primarily on the readings below and secondarily on lectures and class discussions. Students will receive a study sheet one week before the midterm exam which will outline questions and issues to be included in the exam. Midterm exams and grades will be returned before 20 October 2010.

A primary responsibility of students is to complete the weekly reading before the date of the scheduled class and contribute their thoughtful, reflective opinions in class discussion. Students should allocate enough time to complete the required reading, approximately 100-110 pages per week. The readings can be interpreted in a variety of ways and students should formulate some initial positions and questions to offer in the class discussion. For every article or book, students should be prepared to answer all of the questions found in the "Critical Reading" section of the syllabus below. All required readings may be purchased at Follett's Bookstore in the Granada Center on Sheridan Road and Beck's Bookstore, also on Sheridan Road.

Students who are disabled or impaired should meet with the professor within the first two weeks of the semester to discuss the need for any special arrangements.

The required readings are:

Eric Foner, A Short History of Reconstruction, abridged edition (New York: Harper and Row, 1988, 1990), pages 1-28, 35-54, 104-123, 180-198, 254-260.

Stanley Buder, Pullman: An Experiment in Industrial Order and Community Planning, 1880-1930 (New York: Oxford Univ. Press, 1967).

Richard W. Etulain, ed., Does the Frontier Experience Make America Exceptional? (New York: Bedford/St. Martin's Press, 1999), pages 1-104.

William Riordan, Plunkitt of Tammany Hall, introduction by Terrence McDonald (New York: Bedford/St. Martin's, 1992, orig. 1905), pages 1-102, 115-22.

John Dower, War Without Mercy: Race and Power in the Pacific War (New York: Pantheon, 1986), pages 1-57, 77-124, 147-224, 291-317.

Essays by Carl Degler, William Leuchtenburg, and Barton Bernstein on the New Deal and available on Blackboard.

Betty Friedan, The Feminine Mystique (New York: Dell, 1963, 1983; Norton, 2001), pp. ix-102, 182-232, 258-281, 338-397 in Dell edition; pp. 11-165, 268-332, 362-392, 463-532 in Norton editions.

Tony Horwitz, Confederates in the Attic: Dispatches from the Unfinished Civil War (New York: Vintage, 1998).

Students who attend class will receive lecture notes via Group Wise electronic mail sometime after class. The notes serve as the "textbook" for class and eliminate the need to engage in frantic note-taking. Students can more carefully listen and contemplate the arguments and ideas raised in each lecture. All computers and electronic devices should be turned off during class. Upon accessing the notes, students should transfer the notes to a disk and print a "hard" copy. To receive the notes, students must attend the class. No attendance, no notes.

MEETING DATES AND ASSIGNMENTS

30 Aug. & 1 Sept.: The Civil War and Reconstruction

DISCUSSION of Eric Foner, Reconstruction, pages 1-28, 35-54, 104-123, 180-198, 254-260 (weeks 1 & 2).

6 Sept.: LABOR DAY - NO CLASS

8 Sept.: American Cities as "Shock Cities"

13 Sept.: The New Industrial Order, 1870-1920

DISCUSSION of Stanley Buder, Pullman (weeks 3 & 4)

15, 20 Sept.: The New Immigrants, 1870-1925

16 Sept.: MIDNIGHT BIKE RIDE (optional)

22 Sept.: P.T. Barnum and the Emergence of Popular Culture

27 Sept.: Manifest Destiny and the New Empire

DISCUSSION of Etulain, Frontier Experience, pp. 1-104 (week 5).

Frederick Jackson Turner, "The Significance of the Frontier" is available at:

<http://www.learner.org/channel/workshops/primarysources/corporations/docs/turner.html>

29 Sept.: The Populist Revolt

4 Oct.: The Era of Progressive Reform

DISCUSSION of Plunkitt of Tammany Hall, pages 1-102, 115-22 (week 6). Also available at:
<http://www.marxists.org/reference/archive/plunkett-george/tammany-hall/>
and
<http://www.gutenberg.org/dirs/etext01/plnth10.txt>

6 Oct.: Women and the Birth of Feminism

11 Oct.: MIDSEMESTER BREAK - NO CLASS

13 Oct.: MIDTERM EXAMINATION

Reminder: all History Majors should see their academic advisor before registering for Fall Semester classes.

18 Oct.: The Emergence of a Consumer Culture

20 Oct.: The Great Depression

DISCUSSION of (week 8):

Carl Degler, "The Third American Revolution," in Out of Our Past: The Forces That Shaped America, 3rd ed. (New York: Harper & Row, 1958, 1984), 414-50.

William E. Leuchtenburg, "The Roosevelt Reconstruction: Retrospect," in Franklin D. Roosevelt and the New Deal (New York: Harper and Row, 1963), 326-48.

Barton J. Bernstein, "The New Deal: The Conservative Achievements of Liberal Reform," in Towards a New Past: Dissenting Essays in American History (New York: Pantheon, 1968), 263-83.

Please note: these readings are single chapters from each text and are available on Blackboard.

25 Oct.: The New Deal

27 Oct.: World War II

DISCUSSION of Dower, War Without Mercy, pages 1-57, 77-124, 147-224, 291-317 (weeks 9 & 10).

1 Nov.: The Cold War

3 Nov.: The Cold War at Home

8 & 10 Nov.: Civil Rights and Racial Change

DISCUSSION of Friedan, The Feminine Mystique, pp. ix-102, 182-232, 258-281, 338-397 in Dell edition; pp. 11-165, 268-332, 362-392, 463-532 in Norton editions (weeks 11 & 12).

Read Betty Friedan's obituary, *New York Times*, 5 Feb. 2006, available at:
<http://www.nytimes.com/2006/02/05/national/05friedan.html?ex=1296795600&en=30472e5004a66ea3&ei=5090>

15 Nov.: Lyndon Johnson and Making a Great Society

17 Nov.: Transformations of the American Family and Sexuality

Recommended: read Allen Ginsberg, "Howl" (1956) at
<http://www.pangloss.com/seidel/Ramble/howl.shtml>

To hear Ginsberg reading "Howl," go to:
http://www.pacifica.org/program-guide/op.segment-page/station_id,4/segment_id,469/

22 & 29 Nov.: The Longest War: America in Vietnam

24 Nov.: Thanksgiving Break - NO CLASS

1 Dec.: The Newest Immigrants

6 Dec.: The Reagan Revolution and the End of the American Century

DISCUSSION of Horwitz, Confederates in the Attic (weeks 13-15)

8 Dec.: Conclusions

FINAL TAKE-HOME ESSAY: Due Friday, 10 December, 12 noon
FINAL IN-CLASS EXAMINATION: Monday, 13 December, 9-11 a.m.

DISCUSSIONS AND CRITICAL READING

Discussion and class participation is a very important part of your grade (30 percent). Incisive, imaginative and thoughtful comments that generate and facilitate discussion are weighed heavily in final grades. Asking questions, responding to student questions and contributing to an ongoing discussion are a necessary part of the learning experience. Classroom discussion will take place in the discussion sections and will center on the required readings. **All students are required to register for one of the discussion sections** (marked "DIS" in the course schedule). Failure to participate in the preassigned discussion sections will only lower a student's final grade. Discussions are

scheduled for 14 classes, each worth 2 "points." Students will receive 1 point for attendance or minimal participation, and 2 or more points for active participation. Students may enhance their classroom participation grade by raising questions that generate further discussion, interacting with the instructors in office hours, fulfilling periodic assignments made by the instructor, and participating in the occasional opportunities for discussion which arise in the main lecture.

The best ways to prepare for and contribute to class discussion are: 1) complete the reading on time, and 2) critically analyze the reading. The primary goal of critical reading is to find the author's interpretation and what evidence and influences led to that conclusion. Never assume a "passive" position when reading a text. If students ask and attempt to answer the following questions, they will more fully comprehend and understand any reading.

1. What is the thesis of the author?
2. Does the author have a particular stated or unstated point of view? How does the author construct their argument? Are the author's goals, viewpoints, or agendas revealed in the introduction or preface? Does the author provide evidence to support the argument? Is it the right evidence? In the final analysis, do you think the author proves the argument or does the author rely on preconceived views or personal ideology? Why do you think that?
3. Does the author have a moral or political posture? Is it made explicit or implicit in the way the story is told? What is the author's view of human nature? Does change come from human agency and "free will" or broad socio-economic forces?
4. What assumptions does the author hold about society? Does the author see society as hierarchical, pluralistic, democratic or elitist? Does the author present convincing evidence to support this view?
5. How is the narrative constructed or organized? Does the author present the story from the viewpoint of a certain character or group? Why does the author begin and end at certain points? Is the story one of progress or decline? Why does the author write this way?
6. What issues and events does the author ignore? Why? Can you think of alternative interpretations or stories that might

present a different interpretation? Why does the author ignore certain events or facts?

Students who miss a class discussion or feel reluctant to speak in class have the option of writing a 3-4 page review essay on the required reading. The essay should summarize the author's thesis in one paragraph and then proceed to criticize and analyze some aspect of that thesis. Students who elect to write such essays must submit them within two weeks of the class discussion.

COURSE OBJECTIVES

The course will examine ideas, institutions, social life, world-views and notions of United States history over time. The desired outcome is for students to gain historical knowledge about how the history and evolution of the United States. The course will enable you to:

- Evaluate and assess the forces of change and the forces of stability.
- Place events, texts, objects, and ideas (artistic, literary, theological, etc.) in their proper historical and cultural contexts and see how they affect cultures today.
- Understand that historical knowledge is constructed from primary sources and competing paradigms, and use such sources critically to construct history.
- Understand important elements of your cultural heritage as citizens of the United States and the world, including notions such as citizenship, representative government, romantic love, the nuclear family, and the market economy.
- Differentiate between contemporary values and worldviews and those of previous historical civilizations. By comparing the views of past societies with current ones, students can appreciate how present attitudes are as much conditioned by historical context as past attitudes.
- Become a more informed and productive citizen of your country and your world.

SKILL OBJECTIVES

1) Critical Thinking Skills

The skills of the historian are vitally important in this age of information; as world citizens we are required to contextualize, analyze and judge information generated from a variety of sources, both disarmingly familiar and radically alien, with a variety of underlying agendas. Moreover, your future profession will most likely require you to develop reliable sources of information and make judgments based on solid evidence.

This course will develop the following skills:

- Read critically and assess the reliability of sources in several media.
- Generate new ideas, hypotheses, arguments and questions about the historical experiences of humans.
- Predict and respond to counterarguments, adjust your thinking in the light of the process, and maintain throughout cordial and civil discourse with various audiences in a variety of formats.

2) Communication Skills and Sensitivities

This course will develop the following skills:

- Write clearly and effectively.
- The two examinations will involve short answer identifications and/or a choice from among several general essay questions about material covered in lecture and the common readings as outlined on the syllabus. Here, students will be graded on their command of the material. While students are not graded on their writing for examinations, answers must be in essay form with complete paragraphs and sentences.
- Present evidence and articulate a position extemporaneously to peers and instructors in oral discourse and written form.
- Recognize and have the ability to act on your obligation to contribute to civic discourse. In discussions and examinations, you will be asked to distinguish between fact

and opinion and to try to understand both sides of conflicts. You are urged to be sensitive to how seemingly distant events like slavery or nativism still evoke resentment and tension among people today.

STATEMENT ON PLAGIARISM

Plagiarism will result in a final grade of F for the examination or assignment as well a letter, detailing the event, to be placed in the offending student's permanent file in the Dean's office. The definition of plagiarism is:

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did with the sources at your elbow.

Wayne Booth, Gregory C. Colomb, and Joseph M. Williams, The Craft of Research (Chicago: University of Chicago Press, 1995), p. 167.

To avoid plagiarism, take notes carefully, putting all real quotes within quotation marks, while summarizing other parts in your own language. This is difficult; if you do not do it correctly, it is better to have all your notes in quotes. The worst thing is to alter a few words from the source, use no quotation marks, and treat the notes as a genuine summary. You will likely copy it out as written on your notecard, and thus inadvertently commit plagiarism. Changing around a word, a phrase, or a clause is still plagiarism if it follows the thought sequence or pattern in the original. On the other had, do not avoid plagiarism by making your paper a string of quotations. This results in poor writing, although it is not criminal.

In any case, do not let this prevent you from quoting your primary sources. As they are the "evidence" on which you build your argument, you will need to quote them at necessary points. Just be sure to put quotation marks around them, or double indent them as in the example above, and follow the quote with a proper foot or endnote.

A final note: The Internet can be a convenient tool for research, but many websites contain unreliable or plagiarized information.

Never cut and paste from Internet sites without quoting and citing your sources.

The university has developed a helpful website. See:

<http://www.luc.edu/is/cease/ai.shtml>