

HISTORY 261: History of the United States from 1865

Fall 2013
Northern Illinois University
DuSable 140
T/Th 9.30-10.45am

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Course Description:

This class is an overview of the history of the United States from 1865, the end of the Civil War. Over the course of the semester we will look at some of the central developments in the history of the US from the Civil War to the present. The main themes of the readings for the class include crime and the media; the beauty industry; sexuality and race and radical religious movements. Other themes of the course will include the status of women, immigration, wars and their cultural impact, the development of political parties, American "dreams," big business, economic depressions and Civil Rights. We will read documents from the past 150 years as well as view documentaries and films to uncover the lived experiences of the men, women and children who lived and forged the cultures we now think of as "American."

Course Objectives:

- Students will gain an understanding of some of the central events that have taken place in the United States since 1865.
- Students will explore the lived experiences of people in the past through artifacts, letters, laws and interviews.
- Students will gain a familiarity with the sources historians use to understand the past.
- Students will hone their critical thinking skills while interpreting sources from the past.

Required Reading:

1. Paul Collins, *The Murder of the Century* (Random House, 2011)
2. Kathy Peiss, *Hope in a Jar: The Making of America's Beauty Culture* (Henry Holt, 1998)

3. *Living with Jim Crow: African American Women and Memories of the Segregated South*, Anne Valk and Leslie Brown, eds. (Palgrave, 2010)
4. *Jerry Falwell and the Rise of the Religious Right*, Matthew Sutton, ed. (Bedford/St. Martins, 2013)
5. Various handouts posted on Blackboard

All the books for this class are available from the Campus Bookstore or the Village Commons Bookstore.

Please read the assigned pages BEFORE coming to class. This will greatly assist your understanding of the course material

Course Requirements:

- Attendance will be taken at all class meetings as required by NIU to supply dates of attendance for late withdrawals etc. Students may miss a total of three meetings with no penalty. After three absences students will forgo their 5% participation grade. Documented student medical emergencies will be excused absences.
- Written assignments will include two in-class midterms, 20% each; and an in-class final during finals week, 40% of final grade. In addition, students will be expected to complete a library assignment, 5% and a document analysis, 10%. Attendance will make up the final 5% of the grade.

Grades:	A	96% and above
	A-	92--95.9%
	B+	89--91.9%
	B	86--88.9%
	B-	82--85.9%
	C+	79--81.9%
	C	76--78.9%
	There is no C minus grade	
	D	66--75.9%
	F	65.9 and below

Academic Honesty:

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are responsible for plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them.

Students responsible for, or assisting others in, either cheating or plagiarism on an assignment, including cutting and pasting from an internet source without correctly citing the source OR directly or indirectly quoting from a written source without correctly citing the source, cheating on a quiz, or examination, will receive a grade of F for the course and will be reported to the University Authorities.

A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course which the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the department chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an F for that course. The faculty member shall notify the student in writing whenever such action is taken, and the Office of Community Standards and Student Conduct shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case, which will be placed in the student's judicial file. In all matters where the charge of academic misconduct is disputed by the student or if the faculty member feels a sanction greater than an F in the course is appropriate (such as repeated offenses or flagrant violations), the faculty member shall refer the matter to the Office of Community Standards and Student Conduct making use of the Academic Misconduct Incident Report. Additional sanctions greater than an F in a course can be levied only through the University Judicial System. With regards to finding the student either responsible or not responsible for his or her action, the ruling of the Judicial Hearing Board shall be binding. In cases where there is either a finding of responsibility or an admission of responsibility by the student, any recommendations by the hearing board regarding the course grade are non-binding on the instructor, who remains solely responsible for assigning a course grade, consistent with the policies set forth in the course syllabus.

Classroom Behavior:

Each participant in the course, staff and students, will respect the right of every individual to voice opinions, offer information, & reflect on readings whether or not she/he agrees with what is expressed. Please refrain from personal conversations for the duration of the class time. You will be asked to leave the classroom if you participate in behavior that distracts the instructor or other students.

Accommodations:

Your success as a student is important to me. If you have a disability or any other special circumstance that may have some impact on your work in this class, and for which you may require exam and/or other types of accommodations, please contact me early in the semester so that appropriate accommodations can be made in a timely manner. Please feel free to contact me in office hours or before or after class to schedule an appointment. The NIU Disability Resource Center (DRC), located on the 4th floor of the University Health Service (753-1303), is the designated office on campus to provide services and accommodations to students with diagnosed disabilities. You need to provide documentation of your disability to this office.

Schedule of Meetings, Assignments and Weekly Readings

Please read the assigned pages BEFORE coming to class. This will greatly assist your understanding of the course material

Week One:

Tues 8/27 Introductions and Expectations

Thurs 8/29 Introduction to Library Research—Wendell Johnson

Reading: *Murder of the Century*, pp. 3-44

Week Two:

Tues 9/3 Reconstructing the Union and Life after Emancipation

Reading: *Murder of the Century*, pp. 45-92

Library assignment due in class today.

Thurs 9/5 Conquering the West and People on the Move

Reading: *Murder of the Century*, pp. 93-148

Week Three:

Tues 9/10 The Rise of Big Business and “The Gilded Age”

Reading: *Murder of the Century*, pp. 149-210

Thurs 9/12 Gilded Age Culture and US Imperialism

Reading: *Murder of the Century*, pp. 211-272

Week Four

Tues 9/17 Class Discussion of *Murder of the Century*

Reading: *Murder of the Century*, pp. 273-end

Thurs 9/19 The Progressive Era

Reading: *Hope in a Jar*, pp. 9-60

Week Five

Tues 9/24 Suffrage and World War One

Reading: *Hope in a Jar*, pp. 61-133

Thurs 9/26

"Race" and the Great War

Reading: *Hope in a Jar*, pp. 134-202

Week Six

Tues 10/1

Class discussion of *Hope in a Jar*

Reading: *Hope in a Jar*, pp. 203-237

Thurs 10/3

Midterm #1—remember to bring blue books

Reading: *Living with Jim Crow*, pp. 1-51

Week Seven

Tues 10/8

The US Before the Great Depression - WW1 to the Roaring 1920s

Reading: *Living with Jim Crow*, pp. 53-78

Thurs 10/10

The Great Depression

Reading: *Living with Jim Crow*, pp. 79-112

Week Eight

Tues 10/15

Roots of WWII

Reading: *Living with Jim Crow*, pp. 113-138

Thurs 10/17

Class discussion of *Living with Jim Crow*

Week Nine

Tues 10/22

America and WWII—Japanese Internment

Reading: *Hope in a Jar*, pp. 238-270

Thurs 10/24

Shanghai Ghetto (DVD)

Reading: Blackboard assignment

Week Ten

Tues 10/29

Miss World Pageant, 1945

Reading: Blackboard Assignment

Thurs 10/31

Postwar America and the Cold War

Reading: Blackboard assignment

Week Eleven

Tues 11/5 The Civil Rights and Student Movements

Reading: Blackboard assignment

Thurs 11/7 Countercultures

Reading: Blackboard assignment

Week Twelve

Tues 11/12 The Personal is Political—the Women’s Movement

Reading: *Jerry Falwell and the Rise of the Religious Right*, pp. 1-27

Thurs 11/14 Vietnam and the Silent Majority

Reading: *Jerry Falwell and the Rise of the Religious Right*, pp. 31-50

Week Thirteen

Tues 11/19 Nixon

Reading: *Jerry Falwell and the Rise of the Religious Right*, pp. 51-68

Thurs 11/21 The End of the “Golden Age”?

Reading: *Jerry Falwell and the Rise of the Religious Right*, pp. 69-91

Week Fourteen

Tues 11/26 **Midterm # 2-remember to bring blue books**

Reading: *Jerry Falwell and the Rise of the Religious Right*, pp. 92-118

Thurs 11/28 **No class—Thanksgiving break**

Week Fifteen

Tues 11/31 Class discussion of *Jerry Falwell and the Rise of the Religious Right*

Reading: *Jerry Falwell and the Rise of the Religious Right*, pp. 119-143

Thurs 12/ 3 The Reagan Revolution
Document Analysis due in class today

Reading for finals

Week Sixteen

Tues 12/5 A New World Order?

Reading for finals

Thurs 12/7 The Election of 2000 and the Media Today

Final Exam will take place in Dusable 140 during at the assigned day and time during finals week. Watch myniu.niu for the finals schedule.

A Note on Exams:

The two midterms and the final are designed to give students a chance to tell the Instructor what s/he knows and understands from this class. Exams are not designed to "catch students out." I will post a study guide for each of the exams at least one week prior to the exam. The midterms will each consist of an essay question and five identifications. The final exam will consist of two essays and ten identifications. The identifications will be terms, people, events or ideas that have been discussed in class or in the readings. Essays will ask students to think about the information from the lectures and readings and analyze their significance. Students who wish to discuss the class material have the opportunity to meet with the Instructor or the TA during office hours or by appointment. Please use the time that has been set aside for you. Good Luck!