

History 104:
American Civilization Since the Late Nineteenth Century
Spring 2019

Prof. Kevin M. Schultz
Lectures: MW: 1:00-1:50
Room: Lecture Center A1

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Course Description

Someone, probably a frustrated student, once complained, “History is just one damn thing after another.” Unfortunately, many history courses are taught in such a way that one can easily reach this conclusion. In this class, however, you will not be memorizing a series of facts and regurgitating them for an exam (although there is a bit of that). Instead, we will focus on *why* specific events took on larger significance over time (i.e. the big *so what?* question). We will be trying to *make sense* of what has occurred and determine how, in James Baldwin’s words, history creates our frames of reference, our identities, and our aspirations. After all, the study of American history is more than a passive absorption of facts, dates, and names. This course — the survey of American history since the conclusion of the Civil War — focuses on the human consequences of the politics, policies, ideologies, social movements, economic calibrations, and wars (declared and undeclared) that comprise our history. It’s a broad overview of the whole enchilada.

The lectures and readings will introduce you to a wide range of historical actors and events, examining in particular: (1) economics; (2) race relations; (3) the working classes; (4) reform movements; (5) the interior of everyday lives; (6) the changing conditions for success in America; and (7) the emerging role of the United States as a world power. We hope you come close to understanding the past from the perspective of those who experienced it, gaining insight into the daily lives of Americans, understanding a bit better their work and their leisure, their cultures, their ideologies, their relations with one another and with the political and economic system under which they lived, and which they passed on to you and me, for better and for worse. No matter where we trace our ancestry, the fact that you are sitting here means you live in the world they created. I’m fully convinced it is better to know about it and understand it than not.

Where Your Grades Will Come From

Exam 1: 25%

Exam 2: 30%

Exam 3: 35%

Class participation: 10%

Exams

I have divided the course into three sections: (1) the Industrial Age, from 1865 to about 1917; (2) the birth of Modern America, from about 1917 to about 1945; and (3) Our Times, from the late 1940s to today. You will be given three tests of varying significance at the conclusion of each section. Tests will consist of material from lectures, textbook, and primary source readings. They will be in-class, closed-book exams consisting of ID-type responses and essay questions. Further instructions will be discussed in class.

Class participation

Regarding class participation, which makes up 10% of your grade, you are responsible for three things: (1) being an **active participant** in class discussions every Friday; (2) doing the **short, end-of-chapter quizzes each week** — these will be automatically graded and put into Blackboard; and (3) when the week's assignment is to read a short book, **writing a short one-page response to the book** answering the two questions: what is this book about and what did Prof. Schultz intend to teach us through this book. You are to upload these short essays to Blackboard, under that week's assignment.

Regarding attendance, you are adults and I expect you to act like adults. I will not take roll at the beginning of each lecture, but if you miss a lecture, you will miss information that will, most likely, end up on an exam. Furthermore, **you are responsible to retrieve notes for classes you miss**. Do not ask the TAs or me to go over missed material. Find a buddy and use the buddy system.

Blackboard

There is an active Blackboard website for this course. It features the syllabus, the homework assignments, the readings that can be found online, and powerpoints for the upcoming and past lectures. From time to time, I may also send out messages to you concerning the class.

Academic Integrity

Plagiarism is the conscious use of the work or ideas of others without attribution. Submitting written work created by someone else or using the words or ideas of another person without citation constitutes an act of plagiarism. In cases of plagiarism, the student will receive a grade of "F" for the assignment. Further action may also be pursued in accordance with UIC's policy on academic integrity.

Accommodations

The University of Illinois at Chicago is committed to maintaining a barrier-free environment. Students with disabilities who require accommodations for full access and participation must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413- 0123 (TDD).

Classroom Policies

The use of electronic devices is not permitted. If you have a disability that makes the use of a laptop necessary please see me individually. Cell phones must be put away for the duration of the class unless approved beforehand by me.

Required Books

The textbook

Kevin M. Schultz, *HIST5: Volume 2* (ISBN: 978-1337294256). You may recognize the author but, no matter, this is the least expensive, decent quality textbook I could find. Plus, it has within it nearly all the primary source documents, so no need to buy a reader. And rest assured, all proceeds I make from UIC adoptions go into an account in the Department of History for undergraduate education. I won't profit off you.

The book also has a really remarkable series of online tools. The catch is that, to use them, you will need to buy a book with an access code, which means, more than likely, it'll have to be a new book (the access codes expire after six months or so). You will use the access code to get the online materials.

TO GET ONLINE: (1) go to blackboard.uic.edu and log-in, find our class as "HIST 104;" (2) click on "HIST 104 online access" just below the course title in the upper left; (3) click on "HIST 104" at the top of the next page; and (4) follow the prompts to log-in. If you need help, I've posted the publisher's cheat sheet on Blackboard.

TO ACCESS THE ONLINE READINGS: (1) log in as above; (2) click on "HIST 104" at the top of the page; (3) a new window will open up with all the chapters listed, click on the proper chapter; (4) go to "Timeline" in the table of contents for that chapter; (4) scroll through the timeline until you find links to the proper readings.

TO TAKE WEEKLY QUIZZES: (1) log in as above; (2) click on "HIST 104 online access" on the upper left; and (3) click on the proper week's assignment.

Textbook (must be new to access the online resources)

Kevin M. Schultz, *HIST5: Volume 2* (Cengage, ISBN: 978-1337294256)

Other required books (used copies are fine)

Horatio Alger, *Ragged Dick* (Penguin, ISBN: 978-0140390339)

F. Scott Fitzgerald, *The Great Gatsby* (Scribner, ISBN: 978-0743273565)

James Baldwin, *The Fire Next Time* (Vintage, ISBN: 978-0-679-74472-6)

Lectures and Assignments

PART I

WEEK 1

1/14 Introduction

1/16 The Failures of Reconstruction

Assignment: Schultz, Ch. 16, **do end-of-chapter online test and read:**

- (1) Mississippi legislature's Black Codes
- (2) Oath of Amnesty;
- (3) Analyze an image of the South Carolina Legislature; and
- (4) Fifteenth Amendment

WEEK 2

1/21 NO CLASS—MLK, Jr. DAY

1/23 The Industrial Revolution: Creating Monopolies, Creating America
 Assignment: Schultz, Ch. 17+18, **do end-of-chapter online test and read:**
 Start Horatio Alger, *Ragged Dick*
 (1) Lloyd, "Wealth Against the Commonwealth;" (2) a contemporary piece chronicling Rockefeller's business tactics (do not do the quiz at the bottom of this specific reading); and (3) Find out more about Andrew Carnegie and the Steel Industry, "A Gospel of Wealth"

WEEK 3

1/28 In the North: Urbanization and Immigration
 1/30 The "New" South and Jumping Jim Crow
 Assignment: Finish *Ragged Dick* **(and upload your 1-2 page short response!)**

WEEK 4

2/4 In the West: Of Cowboys and Industrialists
 2/6 Reaction, part 1: Unions and Laborers, or "Class Doesn't Matter in the USA"
 Assignment: re-read Schultz, *HIST*, Chs. 17-4, 18-3, and 18-4, **do end-of-chapter online test and read:**
 (1) Grady's "The New South" and (2) Powderly, "Thirty Years of Labor;" and (3) "Bonanza Farming and its Impact"

WEEK 5

2/11 Reaction, part 2: Farmers A'int So Dumb: The Populists
 2/13 Reaction, part 3: But City Folk Are: The Progressives
 Assignment: Schultz, Ch. 19 + Ch. 20 (through 20-4—stop at section 20-5), **do end-of-chapter online test and read:**
 (1) The Populists' 1892 Election Platform; and (2) Jacob Riis, "How the Other Half Lives"

WEEK 6

2/18 The Spanish American War: The Empire Strikes First
 2/20 **Exam #1**
 Assignment: **STUDY!!! (ALSO: no section meetings this week)**

PART II

WEEK 7

2/25 Of Bull Moose America: The Decline of Victorian America
 2/27 Making the World "Safe" for Democracy: WWI and Wilson's Folly
 Assignment: Schultz, Ch. 20 (20-5-end of chapter) + Ch. 21, **do end-of-chapter online test and read:**
 start F. Scott Fitzgerald, *The Great Gatsby*
 (1) The Platt Amendment, (2) Sample of a War Propaganda (along with the text in the online book, there are images found here: <http://www.learnnc.org/lp/editions/ww1posters> and look at 5-7 images minimum), and (3) Wilson's Fourteen Points

WEEK 8

- 3/4 The Jazz Age: From *Main Street* to Monkey Scopes
 3/6 The Great Depression: Tough Times
 Assignment: finish *The Great Gatsby* **(and upload your 1-2 page short response!)**

WEEK 9

- 3/11 The New Deal: When Affirmative Action Was White
 3/13 The “Good War” Abroad: Hitler Really was a Bad Guy
 Assignment: Schultz, Ch. 22+23, **do end-of-chapter online test and read:**
 (1) FDR’s Inaugural Speech; (2) film about San Francisco General Strike; (3) read or listen to FDR’s Four Freedom’s speech; and (4) see a video of news coverage of D-Day.

WEEK 10

- 3/18 The “Good War” At Home: Ideological Americanism
 3/20 **EXAM #2**
 Assignment: **STUDY!!!! (ALSO: no section meetings this week)**

NO SCHOOL MARCH 25-29 — SPRING BREAK**PART III**

WEEK 11

- 4/1 The Cold War: Creating Boundaries, Creating Enemies
 4/3 In the Shadow of the Bomb: Cold War Culture
 Assignment: Schultz, Ch. 24, **do end-of-chapter online test and read:**
 (1) read Winston Churchill’s “Iron Curtain” speech (2) read Dulles’s “Massive Retaliation” speech; (3) read the “Kitchen Debate;” read McCarthy’s speech warning of the communist threat.

WEEK 12

- 4/8 Eyes on the Prize, Almost: Reconstruction Redux
 4/10 The Almost Great Society (That Still Hangs Around): “The Sixties”
 Assignment: Schultz, Ch. 25, **do end-of-chapter online test and read:**
 Start James Baldwin, *The Fire Next Time*
 (1) Read the Port Huron Statement; (2) Watch a video about MLK; (3) read Malcolm X’s Black nationalist demands in his “Ballot or the Bullet” speech; (4) read a denunciation of the Vietnam War protestors by Sprio Agnew; and (5) take the 1964 Louisiana Literacy Test (found on Blackboard under “course content”)

WEEK 13

- 4/15 Fall of the Great Society: Vietnam
 4/17 The First Years of Our Time: The Age of Limits: “The Seventies”
 Assignment: finish *The Fire Next Time* **(and upload your short response!)**

WEEK 14

- 4/22 A Most Embarrassing Decade: from ABBA to Zappa

4/24 Sleepwalking Through History: The Reagan “Revolution”

Assignment: Schultz, Ch. 26+27, **do end-of-chapter online test and read:**
(1) Learn more about Watergate; (2) read Roe v. Wade; (3) read Reagan’s “Evil Empire” speech; and (4) read an article discussing income disparities

WEEK 15

4/29 Slick Willy and a New Globalization

5/1 Old Friends, New Enemies: 9/11 and Beyond

Assignment: Schultz, Ch. 28+29, **do end-of-chapter online test and read:**
(1) Read a revealing biography about Osama bin Laden; and (2) read an article about the Enron scandal; and (3) **STUDY!!!!**

FINAL EXAM: Date to be announced