Twentieth-Century America

This is the fundamental course in American history. It helps students appreciate their national heritage and provides the context to explore intelligently our collective, alternative futures. This course seeks to equip students with an understanding of basic social and political issues such as economic and environmental policy, civil rights and welfare programs, constitutional interpretations and foreign policy, as well as the evolution of competing perspectives—conservative, liberal and radical—on these questions. It provides an informational foundation for the social sciences, and employs their techniques to describe and interpret the past.

**Required Readings**

*Digital History* textbook: [http://www.digitalhistory.uh.edu/](http://www.digitalhistory.uh.edu/) Use web site citations or PDF text on D2L—separate page assignments for PDF edition.

Shi, *For the Record: A Documentary History*, volume 2 (*6th edition*)

**Assignments**: See syllabus for schedule of assignments

**Discussions** (40%):

I will post questions each week for you to discuss. When you respond online, discuss the issues citing evidence from the assigned reading. First, begin by responding to me. Second, you must respond to comments of other students—this is an important part of your grade so make intelligent comments or responses. Keep it civil!

**Quizzes** (40%):

Each Unit you are assigned a quiz on the assigned material for that week. You must complete the quiz by Sunday 5:00 p.m. (Central Time) on the assigned due date.

**Written Document Responses** (20%): You will write three document responses to develop the writing skills you will need for the final paper. Due on the assigned dates. See “Writing Papers Based on Primary Sources” below.

**Extra credit**: I will announce extra credit opportunities on D2L.
**Course Objectives:** From University Core Curriculum
([http://corecurriculum.siuc.edu/HIST110w.pdf](http://corecurriculum.siuc.edu/HIST110w.pdf))

“To help students (a) identify crucial events and personalities in twentieth century America and to discuss their significance; (b) read and evaluate the writings of Americans that have shaped this nation’s experience; and (c) discuss the evolution of such themes as the changing role of government, the development of foreign policy, and the evolution of a multicultural society from 1900 to the present.”

**Suggestions to help you in the course:**

1. If you do not understand a course requirement or course material, please ask about it. I am here to help and welcome opportunities to answer your questions.

2. If you do not understand the grading of your assignments, please seek clarification at the earliest opportunity.

3. Remember that the prime concern of history is to analyze change over time. When, why, and how the changes occurred and the significance of the changes to American history are concerns at the center of each question you will be asked. Try to use this framework as you read the assigned material and review your notes. When exam time comes, you then will be thinking along the right lines.

4. **Notetaking:** I have uploaded notetaking tips and model notes from a prior course. Taking good notes is central to success in this and other courses, particularly since in this course the final will be open note!

**Warning:** I will not tolerate academic misconduct in this class. I will report suspected cases of misconduct. The Student Conduct Code sets forth penalties ([http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf](http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf)). Possible sanctions include failure of an assignment, failure in a course, disciplinary probation, or suspension from the university. Don't risk it.

You must research and write your papers yourself. You may not have a friend write your paper. You may not hire someone to write your paper (this includes Internet paper mills, which I can and do check). You may not turn in a paper previously used in a different class.

Avoid plagiarism. Plagiarism consists of using someone else's ideas as your own without properly acknowledging them. Changing a few words is not enough; it is still plagiarism. If you are unsure what constitutes plagiarism, consult your teaching assistant or instructor.

**Note:** The syllabus is a tentative schedule of lectures and discussions. It may be changed at the discretion of the instructor.
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Schedule of Reading Assignments

The reading load varies over the course of the semester. Make sure that you complete the assigned readings by the dates listed below. Weekly reading loads are estimates. Use them to manage your time wisely. It doesn’t hurt to read ahead if you see you have a “heavier” load following a “light” week.

Quizzes and exams include questions drawn Digital History, For the Record, and multimedia.

**Unit 1**  
*Digital History*, chapter 1 (only pp. 1-70, 97-122)  
*For the Record*, chap. 18-19

Media: Movie: “Jesse James”

**Unit 2**  
*For the Record*, chaps. 17, 19-20

**Unit 3**  
*Digital History*, chapters 2-4 (pp. 123-216)  
*For the Record*, chap. 21-25 (through “Is it to be Murder, Mr. Hoover? 1932”)

Media: Movie: “1918 Influenza”

**Unit 4**  
*Digital History*, chapter 5 (217-49)  
*For the Record*, chap. 25 (from Roosevelt, First Inaugural onward)

Media: Movie: “Crash of ‘29”  
Movie: “Surviving the Dust Bowl”

**Unit 5**  
*Digital History*, chapter 6 (250-67) OR  
*For the Record*, chap. 26

Media: Movie: “Bombing of Germany”

**Unit 6**  
*Digital History*, chapters 7, 9 (skip chronology) OR  
*For the Record*, chap. 27-28, chap. 30 (Rita Mae Brown document)

Media: Movie: “Polio Crusade”

**Unit 7**  
*Digital History*, chapter 8 OR  
*For the Record*, chap. 29-30

**Unit 8**  
*Digital History*, chapters 10-11 (346-80) OR  
*For the Record*, chap. 31-32
Writing Papers Based on Primary Sources

History is a *story* written by those who research and write narratives based upon primary and secondary sources. “Primary” sources are those written at the time of the event by a participant or eyewitness. “Secondary” sources are written after the fact by nonparticipants. Your textbook is a secondary source written by historians who did not create the history they write about. Nevertheless, they wrote the textbook based on many other works that are based upon primary sources. In short, “primary sources” are the building blocks of all history.

*For the Record* contains hundreds of primary sources of all types: letters, opinion essays, government documents, interviews, transcripts of recordings, etc. They discuss a range of issues from differing (and often opposing) viewpoints. This exercise challenges you to write document responses based upon primary sources. Researching primary sources requires you to do three things:

*Summarize* the source (i.e., convey an understanding of its content)

*Analyze* the source (write critically about the source and place it in context)

*Synthesize* sources (relate multiple primary sources to each other to form a coherent interpretation of the history left behind by those sources.

This is *your* interpretation of the sources, which may differ from the way I or others put together and interpret the same sources.

You must write three short response papers which focus on summarizing (Response Paper 1), analyzing (Response Paper 2), and synthesizing (Response Paper 3). You must place each document in context (Document Response #2) and relate multiple primary sources by synthesizing (Document Response #3).

**Requirements:**

Select one primary source to use with each of the three response papers. Write a one to two-paragraph response paper.
Response Paper 1 (Summary):

Andrew Carnegie’s “Wealth” essay (1889) offers the views of a self-made millionaire. Carnegie argues that the rich deserve their riches because the “law of competition” selects the “fittest” men to succeed while others fail (or do not reach the levels of wealth Carnegie achieved). Income inequality is a good thing because it results from a competitive system that makes the general population richer too. Still, Carnegie believes that some steps are required to bind rich and poor together in a harmonious social order. He therefore proposes that all wealthy men devote themselves to stewarding wealth to help those who will help themselves. Rather than have the government confiscate wealth, wealthy men are better fit to dispense with their wealth through philanthropic means: endowing libraries, offering scholarships to promising poor students, etc.

Response Paper 2 (Analysis):

Carnegie’s “Wealth” essay (1889) embodied the Social Darwinism of the late nineteenth century. The richer grew richer because they were selected from a competitive marketplace in an example of “survival of the fittest.” Carnegie was not alone in using Darwinian theory to justify concentrated wealth: in a Supreme Court case that ultimately nullified the first federal income tax, attorney Joseph Choate argued that the income tax was a communistic effort to subvert the natural Darwinian working of the economy. Social Darwinism thus justified economic inequality, just as it justified racial inequality. (Digital History, 104-105)

Response Paper 3 (Synthesis): transition from this source to another, noting similarities or differences as you do so.

Although Carnegie was an influential voice defending Wealth as Virtue, many other voices decried the growing concentration of wealth in the hands of a few. The Knights of Labor, for example, lambasted “the aggression of aggregated wealth, which, unless checked, will invariably lead to the pauperization and hopeless degradation of the toiling masses…” Following this logic, the Knights called for greater distribution of wealth to workers, among other measures…. (“Preamble to the Constitution of the Knights of Labor, 1878”). Socialist Eugene V. Debs (“Outlook for Socialism, 1900”) went even further: his Socialist Party advocated worker ownership of the “means of production” (factories, mines, etc.). . . . These radical approaches failed because they did not foresee the ability of the trade unions (AFL) and reformers to soften capitalism without destroying it.
Tips on Writing Your Paper

1. Allow enough time to write a good response paper. In general, good writing is rewritten writing. Be sure to proofread your paper carefully. Papers with many misspellings or typographical errors will be returned as unacceptable and will have to be reworked.

2. Make sure that each paragraph includes a topic sentence (experienced writers often make the first sentence in a paragraph the topic sentence).

3. Avoid string-of-quotiation writing. Use some evidence and examples to support your arguments; but do not litter your paper with one quotation after another. Let your own ideas shine through.

4. Avoid run-on sentences that are too long. Be precise and succinct.

5. Footnoting: For the purposes of this essay, you may cite sources parenthetically. Direct quotations must be put in quotation marks with a proper source citation. You must also provide source citations when you are using someone else’s ideas (this includes material from Digital History textbook).

THERE IS NO NEED FOR OUTSIDE RESEARCH; IN FACT, I DISCOURAGE IT FOR THIS EXERCISE.
Emergency Procedures.

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down), and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Grading Scale:

90-100: A  
80-89: B  
70-79: C  
60-69: D  
Below 60: F

Late Penalty: 10% per day (including weekend)

“Incomplete Policy”:

The following text is taken from the 2011-2012 Undergraduate Catalog, p. 32:

“An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F.”

Attendance Policy:

Because discussion takes place in class, you will earn a zero if you do not attend. If you have a written excuse, please contact me at the earliest possible moment.

Mobile Technology Policy:

Students are free to bring and use any laptops, tablets, e-reader but must turn their cell phones off during class.
Disruptive Behavior Policy:

if you disrupt the class intentionally or unintentionally it will be brought to your attention. If you continue to interfere with the learning environment of other students, you may be asked to leave. During discussions, feel free to vigorously disagree with another student's viewpoint but do so respectfully and intelligently by referencing content under discussion.

SIUC’s Statement on Inclusive Excellence:

“SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well an essential preparation for any career.”

Statement on Academic Honesty/Plagiarism – See the Morris Library Guide on Plagiarism (http://libguides.lib.siu.edu/plagiarism)

Final Exam date: Monday, May 6, 12:00-2:50 p.m.

Resources for additional academic help – Writing Center, Learning Support Services, tutoring, DSS services, etc.

Supplementary Assistance:

With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or http://disabilityservices.siu.edu/ Notice: If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The Office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

SIU email policy: Official SIU Student Email Policy: http://policies.siu.edu/policies/email.htm


Saluki Cares—The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. To make a referral to Saluki Cares click, call, or send: http://salukicares.siu.edu/index.html; (618) 453-5714, or siucares@siu.edu.