US History Since 1877  
History 201  

Fall 2010  
MWF 1:20-2:30 p.m.

Professor Cherstin Lyon, Ph.D.

Office: SB 357b (Public and Oral History Office)  
Office Hours: MF 12-1; Wed 9:30-10:30, or by appointment  
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COURSE DESCRIPTION:
This course traces the United States’ emergence from Reconstruction into the 20th Century and through the turn of the Twenty-first Century. Central themes include the rise of corporations and the middle-class, the development of working-class culture, immigration, women’s rights, imperialism, reform movements, the growth of the welfare state and the wartime state, the Cold War; civil rights movements, the rise of the New Right, and globalization. Categories of race, class, gender, and sexuality are key components to this American history survey.

COURSE OBJECTIVES:
After completing this course, students should have a knowledge of the main events that shaped U.S. history from 1877 to the present, understand who some of the major figures and groups were who shaped U.S. history, have a basic knowledge of the causes and outcomes of major turning points and debates in U.S. history, be able to read and decipher the central argument of a primary document, and have a basic understanding of how historians analyze primary documents in the writing of history.

COURSE REQUIREMENTS:
Students are expected to read the syllabus in its entirety. Any questions regarding the requirements or assignments should be directed to the professor as soon as possible. Students are expected to attend class and read all assignments. Reading assignments should be completed before class on the day the reading is assigned. Students will be responsible for all reading material on the final exam even if we do not cover it specifically in class. Lectures and class activities are designed to complement readings and provide in-depth discussions of specific topics within the readings but will not take the place of reading assignments. Students will be responsible for regular quizzes, a final cumulative exam, and one paper.
**Required Readings:**
Okubo, *Citizen 13660*
*Give Me Liberty* companion website supplementary documents
http://www.wwnorton.com/college/history/foner2/

**Grading**
- Quizzes  *Bring smallest scantrons to class for quizzes. (5 quizzes 100 pts/ea)*  50%
- Paper  200 points  20%
- Final Exam*  300 points  30%
  *Bring 100-question slender green scantron to class for final exam.

**TOTAL:** 1,000 points =100%

Please be advised:
I report the grades to the university that students earn.
Do not ask to have your grade increased beyond the points earned or for extra credit.

930-1000 = A; 900-929 = A-; 870-899 = B+; 830-869 = B; 800-829 = B-
770-799 = C+; 730-769 = C; 700-729 = C-; 670-699 = D+; 630-669 = D
600-629 = D-; anything below 600 = F

**Academic Integrity Statement:** As in all of your classes, you are expected to abide by generally accepted standards of academic honesty. Plagiarism an/or cheating will result in automatic failure of this course. Students are responsible for understanding what plagiarism is and how to avoid it. Term paper will be screened automatically by Turnitin.com but may be screened for originality using other sources as well. All cases of documented plagiarism are reported to the Dean of Students/Judicial Affairs Officer.

**Policies:** No incompletes will be given. Late papers will lose one full letter grade for each 24 hour period that passes after class begins the day the paper is due. No make-up quizzes or exams will be given.

**STUDENTS WITH DISABILITIES:**
If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at UH-183, (909)537-5238. Services to Students with Disabilities determine what if any accommodations will be provided. Students with accommodations should identify themselves to the professor as soon as possible after enrolling in the course.

**Assignments:**
- Paper instructions are included at the back of the syllabus.
- Quizzes and final exam will contain questions based on the assignment reading from the textbook, Okubo’s book, primary documents, and lecture material. Final is cumulative. Quizzes will serve as the study guide for the final.
Course Calendar

WEEK 1:
Reconstruction, the New South, Gilded Age, and the New West
Reading Assignments
September 27: Foner, Chapter 15; and included documents end of syllabus
September 29: Foner, Chapter 16
October 1: Documents
W. A. Peffer, The Farmer's Situation (1890s)

WEEK 2:
Gilded Age, Imperialism and Progressive Era
Reading Assignments
October 4: Foner, Chapter 17
October 6: Foner, Chapter 18
October 8: Documents; Quiz 1 – bring short quiz scantrons and pencils to class
The Chinese Exclusion Act (1882)
Plessy v. Ferguson (1896)
Booker T. Washington on Citizenship (February 12, 1898)
Ida B. Wells, "Consider the Facts" (1899)
How I Became a Socialist
Upton Sinclair, The Jungle (1905)
Emma Goldman, "Majorities vs. Minorities" (1917)

WEEK 3:
World War I and 1920s
Reading Assignments
October 11: Foner, Chapter 19
October 13: Foner, Chapter 20
October 15: Documents; Quiz 2 – bring short quiz scantrons and pencils to class
Espionage Act of 1917
The Fourteen Points (1918)
Hiram Wesley Evans, "The Klan's Fight for Americanism" (1926)
Sacco and Vanzetti's Statement at Sentencing (1927)

WEEK 4:
From the Great Depression to World War II
Reading Assignments
October 18: Foner, Chapter 21, Documents
Harold Ickes Criticizes Segregation (September 20, 1935)
Robert Fechner Defends Segregation in the CCC (1935)

October 20: First half of Okubo
October 22: Finish Okubo; Quiz 3 – bring short quiz scantrons and pencils to class
WEEK 5:  
World War II  
Reading Assignments  
October 25: Foner Chapter 22  
October 27: Documents  
See attached word document on Blackboard for full text of documents, or use textbook code  
Evacuation to Manzanar, March on Washington, Fanny Hill  
October 29: Paper Due (submit electronically to “Turnitin.com” for originality screening)  
Paper Assignment attached to syllabus  
Turnitin username and password will be emailed to student csusb email account  
Paper must be turned in on time and to Turnitin for a grade

WEEK 6:  
The Cold War  
Reading Assignments  
November 1: Foner, Chapter 23  
November 3: Documents  
George Kennan's "Long Telegram" (1947)  
The Truman Doctrine (1947)  
Universal Declaration of Human Rights (1948)  
McCarthy-Truman Dialogue on the Red Scare (1950)  
National Security Council 68 (1950)  
Army-McCarthy Hearing (1954)  
November 5: Quiz 4 – bring short quiz scantrons and pencils to class

WEEK 7:  
Great Society and the 1960s  
Reading Assignments  
November 8: Foner, Chapter 24  
November 10: Documents  
Brown v. Board of Education (May 17, 1954)  
Southern Manifesto (1956)  
Executive Order 10730: Desegregation of Central High, 1957  
November 12: Foner, Chapter 25

WEEK 8:  
1960s and The New Right  
Reading Assignments  
November 15: Documents  
SNCC Statement of Purpose (October 1960)  
The Civil Rights Act of 1964 (July 2, 1964)  
November 17: Documents; Quiz 5 – bring short quiz scantrons and pencils to class  
Federal Bureau of Investigation Report on Cesar Chavez (1965)  
Griswold v. Connecticut (June 7, 1965)  
Miranda v. Arizona (June 13, 1966)  
Loving v. Virginia (June 12, 1967)  
Roe v. Wade (January 22, 1973)  
November 19: Chapter 26
WEEK 9:
The New Right
Reading Assignments
November 22: Documents
Kent State Responses (May 1970)
Shanghai Communique (February 28, 1972)
Articles of Impeachment for Richard M. Nixon (July 27, 1974)
Robert C. Ode's Iranian Hostage Diary (1979-1980)
November 24: NO CLASS
November 26: NO CLASS

WEEK 10:
Globalization and the New Century
Reading Assignments
November 29: Chapter 27
December 1: Documents
President George H. W. Bush Speaks to Congress... "New World Order," (March 6, 1991)
North American Free Trade Agreement, Preamble (September 6, 1992)
Republican "Contract with America" (September 27, 1994)
President Clinton's State of the Union Address (January 23, 1996)
President Clinton's Millennium Address (January 1, 2000)
The USA PATRIOT Act (October 24, 2001)
National Security Strategy (November 17, 2002)
December 3: Chapter 28

Finals Week
Final Exam Bring No. 2 Pencils and Scantron (green, slender) sheets to class
Friday, December 10, 12:00-1:50 p.m.
Mine Okubo published this graphic novel of her wartime experience shortly after the end of World War II. It was the first account published by a Japanese American about the wartime forced removal and confinement of both citizens and Japanese aliens. This account remains a vivid and important record of this large-scale violation of Japanese Americans’ civil rights and fits into a growing genre of graphic novels. While easy to read and vivid in its descriptions, this book also reveals the ways in which individuals and groups struggled to cope with their confinement, the day to day living conditions of camp and the frustrations of losing some of the most basic civil rights guaranteed by the Constitution.

Your assignment is to write a 4-page, double-spaced, typed paper (one-inch margins, 12 point Times New Roman font turned in hard copy and electronically to Turnitin.com). The papers must follow the basic guidelines above in addition to the following for full credit. Marks will be deducted for failing to follow any of the instructions. Answer the question fully and completely. Paper should be free from basic writing, spelling and grammatical errors. Paper must contextualize the topic using related assigned reading material in textbook, accompanying online primary source documents, and lecture material. Use footnotes to demonstrate that you have used course materials for reference. DO NOT USE OTHER INTERNET SOURCES FOR THIS PAPER. Your assigned course readings are all you need for this assignment. Confine your references to assigned course material to avoid heavy penalties.

Papers lacking references/footnotes, containing severe grammatical, spelling or writing errors, lacking the basic elements of the paper, or containing any form of plagiarism or use of sources that are not assigned for the course or that are not cited will automatically receive a failing score.

Papers turned in late will be penalized one full letter grade per calendar date that the papers are late. Cut off is beginning of class on due date. One grade deducted beginning at end of class until 24 hours later, two grades deducted for papers turned in 25-29 hours later, etc. Papers must be turned in to professor in hard copy form AND digitally to Turnitin.com in order to be considered “turned in” and “on time.”

First, briefly explain who Mine Okubo is and what her experience was during WWII, according to her own description in *Citizen 13660*. Why does the book have this title? What does it mean? What made Mine Okubo’s experience unique, and what made it a typical wartime experience? Think broadly here about her position in both Japanese American history AND the broader context of the wartime experience on the home front and abroad. Use documents and specific examples. Where did Mine Okubo spend most of her time during the war and what was it like? Why was she there? Describe how she portrayed her experience both in words and in pictures? (Analyze her response – are her words mirrored in her drawings or are there attitudes in her drawings that do not come out in the narration?) How might you have responded had you been placed in the same position? What does this tell you about the Japanese American experience during World War II? What does this tell us about the limits of “freedom” in American history? (Use specific documents and examples to answer this last question.)
QUESTIONS TO GUIDE ANALYSIS OF ALL PRIMARY DOCUMENTS in addition to questions specific to the documents:

1. Observation: What type of document is this? (Ex. Newspaper, telegram, map, letter, memorandum, congressional record?) For what audience was the document written?

2. Expression: What do you find interesting or important about this document? Is there a particular phrase or section that you find particularly meaningful or surprising?

3. Connection: What does this document tell you about life in America at the time it was written?

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DOCUMENT 1: Give Me Liberty! Sources of Freedom History Center

General William Sherman's Special Field Order 15 (1865)

At the war's end, General William Sherman held administrative possession of an enormous area of the South, including some of the areas most densely settled with slaves. Faced with the urgent problem of how to settle and feed this enormous population of newly freed individuals, Sherman issued Special Field Order 15. The order set aside coastal areas for settlement of freed slaves in lots of 40 acres and offered broken down military mules. This order led to the common phrase, "40 acres and a mule," that circulated widely among the freed people as a symbol of the economic independence that they, like most other Americans, believed was the cornerstone of true freedom. As you examine the order, consider what Sherman's plan would have meant for an individual freed family. What practical and legal difficulties might this military order raise with the former owners of this land? Would division of the land into smaller plots have created larger economic problems for these regions?

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IN THE FIELD, SAVANNAH , GA., January 16th, 1865

SPECIAL FIELD ORDERS, No. 15.

I. The islands from Charleston, south, the abandoned rice fields along the rivers for thirty miles back from the sea, and the country bordering the St. Johns river, Florida, are reserved and set apart for the settlement of the negroes now made free by the acts of war and the proclamation of the President of the United States.

II. At Beaufort, Hilton Head, Savannah, Fernandina, St. Augustine and Jacksonville, the blacks may remain in their chosen or accustomed vocations—but on the islands, and in the settlements hereafter to be established, no white person whatever, unless military officers and soldiers detailed for duty, will be permitted to reside; and the sole and exclusive management of affairs will be left to the freed people themselves, subject only to the United States military authority and the acts of Congress. By the laws of war, and orders of the President of the United States, the negro is free and must be dealt with as such. He cannot be subjected to conscription or forced military service, save by the written orders of the highest
military authority of the Department, under such regulations as the President or Congress may prescribe. Domestic servants, blacksmiths, carpenters and other mechanics, will be free to select their own work and residence, but the young and able-bodied negroes must be encouraged to enlist as soldiers in the service of the United States, to contribute their share towards maintaining their own freedom, and securing their rights as citizens of the United States. Negroes so enlisted will be organized into companies, battalions and regiments, under the orders of the United States military authorities, and will be paid, fed and clothed according to law. The bounties paid on enlistment may, with the consent of the recruit, go to assist his family and settlement in procuring agricultural implements, seed, tools, boots, clothing, and other articles necessary for their livelihood.

III. Whenever three respectable negroes, heads of families, shall desire to settle on land, and shall have selected for that purpose an island or a locality clearly defined, within the limits above designated, the Inspector of Settlements and Plantations will himself, or by such subordinate officer as he may appoint, give them a license to settle such island or district, and afford them such assistance as he can to enable them to establish a peaceable agricultural settlement. The three parties named will subdivide the land, under the supervision of the Inspector, among themselves and such others as may choose to settle near them, so that each family shall have a plot of not more than (40) forty acres of tillable ground, and when it borders on some water channel, with not more than 800 feet water front, in the possession of which land the military authorities will afford them protection, until such time as they can protect themselves, or until Congress shall regulate their title. The Quartermaster may, on the requisition of the Inspector of Settlements and Plantations, place at the disposal of the Inspector, one or more of the captured steamers, to ply between the settlements and one or more of the commercial points heretofore named in orders, to afford the settlers the opportunity to supply their necessary wants, and to sell the products of their land and labor.

IV. Whenever a negro has enlisted in the military service of the United States, he may locate his family in any one of the settlements at pleasure, and acquire a homestead, and all other rights and privileges of a settler, as though present in person. In like manner, negroes may settle their families and engage on board the gunboats, or in fishing, or in the navigation of the inland waters, without losing any claim to land or other advantages derived from this system. But no one, unless an actual settler as above defined, or unless absent on Government service, will be entitled to claim any right to land or property in any settlement by virtue of these orders.

V. In order to carry out this system of settlement, a general officer will be detailed as Inspector of Settlements and Plantations, whose duty it shall be to visit the settlements, to regulate their police and general management, and who will furnish personally to each head of a family, subject to the approval of the President of the United States, a possessory title in writing, giving as near as possible the description of boundaries; and who shall adjust all claims or conflicts that may arise under the same, subject to the like approval, treating such titles altogether as possessory. The same general officer will also be charged with the enlistment and organization of the negro recruits, and protecting their interests while absent from their settlements; and will be governed by the rules and regulations prescribed by the War Department for such purposes.

VI. Brigadier General R. SAXTON is hereby appointed Inspector of Settlements and Plantations, and will at once enter on the performance of his duties. No change is intended or desired in the settlement now on Beaufort [ Port Royal ] Island, nor will any rights to property heretofore acquired be affected thereby.

BY ORDER OF MAJOR GENERAL W. T. SHERMAN
Abraham Lincoln and his Republican supporters in Congress moved quickly at the war's end to cement the abolition of slavery into the fundamental law of the land, the Constitution. The first of three amendments, the 13th was passed in 1865 to abolish slavery, ending any hope that human property might be returned to their former owners. When Congress took over Reconstruction of the South from President Johnson in 1866, they began with the passage of the Civil Rights Act and the 14th amendment. While it did not grant the slaves the right to vote, it prohibited states from abridging the "privileges and immunities of citizens" or denying them "equal protection of the law." While the federal government lacked the power and the will to enforce the full implications of this guarantee, later courts and agencies would base major extensions of civil rights on this constitutional principle. The last amendment of this period was the 15th which Congress passed in 1869. It guaranteed the right to vote for citizens regardless of race. The was the single most important right of citizenship for which abolitionist had fought for four decades, although its explicit exclusion of women produced bitter disappointment among female suffrage supporters and created a permanent split in the abolitionist movement. Taken together, these amendments were nothing short of a "great Constitutional revolution" that broke the connection between citizenship and race and put the national government at the center of struggles for freedom.

December 5, 1864

Resolved by the Senate and House Representatives of the United States of America in Congress assembled, (two-thirds of both houses concurring), that the following article be proposed to the legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said Legislatures shall be valid, to all intents and purposes, as a part of the said Constitution, namely: Article XIII. Section I. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Approved February 1, 1865. ARTICLE XIV

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not
taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

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December 1, 1868

Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, (two-thirds of both Houses concurring) that the following article be proposed to the legislature of the several States as an amendment to the Constitution of the United States which, when ratified by three-fourths of said legislatures shall be valid as part of the Constitution, namely: Article XV.

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have the power to enforce this article by appropriate legislation.