Instructor: Dr. Scott Lupo
Location: MND 1003
Time: MWF 10:00-10:50 a.m.
Office Location/Phone: BRH 217/278-5323
E-mail: lupo@csus.edu
Office Hours: Mondays and Wednesdays 11:00-11:30 a.m.; Tuesdays and Thursdays 10:30-12:00 noon.

Catalog Description: Basic historical survey of the growth of urban-industrial American civilization and its rise to world power, 1877 to present. Fulfills state graduation requirement for U.S. history.

GE Category: Area D; Race and Ethnicity; US History

Learning Outcomes: In this course students will develop an understanding of the following:

- Describe and evaluate ethical and social values in their historical and cultural contexts.
- Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
- Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
- Explain and critically examine social dynamics and issues in their historical and cultural contexts.
- The growth of the American economy after 1877; how the industrialization of the late nineteenth century, and later events, such as the postwar economic expansion after 1945, led to the development of the world’s largest consumer market.
- Social changes in the decades after 1877; in particular how traditionally misrepresented communities (such as African-Americans and women) struggled to find a place in American society.
- The expansion of American overseas interests since the late nineteenth century; the rise of the nation as a world power.
- The growth of the Federal government in the twentieth century and its effects.
- The expansion of the mass media in the United States since 1877.
• Development of critical, analytical, and writing skills through the completion of course assignments.

**Required Text:**

**Recommended Text:**

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**CLASS CALENDAR**

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<table>
<thead>
<tr>
<th>Week(s) of</th>
<th>Lecture/ Discussion Topic</th>
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<tr>
<td>Jan 26</td>
<td>African-Americans in the Post-Civil War South, 1877-1900</td>
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<td><strong>Topics:</strong></td>
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<td>• Overview of the Course</td>
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<td>• The “New South” and African-Americans</td>
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<td>• Divergent views among African-Americans</td>
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<td><strong>Reading</strong></td>
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<td><em>America Text:</em> Chapter 19</td>
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<td><strong>Documents from For the Record:</strong></td>
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<td></td>
<td>Black Codes of Mississippi, pp. 4-7</td>
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<td>Organization and Principles of the Ku Klux Klan, pp.9-10</td>
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<td>Henry W. Grady, The New South, pp.36-37</td>
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<td><em>Plessy v. Ferguson</em>, pp. 41-43</td>
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<td>Booker T. Washington, The Atlanta Compromise, pp.43-45</td>
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<td>John Hope, A Critique of the Atlanta Compromise, p. 46</td>
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<td>Feb 2</td>
<td>Industrialization and Its Effects, 1877-1900</td>
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<td><strong>Topics:</strong></td>
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<td>• Rise of Big Business</td>
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<td>• Rise of Big Labor</td>
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<td>• Immigration and urbanization</td>
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<td><strong>Reading</strong></td>
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<td><em>America Text:</em> Chapter 18</td>
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<td><strong>Documents from For the Record:</strong></td>
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<td>Andrew Carnegie, Wealth, pp. 19-21</td>
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<td>Leonora M. Barry, Organizing Women Workers, pp. 23-25</td>
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<td>Edward O’ Donnell, from Women as Breadwinners, pp 27-28</td>
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Eugene V. Debs, Outlook for Socialism in United States, pp. 31-33

Feb 9

Intellectual and Cultural Life in the Late Nineteenth Century
Topics:
- Conservative Social Darwinism
- Reform Social Darwinism
- Victorian Thought and Culture

Reading
America Text: Chapter 20
Documents from For the Record:
Josiah Strong, Our Country, pp. 62-64
Adna Ferrin Weber, pp. 64-66
Theodore Dreiser, The Lure of the City, pp. 66-68
Royal Melendy, Saloon Culture, pp. 68-71

Feb 16

Gilded Age Politics and Foreign Policy
Topics:
- Political corruption
- Overseas expansion
- Economics and Imperialism

Reading
America Text: Chapters 21-22
Documents from For the Record:
George W. Plunkitt A Defense of Political Graft, pp. 75-76
Chinese Exclusion Act, pp. 76-77
A Black Woman, Racism in the South, pp. 80-82
Populist Party Platform, pp. 82-86
Albert J. Beveridge, The March of the Flag, pp. 99-101
Platform of the American Anti-Imperialist League, pp. 101-102
Alice Byram Condict, American Christianity in the Philippines, pp. 102-106
The Roosevelt Corollary to the Monroe Doctrine, pp. 110-111

Feb 23/ March 2

The Progressive Era and World War I
Topics:
- Industrialization and Progressive Reform
- Reform at the local, state, and federal levels
- American entry into the Great War

Reading
America Text: Chapters 23-24
Documents from For the Record:
Upton Sinclair, The Jungle, pp. 120-121
Rose Schneiderman, Working Women . . . , pp. 123-126
Ida B. Wells, Lynch Law in America, pp. 126-128
Benjamin R. Tillman, The Use of Violence . . . , pp. 128-129
The Niagara Movement, Declaration of Principles, pp. 129-132
Theodore Roosevelt, from Message to Congress, pp. 132-134
Woodrow Wilson, The New Freedom, pp. 135-136
Interpreting Visual Sources: Photography and Progressive Reform, pp. 141-150
The Zimmerman Note, p. 154
Woodrow Wilson, The League of Nations, pp. 158-160
Henry Cabot Lodge, The League of Nations Must Be Revised, pp. 160-162
Hiram Johnson, Why Not a Dollar Draft?, pp. 157-158

BOOK SELECTED FOR REVIEW DUE FOR INSTRUCTOR APPROVAL NO LATER THAN FRIDAY FEBRUARY 27 (SEE INSTRUCTIONS BELOW)

March 9 & 16

American Life in the 1920s

Topics:
• The ‘Red Scare’
• Republican Politics and Foreign Policy
• Social and Cultural Trends

Reading
America Text: Chapters 25-26

Documents from For the Record:
A. Mitchell Palmer, “The Case Against the Reds, pp. 167-168
Margaret Sanger, “The Need for Birth Control,” pp. 169-172
Hiram W. Evans, The Klan’s Fight for Americanism, pp. 172-173
The Need for Immigration Restriction, pp. 173-175
The Great Black Migration, pp. 178-179
Harry Emerson Fosdick, Shall Fundamentalists Win?, pp. 180-182
William Jennings Bryan, from In His Image, pp. 182-183
The Scopes Trial, pp. 184-185
Edward Purinton, Big Ideas from Big Business, pp. 189-190
Calvin Coolidge, Government and Business, pp. 190-192

March 18
MIDTERM EXAM WEDNESDAY March 18—Bring Blue (or Green) Book

March 23-29
SPRING BREAK—NO CLASS
March 30

The Great Depression and New Deal

Topics:
- The Stock Market Crash
- FDR and the New Deal
- Social Trends and Popular Culture

Reading
America Text: Chapter 27

Documents from For the Record:
Meridel Le Sueur, Women on the Breadlines, pp. 195-196
Two Views of the Great Depression, pp. 196-198
Franklin D. Roosevelt, First Inaugural Address, pp. 201-203
Letters to the Roosevelts During the Depression, pp. 203-204
Communist Efforts to Organize a Steel Union, pp. 204-206
Huey Long, Share Our Wealth, pp. 207-208
Dorothy Thompson, Roosevelt’s ‘Court-Packing’ Plan, pp. 208-209

April 6

World War II and Its Ramifications

Topics:
- The Gathering Clouds of War in the 1930s
- Domestic Impact of the War
- Military and Diplomatic aspects of the War

Reading
America Text: Chapters 28

Documents from For the Record:
Henry L. Stimson, from War Is an Illegal Thing, pp. 214-215
Charles A. Lindbergh, “Address to America First Rally,” pp. 216-217
Franklin D. Roosevelt and Winston Churchill, The Atlantic Charter, pp. 218-219
Philip Randolph, Call to Negro America to March. . ., pp. 219-221
Women in War Industries, pp. 221-224
Korematsu v. United States, pp. 224-228
Harry S. Truman, The Atomic Bombing of Hiroshima, pp. 228-229
Karl T. Compton, If the Atomic Bomb . . . pp. 229-233

April 13

The Evolution of the Cold War

Topics:
- The origins of the Cold War
- Communist hysteria
- Political and diplomatic events

Reading
America Text: Chapter 29
April 20

The Early Postwar Era, 1945-1963

Topics:
- The development of mass culture
- Patriotism, conformity, and consumption
- Signs of cultural dissent

Reading
America Text: Chapter 30

Documents from For the Record:
Busy Wife’s Achievements, pp. 254-264
Their Sheltered Honeymoon, pp. 264-269
Betty Friedan, *The Feminine Mystique*, pp. 269-271
Reinhold Niebuhr, *Varieties of Religious Revival*, pp. 271-274
The Eisenhower Doctrine, pp. 277-278

April 27

The Civil Rights Movement(s)

Topics:
- The Civil Rights Movement in the 1950s
- Martin Luther King Jr. and Malcolm X
- The Evolution of the Civil Rights Movement in the 1960s

Reading
America Text: Chapter 31

Documents from For the Record:
*Brown v. Board of Education of Topeka*, pp. 278-280
Southern Declaration on Integration, pp. 280-282
Dwight D. Eisenhower, *Farewell Address*, pp. 284-286
Martin Luther King, Jr. *Letter from Birmingham Jail*, pp. 294-297
George C. Wallace, *The Civil Rights Movement*, pp. 298-301
Barry Goldwater, *Extremism in the Defense of Liberty is No Vice,* pp. 301-304
Interpreting Visual Sources: The Civil Rights Movement, pp. 312-319

BOOK REVIEW DUE NO LATER THAN MONDAY APRIL 27—ELECTRONIC COPIES NOT ACCEPTED

May 4

American Involvement in Vietnam and Popular Protest, 1965-1975

Topics:
- Vietnam and the Cold War
- Political, diplomatic and military aspects of the conflict
- Popular Protest
- Counterculture

Reading

America Text: Chapters 32

Documents from For the Record:
John F. Kennedy, Inaugural Address, pp. 290-291
Michael Harrington, The Other America, pp. 292-294
Lyndon B. Johnson, from Peace without Conquest, pp. 310-311
Tom Hayden, The Port Huron Statement, pp. 323-327
Gloria Steinem, Women’s Liberation, pp. 327-329
Phyllis Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?”, pp. 329-331
Report of President’s Commission on Campus Unrest, pp. 332-333
Tom Grace, Shooting at Kent State, pp. 333-336
Richard M. Nixon and John Dean, The President and John Dean in the Oval Office, pp. 336-338
Philip Caputo, from A Rumor of War, pp. 339-341

May 11

American Life Since 1975

Topics:
- Conservative Reaction to the 1960s
- Ronald Reagan as popular icon
- America in the 1990s
- The United States at the Dawn of the 21st Century

Reading

America Text: Chapters 33-34

Documents from For the Record:
Ronald Reagan, “Tear Down This Wall,” pp. 348-350
Jesse Jackson, Democratic Nominating Convention Speech, pp. 351-353
Alan Wolfe, The Politics of Privacy, Right and Left, pp. 353-354
Patrick Buchanan, The Culture War for the Soul of America, pp. 355-358
The Economist, from One World?, pp. 367-369
May 15  SUMMARY PAPER DUE NO LATER THAN THE BEGINNING OF CLASS ON FRIDAY MAY 15—LATE PAPERS OR ELECTRONIC COPIES NOT ACCEPTED.

*The instructor may modify this schedule as needed.

COURSE POLICIES

Attendance: Attendance is expected, and you should not come to class late. If you need to miss a class meeting, the absence should be cleared with the instructor since attendance will be taken into account when determining your final grade in the course. No "benefit of the doubt" (i.e. the rounding up of borderline grades such as 89.5, 79.5 etc.) will be extended to the final grades of students with unexcused absences, or to students who fail to contribute to course discussion. More than three unexcused absences could affect your final grade in the course.

Class Participation: You are expected to contribute to class discussion throughout the course, and your participation in discussion is 10% of your course grade. Failure to partake in discussion or to fulfill assignments from the texts will result in a reduced grade for the course.

Grades: Your final grade in the course is determined by:

1. The completion of all assigned reading
2. The completion of one in-class exam
4. The submission of a Summary Paper by the last day of instruction (May 15)
4. Participation in class discussion, including discussion questions as assigned

All assignments must be completed in order to receive a passing grade in the course. Percentages are distributed as follows:

<table>
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<th>Assignment</th>
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<tr>
<td>Midterm</td>
<td>30%</td>
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<tr>
<td>Summary Paper</td>
<td>30%</td>
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<tr>
<td>Book Review</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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The final course grade is determined by obtaining an average of your performance on the exam, Summary Paper, book review, and class participation. The grading scale is as follows:

100-93%=A  76-73%=C
Midterm Examination: The exam will be writing intensive (essay, short answer, identification). The instructor will announce the structure of the exam in advance. It will include material from both the lecture and the texts. **It is essential for you to regularly attend lectures, participate in class discussion, and complete all assigned reading when preparing for the exam.**

You should not miss the exam. If you are absent on the day of the exam, *that absence must be excused by the instructor*. An unexcused absence for the day of an exam will result in failure of the course since completion of all course requirements is a prerequisite to receiving a passing grade in the course. A person with an excused absence who misses an exam has two options:

(a) take the missed exam within one week after absence  

or  

(b) increase the percentage of the summary paper to compensate for the missed exam(s).

In order to receive an excused absence for an exam, you must present **clear evidence** that an excused absence is warranted.

Evidence of a student cheating on an exam or plagiarism (passing another's work off as one's own) in the case of the writing assignments will result in failure of the course.

The Summary paper: This is a take-home *analytical* paper based on the readings and material covered in class lectures. No library research is required. The question(s) to be addressed in the summary paper will be distributed well in advance of the due date. The final date for which the summary paper will be accepted is Friday May 15. Further details will be given in class.

Book Review: The book review is worth 30% of the course grade and is due no later than Monday **April 27. Late papers will not be accepted.** Requirements for the book review are as follows:

I. General Information

Reviews are to be of a book written by a historian dealing with a topic of the student's choice in United States history since 1877. General survey texts (such as your textbook) of United States history since 1877 are not appropriate nor are collections of essays or autobiographies.
Students are responsible for physically bringing the book of their choice to the instructor for approval no later than February 27. When approval is granted, submit (in writing) the name of the author, title, date of publication, etc. and a brief description of the contents and scope of the book to the instructor. February 27 is the final date for obtaining instructor approval. No books will be accepted after this date. Students may not change books after they have received instructor approval.

Reviews are to be from 3 to 5 double-spaced typed pages in length (standard margins and font). The review must not be under three typewritten pages in length nor exceed five typewritten pages. The final date on which reviews will be accepted is April 27.

.II. Format of Reviews

1. Bibliographic citation: At the top of the first page of your reviews, after you have placed your name, place the bibliographic citation for the work you are reviewing. The bibliographic citation includes the author's name, title of the book, city of publication, publisher, and date of publication. For example:


2. Thesis: In the first paragraph of your report identify the author's thesis. A thesis is what the author is attempting to argue - his or her main point. Often the author identifies his or her thesis in the introduction. If you find the thesis in a single sentence, you may quote it, but give the page number(s). You may have to infer what the thesis is as you read the book. If this is the case, read the book, think about it, and concisely state the thesis. Your statement of the thesis should be relatively brief. This section of your report should not exceed a paragraph of three to five sentences. It may be as short as one sentence. For example:

Brown suggests that John Adams was a capable president whose Federalist policies were appropriate for the United States at the close of the eighteenth century.

3. Summary: This should be the body of your review. In a series of paragraphs describe how the author supports his or her argument. Highlight the main points presented in the book. For example, if Brown (mentioned in point 2) suggests that Adams’ policies were appropriate for their time, you might briefly demonstrate how Brown reached this conclusion. What, briefly, were central aspects of Adams’ policies? Why does Brown think these policies were suited to that era? What evidence does Brown give? Remember, however, that your total review must not exceed five pages, so mention only points central to the book.

4. Analysis: In your final paragraph, give your impression of how well the author accomplished his or her intended purpose. Think about his or her thesis; think about how he or she supported it. Is his or her argument, in your opinion, in line with the evidence? Why or why not? Was his or her presentation solid? Was it weak? For example, if you think that Brown
provides ample support for his argument that Adams’ policies were appropriate for the time, state that. If you think that his supporting evidence was weak, state that and briefly explain why you think this is the case. This section of your review should be about a paragraph in length, although it may be a little longer if you have more to state. **Do not exceed five typed, double-spaced pages for the entire review.**

Make sure you do your own work. If you use quotations, place the quoted section in quotation marks and place the page number(s) in parentheses following the quotation. Try to keep quotes to a minimum; phrase the review in your own words.