

The Making of Modern America: 1865 – Present



Fourth of July under the Gateway Arch in St. Louis, Missouri, 1966.

Photo: Lloyd Spainhower for the St. Louis Post-Dispatch, from the collection of the Missouri History Museum

HIST 153 | SP25

Asynchronous Online Lectures
Friday Discussion Meetings

Lead Instructor: Dr. Michael Allen
Office: Chitwood Hall 220

Office Hours: Mondays & Tuesdays, 10:00AM – 12:00PM
(and by appointment)

Email: michael.allen@mail.wvu.edu

Discussion Sections/Locations/Leads

Section 002:	Friday, 9:30 – 10:20AM	Woodburn Hall 109	Allen
Section 004:	Friday, 10:30 – 11:20AM	Woodburn Hall 105	Jumba
Section 005:	Friday, 11:30AM – 12:20PM	Woodburn Hall G15	Portman
Section 007:	Friday, 12:30 – 1:20PM	Woodburn Hall G11	Jumba
Section 008:	Friday, 1:30PM – 2:20PM	Woodburn 109	Portman

Additional Discussion Leads

Mr. Evan Portman

Office: 305 Chitwood Hall

Office Hours: Fridays, 12:30 – 1:30PM and 2:30 – 3:30PM

E-mail: ejp00037@mix.wvu.edu

Ms. Emily Jumba

Office: 301 Chitwood Hall

Office Hours: Tuesday, 1:00 – 2:15PM and Fridays, 11:30AM – 12:20PM

E-mail: erj00023@mix.wvu.edu

Course Description

This course examines the major political, economic, and social changes that occurred in the United States from 1865 to the present. Since 1865 the United States expanded its voting franchise to minorities, specifically African-Americans and women. Federal and State governments enacted legislation which their constituents, the American people, actively debated and resisted. At the same time the United States grew from a regional industrial power into one of the preeminent global economies on the planet. Technology, warfare, and social-economic pressure drove much of this change. In the span of one-hundred years Americans went from farming by hand to farming on an industrial scale. People stopped making "just enough" to get by and began purchasing items from stores and commercial outlets. In order to finance and support this growth Americans needed resources and labor and in 1898 they looked to Cuba, Guam, Puerto Rico, and the Philippines. In doing so the United States transformed yet again into an empire, much of which remains intact to this day. This process occurred over a period of one-hundred fifty years and continues to today. We cannot cover all of these changes in the detail they deserve. All of these changes, however, have a direct impact on our present circumstances and our future. What should be the role of government in people's lives? How can we learn to live decently in a racially diverse, and at times divided, nation? How do we define American influence and its responsibility to other nations? How shall we define what it means to be an "American?"

Given the lead instructor's research interests, this semester, the lectures will relate readings to the history of St. Louis. A lecture in week one will explain how St. Louis will be used to draw the readings down to a specific place where history happened.

Course Textbooks

The American Yawp – a free, open-source fully-online text

<http://www.americanyawp.com/>

The American Yawp Reader – supplement for primary sources

<http://www.americanyawp.com/reader.html>

Student Learning Outcomes

In this course you will learn that history is a craft pursued through reading, writing, lecture, and discussion.

- Develop critical thinking skills for personal and professional use outside the classroom.
- Comprehend how primary sources are used to construct history.
- Comprehend how factors like economics, social life, human agency, and ideas impact U.S. history.

How to Succeed in This Course

Before each weekly in-person meeting, you should:

- Watch and take notes on the week's lecture on the eCampus page for this course.
- Complete the weekly reading from the American Yawp textbook (click on links below) to help you understand the main concepts from the lecture.
- Complete the primary-source reading assignments from the American Yawp Reader (click on links below) in order to complete writing assignments for our weekly meetings.

This class will follow a hybrid model of instruction, so budget your time wisely. Each video lecture is 40-50 minutes in length. You can watch lectures at times that fit your schedule. The readings vary in length from 30-50 pages per week, so please make time to complete those readings. Your comprehension of the online lecture will be better if you read the textbook. Your performance on weekly writing assignments and the three exams will be better if you have read the primary sources before our weekly meetings.

Statement on Academic Integrity

“The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.”

Social Justice Statement

“West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangement with Disability Services (293-6700).”

Participation

Participation is a necessary component of this class. Since the lecture viewing is your responsibility on your own, the discussion meetings are designed to extend and further explain lecture content, not substitute. You need to be ready to ask questions to gain the knowledge you need to succeed. You need to discuss ideas and evidence with your classmates. In order to facilitate this, we will conduct a series of Primary Source Assignments in class. These assignments will be discussed later. In addition to the Primary Source Assignments, students will be responsible for in class participation. Part of participation is simply asking questions. There are no “stupid questions” in this course except the ones needing asking that go unasked!

eCampus

This course uses a learning management software (LMS) called eCampus. You can access eCampus via the following link: <https://ecampus.wvu.edu/>

The syllabus, Primary Source Activities (PSAs), Primary Source Activity documents, individual assignment grades, and many other items can be found on eCampus so please check this courses eCampus page regularly.

Communications

Throughout the semester, communication will come in discussion sections and by e-mail, so please check your WVU MIX email account regularly. The instructor and discussion leads will respond to your emails, Monday–Friday, within 24–48 hours. On the weekend, Saturday–Sunday, and on holidays replies can take anywhere from 24–72 hours and are not guaranteed. Do not expect a response after 8:00PM. If you plan to miss a discussion section meeting, excused or unexcused, please notify the lead by email before the session meeting.

Office Hours

Your section leads all have posted office hours, and you should take advantage of those hours to make the most of this semester. You can drop-in or schedule ahead. Also all of the leads will be willing to offer appointments for in-person or Zoom meetings. Please ask!

Primary Source Activities

This class will have 11 Primary Source Activities (noted as PSAs on the schedule). These assignments have two goals:

- Introduce students to the process of engaging in discussion of historical documents.
- Provide students experience deconstructing documents in order to understand how and why arguments have historically been made.

The PSAs will require short essays based on questions about the primary source documents. The PSAs will be posted on eCampus. and will be submitted via eCampus. These PSAs are due by the end of the day each Friday.

Exams

This course will have three exams:

Exam 1 will cover Weeks 2–4.

Exam 2 will cover Weeks 6–9.

Exam 3 will cover Weeks 12–16.

Exams will take place during discussion section meeting times, and will be undertaken in blue books that students must purchase from the book store.

The format of exams follows:

Identifications

Here you will be given 10 terms and will be required to respond to 4 of them. An excellent identification response will provide a correct date or timeframe, a complete definition, explain why the term is significant to the history covered in lecture, and connect both the definition and the significance. These responses should be, at minimum, 5 complete sentences.

Short Answers

Here you will be provided 4 questions based on the guiding thoughts presented at the start of each week's lecture and you will be required to respond to 2 of the questions. A strong response will fully answer the question by providing 2 specific pieces of evidence to support the answer and fully explaining the evidence used. The 2 specific pieces of evidence can be drawn from the textbook, lecture material, and primary source activity documents. The responses should be, at a minimum, 7 complete sentences

Please note that the stated minimum sentences amounts are not maximums. Students are encouraged to write as much as they feel will help them answer a particular question.

Late Work

All assignments, projects, and exams are considered late if not submitted by the specified due date. Late submissions lose a letter grade for each day the assignment or exam is late. On the sixth day of lateness, an assignment, project, or exam will receive a grade of zero. The instructor reserves the right to extend deadlines or waive lateness as they determine necessary.

Grade Breakdown

Discussion Participation/Attendance	10%
Primary Source Assignments (PSAs):	30%
1 st Exam:	20%
2 nd Exam:	20%
3 rd Exam:	20%

Grading

Grades will be assigned on an A-F basis

A	93 and above	C+	77–79	D-	60–62
A-	90–92	C	73–76	F	59 or below
B+	87–89	C-	70–72		
B	83–86	D+	67–69		
B-	80–82	D	63–66		

Note on Final Grades and the eCampus Gradebook

Grades will be kept by each discussion section lead, and will be shared via eCampus or email at intervals throughout the semester. Midterm and of course final grades will be entered into STAR.

All students are encouraged to reach out to their discussion section lead if they want a grade update or explanation. Don't be shy.

CLASS SCHEDULE

Note: We recommend student watch the recorded lectures weekly so as not to fall behind.

Week 1: January 13 - 17

Topic: *Introduction to the course, the subject of history, the work of historians*

Week 2: January 20 - 24

Topic: *Reconstruction & the Rise of Segregation*

Readings: *The American Yawp*

Chapter 15 – Reconstruction: Sections II, III, V, VII

PSA Documents: *The American Yawp*

Chapter 15 – Reconstruction: Primary Sources

“Jourdon Anderson Writes His Former Enslaver, 1865”

“Mississippi Black Code, 1865”

Assignment: PSA #1

Week 3: January 27 – 31

Topic: *The Second Industrial Revolution*

Readings: *The American Yawp*

Chapter 16 – Capital and Labor: Sections II, III, IV

Chapter 18 – Life in Industrial America: Section II

PSA Documents: *The American Yawp*

Chapter 16 – Capital and Labor: Primary Sources

“Henry George, Progress and Poverty, Selections (1879)”

“Andrew Carnegie’s Gospel of Wealth (1889)”

Assignment: PSA #2

Week 4: February 3 – 7

Topic: *Imperialism*

Readings: *The American Yawp*

Chapter 19 – American Empire: Sections II, III, IV, V

PSA Documents: *The American Yawp*

Chapter 19 – American Empire: Primary Sources

“African Americans Debate Enlistment (1898)”

“William McKinley on American Expansionism (1903)”

“William James on “The Philippine Question” (1903)”

Assignment: PSA #3

Week 5: February 10 - 14

Topic: *First Exam*

Friday, February 14 – Exam #1

FIRST EXAM – Friday, February 14

Week 6: February 17 - 21

Topic: *Progressivism*

Readings: *The American Yawp*

Chapter 16 – Capital and Labor: Section V

Chapter 20 – The Progressive Era: Section II, III, IV, V, VI

Chapter 21 – World War I & Its Aftermath: Sections IV, V, VII, VIII

PSA Documents: *The American Yawp*

Chapter 20 – The Progressive Era: Primary Sources

“Jane Addams, “The Subjective Necessity for Social Settlements (1892)”

“Walter Rauschenbusch, Christianity and the Social Crisis (1907)”

Assignment: PSA #4

Week 7: February 24 - 28

Topic: *The 1920s*

Readings: *The American Yawp*

Chapter 22 – The New Era: Sections VII, VIII, IX

Suggestion→ look through sections III, IV, V for some added social and cultural developments

PSA Documents: *The American Yawp*

Chapter 22 – The New Era: Primary Sources

“Crystal Eastman, ‘Now We Can Begin’ (1920)”

“Hiram Evans on “The Klan’s Fight for Americanism (1926)”

“Alain Locke on the ‘New Negro’ (1925)”

Assignment: PSA #5

Week 8: March 3 – March 7

Topic: *The Great Depression*

Readings: *The American Yawp*

Chapter 23 – The Great Depression: Sections I, II, III, IV, V

PSA Documents: *The American Yawp*

Chapter 23 – The Great Depression: Primary Sources

“Herbert Hoover on the New Deal (1932)”

“Huey P. Long, ‘Every Man a King’ and ‘Share our Wealth’ (1934)”

Assignment: PSA #6

Week 9: March 10 - 14

Topic: *The New Deal*

Readings: *The American Yawp*

Chapter 23 – The Great Depression: Sections VI, VII, VIII, IX, X, XI, XII, XIII

PSA Documents: *The American Yawp*

Chapter 23 – The Great Depression: Primary Sources

“Franklin Roosevelt’s Re-Nomination Acceptance Speech (1936)”

“Lester Hunter, ‘I’d Rather Not Be on Relief’ (1938)”

Assignment: PSA #7

SPRING BREAK: March 17 - 21

Week 11: March 24 – 28

Topic: *Second Exam*

Friday, March 28 – Exam #2

SECOND EXAM – Friday, March 28

Week 12: March 31 – April 4

Topic: *The Second World War*

Readings: *The American Yawp*

Chapter 24 – World War II: Sections II, III, IV, V, VI VII

PSA Documents: *The American Yawp*

Chapter 24 – The Second World War: Primary Sources

“Charles A. Lindbergh, ‘America First’” (1941)

“FDR, Executive Order No. 9066 (1942)”

“Aiko Herzig-Yoshinaga on Japanese Internment (1942/1994)”

Assignment: PSA #8

Week 13: April 7 – 11

Topic: *The Cold War & Civil Rights I*

Readings: *The American Yawp*

Chapter 24 – World War II: Section X

Chapter 25 – The Cold War: Sections II, IV

Chapter 27 – The Sixties: Section V

Chapter 28 – The Unraveling: Section II

PSA Documents: *The American Yawp*

Chapter 25 – The Cold War: Primary Sources

“The Truman Doctrine (1947)”

“Joseph McCarthy on Communism (1950)”

“Paul Robeson’s Appearance Before the House Un-American Activities Committee (1956)”

Assignment: PSA #9

Week 14: April 14 – 18

Topic: *The Cold War & Civil Rights II*

Readings: *The American Yawp*

Chapter 27 – The Sixties: Sections III, IV, VI

Chapter 28 – The Unraveling: Sections III, IV

No class on Friday, April 18 – University closed

Week 15: April 21 – 25

Topic: *Ronald Reagan & the 1980s*

Readings: *The American Yawp*

Chapter 28 – The Unraveling: Sections II, IV, V, VI, VII

Chapter 29 – The Triumph of the Right: Sections II, IV, V, VI, IX

PSA Documents: *The American Yawp*

Chapter 29 – The Triumph of the Right: Section XII Primary Sources

“First Inaugural Address of Ronald Reagan (1981)”

“Jesse Jackson on the Rainbow Coalition (1984)”

“Pat Buchanan on the Culture War (1992)”

Assignment: PSA #10

Week 16: April 28 – May 2

Topic: *America & Global Crises*

Readings: *The American Yawp*

Chapter 30 – The Recent Past: Sections II, III, IV, VIII, IX, X

PSA Documents: *The American Yawp*

“Bill Clinton on Free Trade and Financial Deregulation (1993-2000)”

“George W. Bush on the Post-9/11 World (2002)”

“Pedro Lopez on His Mother’s Deportation (2008/2015)”

Assignment: PSA #11

Friday, May 2 – Last Day of Classes

Week 16: May 5-9

Topic: *Third Exam*

Schedule by section:

002	Thursday, May 6	2:00 – 4:00PM
004	Thursday, May 8	2:00 – 4:00PM
005	Thursday, May 8	11:00AM – 1:00PM
007	Wednesday, May 7	2:00 – 4:00PM
008	Thursday, May 6	11:00AM – 1:00PM