Course objectives:

The major objective of this course is to provide students with a general understanding of the significant factors that have shaped American social, cultural, political and economic life since the end of the Civil War. We will study how industrialization, urbanization, immigration, war and cold war, the expansion of political rights to previously excluded groups of Americans, and the increased role of the federal government in society and the economy have shaped modern American history. An additional objective of the course is to enhance students' analytical skills by critically examining the causes and consequences of historical developments and the stories that various historical figures have constructed about those developments. For historical knowledge is not the rote memorization of events and dates. Rather, it is the critical understanding of complex social, economic, cultural, and political change; of how individuals and groups influenced historical processes as they were simultaneously shaped by those processes; and of various historical figures' interests in and explanations of historical developments.

Required books available at the campus bookstore:


Photocopied materials provided by Professor Schultz.

Documentaries on reserve at the Ames Library:


Grades:

Your course grade will be based on the following requirements:

- Quizzes. 20% of course grade.
- First midterm exam. 20% of course grade.
- Second midterm exam. 30% of course grade.
- Final exam 30% of course grade.

A note on quizzes and exams:

The multiple-choice quizzes will be administered randomly throughout the semester and will usually consist of six questions based on the assigned readings and documentaries. Quizzes are not comprehensive; they do not include questions on all information we read and discuss between quizzes unless the time that has elapsed between quizzes is only one class meeting. If I give you a quiz on a Monday, for example, it could include questions on information from documentaries and films we viewed on Friday and from materials listed on the syllabus for Monday; the quiz would not include questions on materials that should have been read or viewed earlier. I will drop your worst two quiz scores and base your grade on the remaining scores. Quizzes cannot be made up except in those instances where students are away from campus for university activities such as a road game for the women's volleyball team or for operations and other demonstrable medical emergencies for which the university receives formal notification. I drop two quiz scores to cover common illnesses and to give you a couple of days for when you just can't get to class for some reason, including court appearances for traffic tickets, weddings, funerals, and other such personal matters.

I will provide you with a list of study questions for the midterm and final exams. Essay questions will be taken from these study questions. You will be expected to write coherent essays to answer exam questions. These essay questions will test your ability to synthesize information from lectures, readings and documentaries and to use the information to demonstrate a command of the questions. The essay questions will account for 60 percent of the total points on each exam. The other 40 percent will be based on what I refer to as "identification-significance" questions. These questions will test your knowledge of key events and people that we read about and discuss in class. For example, I might ask you to identify and discuss the historical significance of Andrew Carnegie, Elizabeth Cady Stanton, Houdini, Cesar Chavez or Stokely Carmichael. I might also ask you to identify and discuss the historical significance of the Populist Party, Wounded Knee, the Roe v. Wade Supreme Court decision, or the Tet Offensive that occurred during the Vietnam War. Each such question will be worth 20 percent of your test grade, two such questions will appear on each exam, and I will let you choose which two items to write on out of a list of three or four possibilities. I will not provide you with a list of these questions to study, but throughout the semester, and especially when we review for exams, I will help you understand what I'm looking for in your answers. The final exam will follow the same format as the midterms but may include an additional comprehensive essay question.

Daily schedule:

Following is a reading schedule that includes exam dates. The exam dates cannot be negotiated. All readings must be completed by the dates they are listed. For example, the chapter in the Nash text listed for January 09 must be read by the beginning of class on that day. Readings in the Nash text and in the Davidson and
Lytle book are listed by chapter titles. Readings in the May book and in the Hoffman and Gjerde book are listed by page numbers. Documentaries must be viewed before class on the dates they are listed.

**Week 1**

Jan 07  Course introduction.
Jan 09  Reading: Nash, chapter 16: The Union Reconstructed.
Jan 11  Reading: H & G, 1-15; D & L, chapter 8: The View from the Bottom Rail.

**Week 2**

Jan 14  Reading: Nash, chapter 17: Rural America: The West and the New South.
Jan 16  Reading: H & G, 34-44, 50-59.
Jan 18  Reading: Nash, chapter 18: The Rise of Smokestack America.

**Week 3**

Jan 21  Reading: H & G, 60-74; D & L, chapter 9: The Mirror with a Memory.
Jan 23  Nash, chapter 19: Politics and Reform.
Jan 25  Reading: May, vi-21; handouts entitled Congressional Report on Chinese Immigration (1892), Andrew Carnegie’s Triumphant Democracy (1886), and documents on True Women and New Women.

**Week 4**

Jan 28  Reading: Nash, chapter 20: Becoming a World Power.
Jan 30  Reading: H & G, 87-103; handout, Senator Albert Beveridge, "America's Destiny" (1900); May, 22-42.
Feb 01  **First exam.**

**Week 5**

Feb 04  Reading: Nash, chapter 21: The Progressives Confront Industrial Capitalism.
Feb 06  Reading: H & G, 110-122; May, 43-59.
Feb 08  Reading: D & L, chapter 10: USDA Government Inspected; May, 60-95.

**Week 6**

Feb 11  Reading: Nash, chapter 22: The Great War.
Feb 13  Reading: H & G, 135-147; May, 96-146.
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<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Feb 15</td>
<td>Reading: Nash, chapter 23: Affluence and Anxiety; handouts, Margaret Sanger, &quot;My Fight for Birth Control&quot; and &quot;Happiness in Marriage.&quot;</td>
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<td><strong>Week 7</strong></td>
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<td>Feb 18</td>
<td>Reading: H &amp; G, 162-173; D &amp; L, chapter 11: Sacco and Vanzetti; May, 147-166.</td>
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<td>Feb 20</td>
<td>Reading: May, 167-199.</td>
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<td><strong>Week 8</strong></td>
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<td>Feb 25</td>
<td>Reading: H &amp; G, 192-205.</td>
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<td>Feb 27</td>
<td>Reading: May, 200-241; H &amp; G, 206-215.</td>
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<td>Feb 29</td>
<td>Reading: Nash, chapter 25: World War II. Last day to drop a class.</td>
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<td><strong>Week 9</strong></td>
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<td>March 03</td>
<td>Reading: H &amp; G, 222-237.</td>
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<td>March 05</td>
<td>Reading: D &amp; L, chapter 13: The Decision to Drop the Bomb.</td>
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<td>March 07</td>
<td>Second exam.</td>
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<td><strong>Week 10</strong></td>
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<td>March 12</td>
<td>Reading: D &amp; L, chapter 14: From Rosie to Lucy.</td>
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<td><strong>Week 11</strong></td>
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<td>March 17</td>
<td>Spring break.</td>
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<td>March 19</td>
<td>Spring break.</td>
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<td>March 21</td>
<td>Spring break.</td>
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<td><strong>Week 12</strong></td>
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<td>March 24</td>
<td>Reading: Nash, chapter 27: Chills and Fever during the Cold War, 1945-1960.</td>
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March 26  Reading: H & G, 253-265. View the documentary *Vietnam: a Television History*, vol. 1, "The Roots of War," before today's class meeting.


**Week 13**

March 31  Reading: H & G, 313-335.

April 02  Reading: D & L, chapter 16: Where Trouble Comes.


**Week 14**

April 07  Reading: H & G, 344-356, 365-384.


**Week 15**

April 14  Reading: H & G, 403-432.


**Week 16**

The final exam is scheduled for Thursday, April 24, 3:30-5:30.