



## HIST 106: U.S. History Since 1865

MWF 3:10 – 4:10 PM  
PH 207

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Office Hours: MWF 9:30-11:30, T 1:00-2:00; Or by appointment

\*Painting above: *Hester Street*, George Luks (1905) – An immigrant neighborhood in New York City.

This course will survey United States history from 1865 to the present with a focus on the evolving meaning of freedom. We will also explore how and why American identity and citizenship changed over time after the Civil War. Other themes that will be addressed include the changing role of the state in relation to society, the nature of power relations in the United States throughout the period, and the impact of pluralism on the country. Students will utilize critical thinking and analytical skills while learning about and employing methods of historians.

### Goals:

- To provide students with an introductory knowledge about U.S. history from 1865 to the present.
- To introduce students to the methods and practices of historians.
- To further develop critical thinking skills through the utilization of historical perspective.
- To provide students with a greater appreciation of the value of evaluating history to better understand the present.
- To give students the chance to evaluate historical evidence.
- To allow students the opportunity to improve their oral and written skills.

### Outcomes - Having completed this class, students will be able to:

- Explain key political and economic developments in the period.
- Discuss how individuals and groups, with varying political power, have acted as historical agents of change (and continuity) in the U.S. past.
- Analyze the changing relationship of the U.S. to the rest of the world, and trace U.S. expansion and status as a world power.
- Identify and discuss the diverse experiences and contributions of individuals and subcultures in the U.S. past.
- Discuss social and cultural characteristics of periods in the U.S. past.

### Required Readings:

- George Brown Tindall and David Emory Shi, *America: A Narrative History*, vol. 2, brief 9<sup>th</sup> ed. (Norton), 2013.
- David E. Shi and Holly Mayer, *For the Record: A Documentary History of America*, vol. 2, 5<sup>th</sup> ed. (Norton), 2012.
- Timothy B. Tyson, *Blood Done Sign My Name* (any edition).



This photograph (taken by Rudolph Eickemeyer) depicts a mother and daughter reading together in Mt. Meigs, Alabama in 1890. After the Civil War, education became a major priority for freedmen and freedwomen. Make sure to follow their example and keep up with the reading assignments!

### Requirements:

- Attendance/Participation/Behavior/In-Class assignments: 50 points
- Reading quizzes: 100 points
- *For the Record* paper: 50 points
- *Blood Done Sign My Name* paper: 100 points
- Three exams worth 100 points a piece: 300 points

### Grading Scale:

- A+ 600 – 588 points
- A 587 – 558 points
- A- 557 – 540 points
- B+ 539 – 528 points
- B 527 – 498 points
- B- 497 – 480 points
- C+ 479 – 468 points
- C 467 – 438 points
- C- 437 – 420 points
- D+ 419 – 408 points
- D 407 – 378 points
- D- 377 – 360 points
- F 359 and below

### Accessibility Statement:

Students with documented or suspected disabilities that prevent full access to course resources and/or facilities should contact Faith Craig, Disability Resources Director. Find the Disability Resource Office in 209 Thompson-Clark Hall or call 724-946-7192 for more information and assistance.

### Learning Center:

If you are having trouble in class you are always welcome to contact me for additional help. The learning center is also available. Contact them at ext. 6700.

### Academic Integrity:

An explanation of the Academic Integrity Policy is listed in your Westminster Catalog. You must submit your own work and properly acknowledge anyone else's work you use. If I determine that a student has violated this policy, they will – at a minimum – fail the assignment. (You should know that I, like most college instructors, am pretty good at detecting cheating or plagiarism. I do make use of "Turn It In.") In addition, the following might result:

"After reviewing the instructor's explanation of the violation and penalty, as well as the student's record of previous offenses, the VPAA (Vice President for Academic Affairs) will take the following additional action:

"a. FOR A FIRST OFFENSE, the VPAA may supplement the instructor's penalty with further action, up to and including suspension and permanent dismissal. . .

"b. FOR A SECOND OFFENSE, the VPAA will impose a one-semester suspension. . .

"c. FOR A THIRD OFFENSE, the VPAA will impose a penalty of permanent dismissal from the College."

### **Learning Environment and Professional Behavior:**

The following guidelines revolve around respecting others' thoughts and ideas. Offenses will result in a penalty to the attendance/behavior grade or in a penalty on a relevant assignment.

- Do not speak when someone else is speaking. (That includes speaking to a neighbor during the lecture.)
- There will be no name-calling or interrupting.
- Please respect everyone's right to participate in class.
- Do not pack up your things before class is over.
- Try to arrive on time. If you know you will be habitually late, please let me know.
- Plagiarism, using another's words or ideas without acknowledging them, is unacceptable. It could result in a failing grade for an assignment or for the class. See the section on academic integrity above.
- If you prefer using a laptop or other electronic devices to take notes in class, that is acceptable but you must be *taking notes*. I reserve the right to ask you to turn it off if you are using it inappropriately or disturbing other students.
- Please turn off your cell phones and keep them out of your reach. Do *not* engage in text-messaging during class.
- Walking in and out of the room during class is disruptive. Avoid it.
- Please avoid making appointments (etc.) that will require you to leave class early.
- Use common sense. **If you disrupt class repeatedly, your grade will be impacted.**

### **Attendance:**

Your attendance grade will be assessed alongside your participation and behavior. In order to receive full credit you should try not to miss more than two classes. Missing more than five sessions could be detrimental to your grade. If you know you will be absent for faith-based holidays, etc., please let me know now. Unless an arrangement has been made with Disability Services, doctor's appointments, etc. will not be excused. If you know you will be absent for a college-sponsored event, you will need to let me know well in advance. Absences will not only negatively impact your attendance grade, but you will also miss out on quite a bit of course material, making it much more difficult to learn the material and to receive a good grade. Please make every effort to attend every class.

### **Class participation:**

Attendance, class participation, and professional behavior will be assessed together and that grade is worth 50 points. You are encouraged to participate with *relevant and appropriate* questions and comments. We might also do in-class assignments that will be graded and will affect your participation grade. If you are absent on these days, you will lose points. Please note that class participation will be assessed for *quality* as well as *quantity*. Comments that do not add to the overall discussion or that are habitually disruptive will hurt your grade.

### **In-Class Reading Quizzes:**

I will occasionally ask you to complete brief (multiple choice questions for the most part) reading quizzes on the current day's required readings. These quizzes are meant to help you better retain the material and prepare for class, enhancing your learning experience and making class time more engaging. If you have done the reading carefully, you should have no trouble getting full credit. If you have not done the reading, you will probably not know the answers. There will be twelve of these quizzes and I will count your ten highest scores. Since I will be dropping your two lowest quiz scores, you will not be allowed to make-up any missed quizzes. **Please do not ask.** If you have been excused because of the reasons listed in the "Attendance" section above, I will allow you to make up a quiz, but the format might be different. These assignments are worth a total of 100 points.

### **Exams:**

You will receive a study guide prior to all three exams. The study guide will include a list of terms and a list of essay questions that will reappear on the exam. You will be able to choose which essay question to answer, but I will be expecting thoughtful essays that demonstrate that appropriate time has been spent in preparation. In addition to the essays, I will choose a few terms from the list on the study guide. These will be short answer/identification. You should identify and discuss the significance of each term in a few sentences. The exams will also include a section of multiple-choice questions. You will not be allowed to bring in note cards, etc. The exams are all worth 100 points.

\*\* Make-up exams will be scheduled *at my discretion* for any student who participates in a college-sponsored event or who produces a doctor's note. *However*, a student who takes a make-up exam should expect a more difficult test (with a different format) in order to take into account the additional study time not granted to the other students in the class. Make-up exams will not have any multiple-choice questions. They will include only short answer/ids and an essay.

#### Exam Format:

- 20 Multiple-Choice Questions worth two points each = 40 points
- 2 Short Answer/Identification worth fifteen points each = 30 points
- 1 essay worth thirty points = 30 points



The gentleman pictured here was a member of the Florida election board in 2000. He is shown trying to read a ballot during the recount in November 2000. In the decision *Bush v. Gore*, the Supreme Court halted the recount and George W. Bush became president. Avoid finding yourself making a similar expression when your exams are returned to you. Study!

### **Extra Credit Opportunities:**

I will sometimes announce extra credit opportunities in class or via email, but I do not offer extra credit to individuals that I do not also make available to everyone else. (Please do not ask.)

### **Written assignments:**

As these are formal writing assignments, grammar, style, spelling, etc. will be considered. Use footnotes or endnotes to cite outside sources in your research. For those of you who have never used this type of citation, we will go over it in class. I have also posted a detailed handout on My.Westminster that explains how to insert superscripted notes and provides specific examples of format. **If you do not at least try to use notes, your essay will automatically be deducted.** I am willing to look at drafts but *only* if you get them to me a full week before the paper is due. If you do submit a draft, understand that that does *not* guarantee you a particular grade. A late essay will be docked one letter grade. You may choose to revise these assignments; revisions are due on Friday, December 6. (Please remember to turn in your original paper with revisions.) Double-space your work and use “normal” font size and margins. You may print all writing assignments on both sides of the page to save paper if you would like. **Please turn in a hard copy AND an electronic copy.** To post your papers, log-on to My.Westminster, go to the History 106 page, select “Coursework” on the left side of the screen, select the appropriate assignment, and upload your essay by following the instructions. (Note: While I will penalize an essay that does not reach the minimum page length, if you need to go over the maximum length that is fine with me.)

### **For the Record Paper:**

Choose one document in your sourcebook (*For the Record*) on a topic that interests you and answer the following questions in complete sentences in a 2-4 page paper. (The only document you should not choose is Reinhold Niebuhr’s “Varieties of Religious Revival” since it is the document used in the sample essay.) Type your answers and organize them in paragraph form. (Do *not* enumerate your answers.) Your answers should flow together nicely, but you do not have to answer them in any particular order. Use footnotes/endnotes to cite your sources (both when you quote and when you paraphrase). You should cite at least one secondary source in your paper, but you may use the textbook to do so. Finding secondary sources that are not part of the class material is not a requirement, but you might want to find some scholarly, peer-reviewed secondary sources that go into greater detail on your topic. It will only help you understand the material better. I will be providing an example on My.Westminster for you to consult. Before turning in your assignment, read “Dr. Lahr’s Pet Peeves,” posted on My.Westminster, and copyedit your paper.

1. Who is/are the author[s]?
2. What is the nature of the document? (Is it an article in a newspaper, a speech, a letter, etc.?)
3. When was the document written or constructed?
4. Who was the probable intended audience?
5. What are the author’s/authors’ main points?
6. What is the author’s/authors’ perspective? (Does/Do the author[s] have any biases?)
7. Why is the document significant to the time period being studied?

This assignment is worth 50 points and is due at the beginning of class on **Friday, September 6.**

### **Requirements at a glance:**

1. Page length: 2-4 pages (with “normal” font size and margins, double-spaced);
2. Sources: One document from *For the Record: A Document History of America*;
3. Sources: One secondary source;
4. Footnotes or endnotes to cite your sources (See the file on My.Westminster for instructions and examples.);
5. **Due: Friday, September 6;**
6. Optional revisions due: Friday, December 6.

### **Blood Done Sign My Name Paper**

For this assignment, you will write a paper after reading *Blood Done Sign My Name* and after choosing a topic inspired by the story in that book. It will include both primary and secondary source material. Additional instructions and requirements are listed below.

**1. Read.** Read the book closely keeping the assignment in mind as you do so. Take notes as you go along jotting down page numbers so that you can find your evidence easily when it comes time for you to write your paper. If it helps, I find post-it notes useful. I simply mark pages that I might use and write brief comments on them as reminders of the significance of the passages.

**2. Choose a topic.** Some suggestions include the role of white liberals in the civil rights movement, the role of religion in the civil rights movement, the role of violence in the civil rights movement and/or in resistance to the civil rights movement, divisions within the white South, and divisions within the civil rights movement. You may choose a topic not listed here, but get my approval first. Think about what Tyson's story (and your other sources) tell us about your topic.

**3. Find some secondary sources.** Find some secondary sources that help you contextualize Tyson's account by providing more information about your chosen topic. Your textbook is a good place to begin. In the back of your textbook, there is a "Further Reading" section that can give you other suggestions. Locate **at least one** outside (by this I mean a source not required for class), *peer-reviewed, academic* secondary source. Part of your grade will reflect the nature of your sources. Non-academic secondary sources from the Internet will not receive a high score. To receive a better grade, use books about your topic found in the library or scholarly journal articles found on library databases like JSTOR. A handout with instructions on how to find articles on JSTOR will be posted on My.Westminster to assist you.

[Review: Primary sources are materials that often come from the period being studied, but they can also include eyewitness accounts provided after the period in question. Primary sources are those sources that have not been filtered through interpretation or analysis. Secondary sources are those sources that use primary sources and other secondary sources to present an analysis of a particular topic in the past. Textbooks, historians' monographs about a particular topic, and scholarly journal articles are all examples of secondary sources.]

**4. Find some primary sources.** One requirement of this paper is to include additional perspectives about your topic found in **at least two** primary sources. You may use any of the documents found in *For the Record*. Each document in *For the Record* is considered one primary source. You might find other primary sources on the Internet, and I have posted some helpful links on the My.Westminster course page. Before using any other Internet sources, email me the links (at least a week before the paper is due) so that I can approve them.

**5. Construct your argument.** Considering what you have learned from Tyson's narrative and your sources, what conclusions about your topic can you draw? Try to compose a few sentences that reflect those conclusions. This is your thesis and should ultimately go at the end of your introduction paragraph.

**6. Organize and outline your essay.** Look over the evidence you have collected and organize it. I will provide a sample, generic outline that might help you do so.

**7. Write your essay.** Use your outline to help you. Remember to include all of the necessary information in your main text when incorporating your primary and secondary sources. For example, if you plan on summarizing an argument from one of your secondary sources, include the author's name and some brief introductory information on that author. You should also include the author, date, and major relevant points of each of your primary sources. It might be necessary for you to comment on the sources' intended audiences and/or the authors' biases as well. (Utilize what you have learned after completing the brief *For the Record* assignment.) Use footnotes or endnotes to cite all of your sources, and consult the "Citation Help" document posted on My.Westminster for guidance. If you need additional help with formatting your sources, do not hesitate to ask. HINT: Do not wait to insert your citations until after you are finished writing. Insert citations as you go along; it's much easier in the long-run. The paper should be 6-8 pages long.

Your introduction should include a hook in the beginning (an interesting quote or brief story that interests your reader at the outset), a brief description of the paper's topic, and your thesis. Following your introduction, include a paragraph or two that summarizes Tyson's story and explains the historical context of the civil rights movement in the middle of the twentieth century. Your secondary sources should help you with this. In the body of your paper, use evidence from Tyson's book and from your other sources to support your thesis and conclusions. In your conclusion paragraph, address why your main points are significant to understanding American history.

**8. Revise your first draft.** Read "Dr. Lahr's Pet Peeves," posted on My.Westminster, and copyedit your paper. It might help to read it aloud and/or to have a friend copyedit it for you. Make sure to use grammar and spell check and to consult the grading rubric (found on My.Westminster). Make any necessary changes before printing your paper. **Turn in a hard copy AND an electronic copy. . . . You're finished!**

### Requirements at a glance:

1. Page length = 6-8 pages (with “normal” font size and margins; double-spaced)
2. An analysis of Tyson’s book that focuses on a chosen topic and offers specific conclusions about the civil rights movement
3. Sources = at least 1 outside secondary source and 2 primary sources; Cite Tyson’s book at least 4 times
4. Footnotes or endnotes to cite your sources. (See the handout posted on My.Westminster.)
5. Due date = **Monday, November 11**
6. Revisions due = **Friday, December 6**



You might feel like celebrating once you have completed your paper and learned a little something in the process. Perhaps you’ll do a dance like that of the demonstrators at the Berlin Wall pictured here. The wall, a symbol of the Cold War, came down on November 9, 1989.

### Other Items of Note:

- I do **not** post Power Point slides or my notes. If you miss class, it is your responsibility to keep up with the reading and to borrow the notes from someone.
- I frequently send out important email announcements. In addition to checking the syllabus every day for the reading assignment, you should form a habit of checking your Westminster email account at least once a week.
- You should assume that it will take me at least one week to return exams and papers. If you miss class the day I hand back assignments, you may ask me for those at the end of the next class you attend. After returning your work, I will post the grades on My.Westminster. Please note that I do not assign attendance/participation grades until the very end of the semester.
- If Westminster cancels classes, please check your email account for updates. If the weather is bad and Westminster does not cancel classes, I still might cancel on my own. On those days, you should check your email before coming to class, since I will certainly send out a message if I do cancel. Due dates and exam dates are liable to be changed if weather interferes. You are responsible for knowing about and adhering to any weather-related changes.



While it is highly unlikely that we will experience a dust storm like the one that this Kansas community encountered in 1935, make sure you are aware of any weather-related cancellations!

## Course Schedule

- Wednesday, Aug. 28 – **Course Introduction**
- Friday, Aug. 30 – **The End of the Civil War and Reconstruction America**  
Read: *America* pp. 538-560
- Monday, Sept. 2 – **The End of the Civil War and Reconstruction America**  
Read: *America* pp. 560-569; FTR pp. 9-15
- Wednesday, Sept. 4 – **Reconstruction and Jim Crow America**  
Read: *America* pp. 606-612, 676-685
- Friday, Sept. 6 – **Reconstruction and Jim Crow America**  
Read: FTR pp. 41-46  
**Due: For the Record Paper**
- Monday, Sept. 9 – **The American West**  
Read: *America* pp. 612-625; FTR pp. 51-53, 57-59
- Wednesday, Sept. 11 – **Industrializing America**  
Read: *America* chapter 18
- Friday, Sept. 13 – **Industrializing America**  
Read: FTR pp. 19-23, 26-27, 31-33
- Monday, Sept. 16 – **Urban America and the New Immigration**  
Read: *America* pp. 628-639
- Wednesday, Sept. 18 – **Agrarian Revolt**  
Read: *America* pp. 665-676
- Friday, Sept. 20 – **American Empire: U. S. Foreign Policy at the Turn of the Twentieth Century**  
Read: *America* chapter 22
- Monday, Sept. 23 – **American Empire: U. S. Foreign Policy at the Turn of the Twentieth Century**  
Read: FTR pp. 99-102
- Wednesday, Sept. 25 – **Progressivism**  
Read: *America* pp. 718-730
- Friday, Sept. 27 – **Progressivism**  
Read: *America* pp. 730-753
- Monday, Sept. 30 – **Exam #1**
- Wednesday, Oct. 2 – **World War I**  
Read: *America* pp. 756-777
- Friday, Oct. 4 – **World War I**  
Read: *America* pp. 777-787; FTR pp. 158-162
- Monday, Oct. 7 – **Society and Culture in the 1920s**  
Read: *America* chapter 25



The radio, advertising, and consumerism led to a mass culture in the United States after World War I. This farmer tunes into a program while milking his cow that Americans across the country in very different circumstances could also hear. Urbanization also characterized the early 20<sup>th</sup> century. By 1920, more than half of all Americans lived in urban areas.

Wednesday, Oct. 9 – **Society and Culture in the 1920s**

Read: FTR chapter 25

Friday, Oct. 11 – **Depression America and the New Deal**

Read: *America* pp. 839-850; FTR pp. 195-198

Monday, Oct. 14 – **The New Deal**

Read: *America* pp. 851-870

Wednesday, Oct. 16 – **The New Deal**

Read: *America* pp. 870-885; FTR pp. 207-209

Friday, Oct. 18 – **World War II**

Read: *America* pp. 888-905; FTR pp. 215-217

Monday, Oct. 21 – **World War II**

Read: *America* pp. 905-924

Wednesday, Oct. 23 – **World War II**

Read: *America* pp. 924-937; FTR pp. 228-233

Friday, Oct. 25 – **A “Chilled” America: The Cold War Abroad and at Home**

Read: *America* chapter 29

Monday, Oct. 28 – **No Class – Mid Break**

Tuesday, Oct. 29 – **A “Chilled” America: The Cold War Abroad and at Home**

Read: FTR pp. 247-250

Wednesday, Oct. 30 – **Exam #2**

Friday, Nov. 1 – **Postwar Affluence and Anxiety**

Read: *America* pp. 998-1011; FTR pp. 254-271

Monday, Nov. 4 – **Postwar Affluence and Anxiety**

Read: *America* pp. 974-992

Wednesday, Nov. 6 – **The Civil Rights Movement: A Mission and Its Memory**

Read: *America* pp. 992-998, 1019-1024, 1036-1040; FTR pp. 278-284

Friday, Nov. 8 – **The Civil Rights Movement: A Mission and Its Memory**

Read: *America* pp. 1058-1063; FTR pp. 294-297, 312-319

Monday, Nov. 11 – **The Civil Rights Zeitgeist**

No reading

**Due: Blood Done Sign My Name Paper**

Wednesday, Nov. 13 – **The Sixties: Components and Characterization**

Read: *America* pp. 1014-1019, 1025-1036, 1046-1049

Friday, Nov. 15 – **The Sixties: Components and Characterization**

Read: *America* pp. 1052-1058

Monday, Nov. 18 – **Vietnam**

Read: *America* pp. 1002-1005; FTR pp. 276-277, 310-311

Wednesday, Nov. 20 – **Vietnam**

Read: *America* pp. 1040-1046; FTR pp. 339-341

Friday, Nov. 22 – **Vietnam and the 1970s**

Read: *America* pp. 1070-1072, 1076-1077; FTR pp. 333-336

Monday, Nov. 25 – **The 1970s**

Read: *America* pp. 1064-1096

Wednesday, Nov. 27 – **No Class – Thanksgiving**

Friday, Nov. 29 – **No Class – Thanksgiving**

Monday, Dec. 2 – **“Morning in America” and the Sun Sets on the Cold War**

Read: *America* pp. 1096-1123

Wednesday, Dec. 4 – **The 1990s and a “New World Order”**

Read: *America* pp. 1123-1144

Friday, Dec. 6 – **Post-September 11<sup>th</sup> America**

Read: *America* pp. 1144-1173

**Due: Optional Revisions** (Please remember to turn in your original paper with revisions.)

**Final Exam – Friday, December 13, 8:00-10:30**