

US HISTORY FROM THE LATE 19TH CENTURY TO THE EVE OF WORLD WAR II

Course: History 124A, Fall 2016

Lecture times: MWF 1-2pm

Lecture location: 145 Dwinelle

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Office Hours: M and F 2-3pm, or gladly by appointment. Just send me an email with *your* available times.

Course Description:

For individuals born at the end of the Civil War in 1865 and living through the attack on Pearl Harbor in 1941, their 76 years of life would have witnessed profound technological, social, and ideological change. Innovations such as the telephone, airplane, and automobile transformed American business and reoriented social life. As the power of businesses grew, factory workers and farmers responded with uneven success. Masses of Americans quit laboring on the farm and moved the cities, women gained the right to vote and entered the paid workforce in greater numbers, while African Americans mostly remained trapped in low-paying occupations and segregated neighborhoods. At the same time, immigrants arrived in droves until the “golden door” banged shut. As America became more ethnically diverse and economically stratified, various ideas developed to justify or critique these changes. This course will examine these diverse ideas and experiences by tracing the three main themes of business and technology, race and rights, and definitions of freedom from the Civil War till World War II.

Required Texts (any version, new or used, paper or electronic):

Kirk Savage, *Standing Soldiers, Kneeling Slaves: Race, War, and Monument in Nineteenth-century America* (Princeton, N.J.: Princeton University Press, 1997).

Edward Bellamy, *Looking Backward: 2000-1887* (1888), online via Oskicat

Richard Polenberg, *Fighting Faiths: The Abrams Case, the Supreme Court, and Free Speech* (Ithaca: Cornell University Press, 1987).

George J. Sánchez, *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945* (New York: Oxford University Press, 1993), online via Oskicat.

Optional Texts:

If you are unfamiliar with the general outlines of US history from the Civil War to WWII you may wish to consult a history textbook. Excellent textbooks include:

David Henkin and Rebecca McLennan, *Becoming America: A History for the 21st Century, Volume II: From Reconstruction*

Eric Foner, *Give me Liberty! An American History*, vol. 2.

Learning Goals and Methods:

Course Learning Goals	Course Elements				
	Lectures	Discussions in lecture	Readings	Essays	Midquiz and Exam
Grasp an overarching narrative of US history from the Civil War to WWII	✓	✓	✓	✓	
Obtain and apply the research methods and interpretation skills used by historians	✓	✓	✓	✓	
Produce clear, well-argued writing that contains an argument and evidence				✓	✓
Hone public speaking skills		✓			
Become a historically thinking individual	✓	✓	✓	✓	✓

Grading:

Essay 1: 20%

Essay 2: 25%

Mid-Quiz: 20%

Final Exam: 35%

Essays:

There will be two 5-7 page papers, in which you will use your own primary-source research, as well as primary and secondary materials from class to analyze a historical period, event, or issue. All papers are double-spaced, 12-pt font, 1 inch margins, with Chicago Manual of Style footnoting. More information about the papers will be presented in class.

Late Papers:

A late paper will receive a deduction of 1/3 a letter grade for each 24 hours it is turned in past the due date and time. For example, a paper that would have received a grade of B+ will be dropped to a B after 24 hours past the due date and time.

Academic Integrity:

The student community at UC Berkeley has adopted the following Honor Code: “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others” (<https://asuc.org/honorcode/index.php>). The hope and expectation is that you will adhere to this code and that you will not engage in academic misconduct. The University defines academic misconduct as “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community” ([UC Berkeley Code of Student Conduct](#)). Plagiarism, a subset of academic misconduct, is defined at the following link: <http://writing.berkeley.edu/students/academic-honesty>. We will discuss plagiarism further in class along with strategies on how to avoid it. Please see the following link for how to properly cite your sources: <http://www.lib.berkeley.edu/how-to-find/cite-sources#Plagiarism>. Any form of academic dishonesty will result in significant negative consequences, possibly including failure in the course and referral to the Office of Student Conduct.

Expectations and policies:

Students are expected to be ready for class when class begins. Attendance in lecture is an important part of this course. This participation includes doing the reading, contributing your ideas during discussions, and listening to others’. Material from lecture and readings will be on the mid-quiz and final exam. The final exam will cover material covered during the entire course. Audio and video recording of lectures is NOT allowed without written permission from the instructor. Students must take the final exam at the scheduled date and time. Please make plans accordingly. Incompletes will only be granted in extreme circumstances such as a documented family emergency or health crisis.

Digital devices:

Laptops and tablets can be used in lecture for note-taking purposes only. You are not permitted to degrade the education of those sitting around you with distracting images on your computer screen. Please turn cell phones off in class.

Accommodations:

If you are involved in extracurricular activities such as student athletics and have to miss class, if you need religious accommodations, if you are or soon will be a parent and need accommodations, or if you need ability-related accommodations please consult the appropriate university policies and inform me right away, preferably within the first week of class. You may see me privately after class or during office hours.

<http://www.dsp.berkeley.edu/>

<http://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines>

In Distress?

If you are experiencing psychological or emotional distress, the following resources can be very helpful: <https://uhs.berkeley.edu/counseling>

Safety: Useful campus safety information is available here: <https://warnme.berkeley.edu/>

Course Schedule and description:

Readings listed below the lecture title and are to be read before that lecture. Syllabus subject to change.

Week 1

W 8/24 – The Slave Power, Free Labor, and the Civil War

F 8/26 – Reconstruction

“A Sharecropper Contract” (1882),

<https://chnm.gmu.edu/courses/122/recon/contract.htm>

Week 2

M 8/29 – What’s New about the “New South”?

Kirk Savage, *Standing Soldiers, Kneeling Slaves* (1997)

W 8/31 – Native Americans on the Plains

Chief Joseph, “An Indian’s View of Indian Affairs.” (1879)

<http://templefyw.pbworks.com/f/chiefjoseph.pdf>

F 9/2 – Industrializing America

Week 3

M 9/5 – Labor Day, No School

W 9/7 – Immigration

Jacob Riis, *How the Other Half Lives* (1890), read one chapter of your choice,

http://www.gutenberg.org/files/45502/45502-h/45502-h.htm#Page_187

Also, browse Riis photographs online,

https://www.google.com/search?q=jacob+riis&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjvzLXsl87OAhVJ12MKHZupD_4Q_AUICCGB&biw=1366&bih=657

F 9/9 – Consumption Communities, Industrialized Minds

Week 4

M 9/12 – Booms, Busts, and Utopians

Edward Bellamy, *Looking Backward: 2000-1887* (1888), online via Oskicat.

W 9/14 – Workers Unite

Eugene Debs, *Competition vs. Cooperation* (1900)

<https://www.marxists.org/archive/debs/works/1900/0929-debs-competitionvcooperation.pdf>

F 9/16 – Jurists Unite

Week 5

M 9/19 – Populism

People's Party Platform (1892)

<http://www.wwnorton.com/college/history/eamerica/media/ch22/resources/documents/populist.htm>

W 9/21 – The People's Party

William Allen White, "What's the Matter with Kansas," (1896)

Note: To read the article, hover over the six images from left to right

<http://www.kansasmemory.org/item/219539>

F 9/23 – Middle-class Triumphant

Week 6

M 9/26 – Victorians and Rebels

Nellie Bly, "Nellie Bly as a White Slave" (1887)

Note: Click the "Nellie Bly..." link at the top right of the link below:

<http://digital.library.upenn.edu/women/bly/madhouse/madhouse.html#slave>

W 9/28 – Frontier's Horizon

Frederick Jackson Turner, *The Significance of the Frontier in American History* (1893)

<https://www.learner.org/workshops/primarysources/corporations/docs/turner.html>

F 9/30 – America Imperious

Albert Beveridge, *March of the Flag* (1898)

<http://nationalhumanitiescenter.org/pds/gilded/empire/text5/beveridge.pdf>

"Aguinaldo's Case Against the United States, by a Filipino," *North American Review*, September 1899

<http://nationalhumanitiescenter.org/pds/gilded/empire/text9/filipino.pdf>

ESSAY #1 DUE, Friday 9/30, by 2pm. Upload paper via bCourses.

Please save your Word file with the following format: Last name, first name – Essay Title. For example: Smythe, Joan – Freedom from Contracts

Week 7

M 10/3 – Science, Philosophy, and Policy

Margaret Sanger, *The Eugenic Value of Birth Control Propaganda* (1921)

<https://www.nyu.edu/projects/sanger/webedition/app/documents/show.php?sangerDoc=238946.xml>

W 10/5 – Women at Work, at Play, and at Home

Nellie Bly, “Nellie Bly as a White Slave” (1887)

Note: Click the “Nellie Bly...” link at the top right of the link below:

<http://digital.library.upenn.edu/women/bly/madhouse/madhouse.html#slave>

F 10/7 – The Progressive Tide

Henry Moscowitz, “Testimony of a Tenant,” in *The Tenement House Problem*, vol 1, eds. Robert W. De Forest and Lawrence Veiller (New York, 1903), 412-417. Scroll to 412 or search for Henry Moscowitz

https://books.google.com/books?id=EQvoUVj2-icC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Week 8

M 10/10 – Progressive Women

Elizabeth Cady Stanton, *Home Life* (1875)

<https://diamantcourses.files.wordpress.com/2011/08/home-life-1875-click-here.pdf>

Jane Addams, *The Subjective Necessity for Social Settlement* (1892)

<http://www.infed.org/archives/e-texts/addams6.htm>

W 10/12 – The Election of 1912

Theodore Roosevelt, *The New Nationalism* (1910)

<https://www.whitehouse.gov/blog/2011/12/06/archives-president-teddy-roosevelts-new-nationalism-speech>

Woodrow Wilson, *The New Freedom* (1913)

http://wps.prenhall.com/wps/media/objects/107/110377/ch21_a5_d1.pdf

F 10/14 – **MIDQUIZ**. Bring blue or green book(s) and pen to class.

Week 9

M 10/17 – US Foreign Policy

W 10/19 – Wilson’s War

Randolph Bourne, *War is the Health of the State* (1913)

<http://fair-use.org/randolph-bourne/the-state/>

F 10/21 – Peace without Victory

Richard Polenberg, *Fighting Faiths: The Abrams Case, the Supreme Court, and Free Speech* (Ithaca: Cornell University Press, 1987).

Week 10

M 10/24 – 1920s – Serious side

George J. Sánchez, *Becoming Mexican American, 1900-1945* (New York: Oxford University Press, 1993), online via Oskicat, read introduction, chapters 2, 4, 5, 7-10, and conclusion.

W 10/26 – 1920s – Fun side

F 10/28 – Welfare Capitalism, Courteous Capitalism, Monopoly Capitalism

AT&T commercial, “Her Right Place,” (1929) <http://techchannel.att.com/play-video.cfm/2013/7/1/AT&T-Archives-Her-Right-Place>

Week 11

M 10/31 – Manufacturing Cars, Manufacturing Consumers

Charles F. Kettering, “Keep the Consumer Dissatisfied,” *Nation’s Business*, January, 1929, 30-31, 79. Note: Each page has a separate link:

<http://digital.hagley.org/islandora/object/islandora%3A2037210>

<http://digital.hagley.org/islandora/object/islandora%3A2037186>

<http://digital.hagley.org/islandora/object/islandora%3A2037083>

W 11/2 – African Americans Seek Progress

Booker T. Washington, *Atlanta Compromise* (1895)

<http://historymatters.gmu.edu/d/39/>

W.E.B. DuBois, *Souls of Black Folk*, excerpt (1903)

<http://historymatters.gmu.edu/d/40>

Marcus Garvey, *If You Believe the Negro Has a Soul* (1921)

F 11/4 – The Crash

Week 12

M 11/7 – Hoover’s Depression

Studs Terkel, *Hard Times: An Oral History of the Depression* (1970), online via Oskicat. Read three entries of your choice.

W 11/9 – The New Deal, Top Down

Franklin Roosevelt, “First Fireside Chat: Banking” (1933)

<https://www.youtube.com/watch?v=z9CBpbuV3ok>

F 11/11 – Veterans Day, No School

Week 13

M 11/14 – The Old Deal and the New

Father Coughlin “Drive the money-changers from the temple!” (1936)

<https://www.youtube.com/watch?v=oPBooPu28QY>

Huey Long, “Share the Wealth” (1934)

<https://www.youtube.com/watch?v=hphgHi6FD8k>

W 11/16 – Civil Rights before Brown v. Board

F 11/18 – Fall of the Ivory Tower

ESSAY #2 DUE, Friday, 11/18, by 2pm. Upload paper via bCourses.

Please save your Word file with the following format: Last name, first name – Essay Title. For example: Smythe, Joan – Freedom from Want in Berkeley, California.

Week 14

M 11/21 – Gathering Clouds of War

W 11/23 – Thanksgiving Break, No School

F 11/25 – Thanksgiving Break, No School

Week 15

M 11/28 – WWII Over Here

Albert Einstein to Franklin Roosevelt (1939)

<http://www.atomicarchive.com/Docs/Begin/Einstein.shtml>

Franklin Roosevelt to Albert Einstein (1939)

<http://www.atomicarchive.com/Docs/Begin/Roosevelt.shtml>

W 11/30 – WWII Over There

F 12/2 – Conclusions and Review

Week 16

M-F 12/5-12/9 – Reading Week

Week 17

FINAL EXAM: TBD. Bring blue or green book(s) and pen.