

SPRING 2023

HISTORY OF THE UNITED STATES SINCE 1877

HIS 2020G
Dr. Camden Burd



THE HAYMARKET RIOT. THE EXPLOSION AND THE CONFLICT.



EASTERN ILLINOIS UNIVERSITY

Spring 2023

History 2020-002

Class Time: TR 11:00AM – 12:15 PM

Class Location: Coleman 2761

Instructor: Dr. Camden Burd

Contact: crburd@eiu.edu

Office & Office Hours: I will offer times to meet via Zoom or in-person on Tuesdays from 1:00pm-2:00pm and 3:15-4:15pm and Thursdays from 9:00-11:00am. Please email me to establish a virtual meeting. I am also willing to work with you to find a more agreeable time if these do not work with your schedule.

Email Response Policy: I will try to answer emails as quickly as possible. That being said, I cannot get to every message right away. Therefore, I will commit to responding to any email within 24 hours on weekdays.

COVID-19: Rules and Expectations

“The University asks all of us to take precautions to prevent the spread of COVID-19. EIU’s policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. EIU’s COVID-19 campus practices include face coverings when and where appropriate (or required by the CDC or Illinois Department of Public Health), avoiding campus if sick, social distancing, and hand washing, all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. Accommodations for instruction and make-up work will be made for students with documented medical absences according to [IGP #43](#). Visit [EIU COVID-19](#) for information and policy updates.”

****The instructor reserves the right to make changes to the syllabus****

Course Overview

This course covers various topics of United States history from the era of Reconstruction through the modern day. We will read and discuss primary and second materials exploring the Reconstruction era, industrialization, progressivism, and the origins of our modern political landscape. In addition to a historical examination of key events and people, students will understand how Americans valued religion, family, gender, race, and the economy. Over the course of the semester we will explore several themes and questions. How did Americans experience industrialization? Whose voices were included? Who was left out? How did men and women navigate society? How was race conceptualized, legislated, and discriminated against? How did changes in finance, technology, and industrialization shape society, culture, and the natural environment? Mostly focusing on primary source material, we will understand how historical actors experienced, shaped, and understood their contemporary world. The history of America is one of contested ideas, furious debate, as well as physical conflict. Students will walk away from this course with a historical understanding of many of today’s political debates and the empathy to understand the competing visions for America’s past, present, and future.

Required Texts

- [The American Yamp: A Massively Collaborative Open U.S. History Textbook](#) (free online)

- From time to time you will be asked to bring assigned primary sources to class. For this it may be best to print off the document so that you can write notes in the marginalia.

Course Objectives

- Explain historical significance of factual information
- Discuss historical and historiographical issues of interpretation
- Interpret and analyze primary and secondary sources
- Analyze origins and development of the United States history from the Reconstruction era to present day
- Develop transferable skills including critical thinking and visual literacy.

Assignments

Exams x2 (160 points): There will be two exams over the course of the semester. These exams will cover course content assigned in readings and discussed in class.

Film Response Papers x2 (140 points): Throughout the semester you will be asked to view and respond to two films that relate to class content. Your response essays will ask you to examine the source material, contextualize its contents in relation to the class, and reflect on its historical significance. Instructions for each Response will be posted in D2L.

Participation and Attendance (100 points): Because this class is a mixture of lecture, discussion, and in-class exercises, students must come ready to participate. Please be prepared to discuss assigned readings and share your insights, questions, and thoughts about them. Discussion is not optional in this course—it is required. You have important insights and opinions and the entire class benefits from hearing them. If you are uncomfortable or unable to speak in front of large groups there is another way to receive participation points. Every day I will post the PowerPoint that contains the discussion questions from class. If you would like to receive points you can write a 250-word essay that answers those questions using the primary source assigned for the day. You can email me that response by the end of the day to receive participation points.

Grading

- A = 400 – 360 points
- B = 359 – 320 points
- C = 319 – 280 points
- D = 279 – 240 points
- F = Below 240

Late Work and Missed Assignments

Due dates for writing responses, quizzes, and other assignments will be clearly marked in D2L and the syllabus. Exam dates and assignment deadlines are made clear at the beginning of the course which means there are few reasonable excuses for missing them. That being said, I want you to succeed in this course. If, for whatever reason, you miss an assignment or exam please reach out to me. Especially in the midst of COVID-19, I encourage you to practice safety and healthy choices rather than putting yourself and others at risk.

Technical Requirements and Skills

During this class you will be expected to use several digital and technical tools to access learning materials and complete assignments. You should feel comfortable in the following tasks:

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting

Technical Support

If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the “My Home” page after logging into D2L. Other D2L resources including a D2L Orientation course for students are available in “My Home” page. If you are experiencing less than optimal D2L Brightspace performance, review the D2L Brightspace Performance Checklist to assess the issue.

For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-381-4357 during regular business hours or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, feel free to contact me.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Academic Services Support

Booth Library offers a variety of access to resources including articles, encyclopedias, books, videos, and more. You can access those materials on their website or by using the “Booth Library Services” widget on the course homepage.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, email studentdisability@eiu.edu, or call 217-581-6583 to make an appointment.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call (217) 581-6696, or go to McAfee Gym, Room 1301.

Discussion Etiquette

Eastern Illinois University (EIU) is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene. In digital

discussions such as D2L, faculty will request that inappropriate content be removed from the Course room and will recommend university disciplinary action. Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:

- Never post, transmit, promote, or distribute content that is known to be illegal.
- Never post harassing, threatening, or embarrassing comments. If you disagree with someone, respond to the subject, not the person. Conflicts of ideas are encouraged, while conflicts of feelings are discouraged.
- Never post content that is harmful, abusive; racially or culturally insensitive, or religiously offensive, vulgar; sexually explicit, or otherwise potentially offensive.

Course Schedule

January 10 – Introductions

January 12 – The Reconstruction Era

Reading: *The American Yawp*, Chapter 15

Reading: “Speech of Frederick Douglass at the 1876 Republican National Convention (1876)”

January 17 – Industrialization

Reading: *The American Yawp*, Chapter 18

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

January 19 – Empire and Immigration

Reading: *The American Yawp*, Chapter 17

Reading: “Chief Joseph on Indian Affairs (1877, 1879).”

January 24 – Nature and the Gilded Age

Reading: “John Muir, *Our National Parks* (1901).”

January 26 – Capitalism and Labor

Reading: *The American Yawp*, Chapter 16

Reading: “Andrew Carnegie’s Gospel of Wealth (June 1889).”

Reading: “Eugene Debs, “How I Became a Socialist” (April, 1902).”

January 31 – Populists & the Agrarian Revolt

Reading: *The American Yawp*, Chapter 16

Reading: “The “Omaha Platform” of the People’s Party (1892).”

February 2 – The Rise of Jim Crow

Reading: *The American Yawp*, Chapter 18

Reading: “Ida B. Wells-Barnett, “Lynch Law in America” (1900).”

February 7 – American Empire

Reading: *The American Yawp*, Chapter 19

Reading: “William McKinley on American Expansionism (1903).”

February 9 – The Progressive Era

Reading: *The American Yawp*, Chapter 20

Reading: “Jane Addams Relates The Steps By Which She Became a Progressive,” *Baltimore News*, October 13, 1912.”

February 14 – The Great War

Reading: *The American Yawp*, Chapter 21

Reading: “Emma Goldman on Patriotism (July 9, 1917).”

February 16 – 1919 & The Roaring Twenties

Reading: *The American Yawp*, Chapter 22

Reading: “Ellen Welles Page, ‘A Flapper’s Appeal to Parents’ (1922)”

February 21 – MIDTERM EXAM

February 23 – The Great Depression

Reading: *The American Yawp*, Chapter 23

Watch: https://www.youtube.com/watch?time_continue=2&v=oNBHTM7hYCY&feature=emb_logo

February 28 – The First New Deal

Reading: *The American Yawp*, Chapter 23

Reading: Excerpts from “Huey P. Long ‘Every Man a King’ (1934)”

March 2 – The Second New Deal

Reading: *The American Yawp*, Chapter 23

Listen/Read: <https://millercenter.org/the-presidency/presidential-speeches/april-28-1935-fireside-chat-7-works-relief-program-and-social>

March 7 – World War II

Reading: *The American Yawp*, Chapter 24

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

DUE: FIRST FILM REVIEW

March 9 – NO CLASS

March 14 – NO CLASS, SPRING BREAK

March 16 – NO CLASS, SPRING BREAK

March 21 – The Cold War at Home and Abroad

Reading: *The American Yawp*, Chapter 25

Reading: “NSC-68 (1950).”

March 23 – The Affluent Society

Reading: *The American Yawp*, Chapter 26

Watch: <https://www.loc.gov/item/2019600440/>

March 28 – The Civil Rights Movement

Reading: *The American Yawp*, Chapter 26

Reading: “Fannie Lou Hamer: Testimony at the Democratic National Convention 1964.”

March 30 – 1960s Liberation

Reading: *The American Yawp*, Chapter 27

Reading: “The Port Huron Statement (1962).”

April 4 – The Great Society & its Discontents

Reading: *The American Yawp*, Chapter 27

Watch: <https://www.youtube.com/watch?v=KuuEF7Tgodc8>

April 6 – Vietnam, Nixon, and American Fracture

Reading: *The American Yawp*, Chapter 27

Reading: “Statement by John Kerry of Vietnam Veterans Against the War (1971).”

April 11 – The 1970s

Reading: *The American Yawp*, Chapter 28

Watch: https://www.youtube.com/watch?v=KCOd-qWZB_g

April 13 – The New Right and the Rise of Reagan

Reading: *The American Yawp*, Chapter 29

Reading: “First Inaugural Address of Ronald Reagan (1981).”

April 18 – The 1990s

Reading: *The American Yawp*, Chapter 30

Reading: Excerpts from Bill Clinton’s “The New Covenant” (1995).

DUE: SECOND FILM REVIEW

April 20 – The Global Age

Reading: *The American Yawp*, Chapter 30

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

April 25 – Hope and Change?

Reading: *The American Yawp*, Chapter 30

Watch: <https://www.youtube.com/watch?v=5OQXiZsjx2E>

April 27 – Trump, Biden, and the Future

Watch: <https://www.youtube.com/watch?v=0xd3kr-QpeM>

May 2 – FINAL EXAM, 2:45PM – 4:45 PM