



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit	<u>New College</u>	Department	<u>School of Humanities, Arts and Cultural Studies</u>
Subject	<u>HST</u>	Number	<u>110</u>
Title	<u>The United States Since 1865</u>		Units: <u>3</u>
Is this a cross-listed course?	<u>No</u>		
If yes, please identify course(s)	<u></u>		

New College,
College of
Letters &
Sciences,
College of
Liberal Arts &
Sciences

Is this a shared course? Yes If so, list all academic units offering this course
 Course description:

Growth of the Republic from the Civil War to the present.

Requested designation: Social and Behavioral Sciences-SB

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- ☒ Signed General Studies Program Course Proposal Cover Form
- ☒ Criteria Checklist for the area
- ☒ Course Catalog description
- ☒ Course Syllabus
- ☒ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name	<u>John Gilkeson, Jr.</u>	Phone	<u>602-543-6069</u>
Mail code	<u>2151</u>	E-mail:	<u>JOHN.GILKESONJR@asu.edu</u>



ARIZONA STATE UNIVERSITY

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Louis Mendoza Date: 2/10/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus; table of contents of required texts		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" data-bbox="397 703 722 808"> <tr> <td> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td></td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 		syllabus; table of contents of required texts
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	syllabus; table of contents of required texts		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus; table of contents of required texts		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	General Studies Designation
HST	110	The United States since 1865	SB

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Understanding and knowledge of human interaction.	This class examines the interactions of class, ethnic and racial, gender, and regional groups in a historical perspective.	For example, Reconstructing the South focuses on the conflict between black and white southerners after the Civil War; the Second Industrial Revolution, on the conflict between capital and labor in Gilded-Age America; Incorporating the West, on the conflict between white settlers and Native Americans in the trans-Mississippi West; From the Old to the New Immigrant on nativist responses to the shift in the source of immigration from Northwestern to Southern and Eastern Europe. All classroom discussions and writing assignments revolve around understanding human interaction in a specific time period.
2. Studying social behavior.	Social behavior is studied primarily from a historical perspective. This perspective is supplemented by geographical, economic, and sociological/anthropological perspectives.	Historical analysis is employed throughout the course. Geographical analysis takes the form of maps (see Give Me Liberty!, p. xix); economic analysis, the form of tables and figures (see Give Me Liberty!, p. xx); and sociological/anthropological analysis, the form of ethnography (see the table of contents of Voices of Freedom).
3. Emphasizing distinctive knowledge bases of the social and behavioral sciences.	While the course makes the most use of historical knowledge, it also draws on economic, geographic, and sociological/anthropological knowledges bases.	For example, economic knowledge informs discussions of the Second Industrial Revolution, the Business of America, Affluent Society, and Stagflation; geographic knowledge informs discussions of Becoming a World Power, America and the Great War, the World at War, and the Cold War; and sociological/anthropological analysis informs discussions of Rediscovery of America, Baby Boom and Suburbanization, and Culture Wars.

4. Using social and behavioral science perspectives and data.	The course uses economic, geographical, and social/anthropological data to supplement historical data.	Thus the map entitled "The United States in the Caribbean, 1898-1941" (p. 731) illustrates American intervention in Latin America; Table 18.1 (p. 689) illustrates the foreign-stock composition of early twentieth-century American cities; and Figure 21.1 (p. 833) dramatizes the Great Depression's impact on employment. First-hand accounts in Voices of Freedom personalize historical forces such as imperialism, immigration, and immiseration.
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HST 110 The United States since 1865

Fall 2014

MW 3:00-4:15, CLCC 146

John S. Gilkeson, Office Hours, MW 2:00-3:00, and by appointment, FAB N213

Tel. (602) 543-6069; email: john.gilkeson@asu.edu

Course description: HST 110 traces the history of the United States from the end of the Civil War to the present.

Course Goals:

- interest in the past and appreciation of human endeavor
- appreciation of the nature and diversity of historical sources available, and the methods used by historians
- exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- the ability to think independently and make informed judgments on issues
- empathy with people living in different places and at different times

Learning Outcomes:

- greater knowledge and understanding of historical periods or themes
- greater awareness of historical concepts such as cause and effect, similarity and difference, and change and continuity
- a firm foundation for further study of History

Required texts:

- Eric Foner, *Give Me Liberty!* Seagull 4th Edition, volume 2 (W. W. Norton, 2014)
- Eric Foner, *Voices of Freedom: A Documentary History*, 4th Edition, volume 2 (W. W. Norton, 2014)

Academic integrity: ASU West's Academic Integrity Policy will be strictly upheld. Any instance of cheating, plagiarizing, or otherwise presenting someone else's work as your own will not be tolerated, and will result in failure in this course and a report to the Dean of Students. A zero-tolerance policy is in effect.

Please refer to:

<http://www.west.asu.edu/studentlife/forms/acadinteg.htm>

Attendance: Daily attendance is expected. Unexcused absences will lower your grade; participation in class discussion will raise it.

The **final grade** will be figured as follows:

• Four-to-five page essay due Monday, October 6	25 points
• Four-to-five page essay due Monday, November 10	30
• Four-to-five page essay due Friday, December 5	35
• <u>Ten one-page responses to questions posted on Blackboard</u>	<u>10</u>
Total	100 points

Grading Scale:

A+	98-100
A	94-97
A-	90-93
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	70-77
D	65-69
E	0-64

All essays and responses must be submitted on SafeAssignment by the time and day specified below. Late assignments will not be penalized. All assignments should be typed in 11-point (or larger) font, double-spaced, with one-inch margins. Written work will be judged on its clarity, organization, and cogency. Please proofread your work carefully. Grammatical and spelling errors will lower your grade.

Course schedule:

M	Aug. 25	Course introduction
W	Aug. 27	Reconstructing the South (Criteria 1) Reading: <i>Give Me Liberty!</i> , chapter 15; <i>Voices of Freedom</i> , chapter 15

First response due by 3:00 p.m., Wednesday, August 27

M	Sept. 1	No class: Labor Day
W	Sept. 3	Second Industrial Revolution (Criteria 1,3) Reading: <i>Give Me Liberty!</i> , chapter 16; <i>Voices of Freedom</i> , chapter 16

Second response due by 3:00 p.m., Wednesday, September 3

M	Sept. 8	Incorporating the West (Criteria 1)
W	Sept. 10	Gilded Age Reading: <i>Give Me Liberty!</i> , chapter 17; <i>Voices of Freedom</i> , chapter 17

Third response due by 3:00 p.m., Wednesday, September 10

M	Sept. 15	Becoming a World Power (Criteria 3)
W	Sept. 17	From the Old to the New Immigrant (Criteria 1) Reading: <i>Give Me Liberty!</i> , chapter 18; <i>Voices of Freedom</i> , chapter 18

Fourth response due by 3:00 p.m., Wednesday, September 17

M	Sept. 22	Progressive Reform
W	Sept. 24	America and the Great War (Criteria 3) Reading: <i>Give Me Liberty!</i> , chapter 19; <i>Voices of Freedom</i> , chapter 19

Fifth response due by 3:00 p.m., Wednesday, September 24

M	Sept. 29	100% Americanism
W	Oct. 1	The Business of America (Criteria 3) Reading: <i>Give Me Liberty!</i> , chapter 20; <i>Voices of Freedom</i> , chapter 20

First essay due by 3:00 p.m., Monday, October 6

M Oct. 6 Prosperity and Its Discontents
W Oct. 8 New Deal
Reading: *Give Me Liberty!*, chapter 21; *Voices of Freedom*, chapter 21

M Oct. 13 **No class: Fall Break**
W Oct. 15 Rediscovery of America **(Criteria 3)**

Sixth response due by 3:00 p.m., Wednesday, October 15

M Oct. 20 The World at War **(Criteria 3)**
W Oct. 22 American Dilemma
Reading: *Give Me Liberty!*, chapter 22; *Voices of Freedom*, chapter 22

Seventh response due by 3:00 p.m., Wednesday, October 22

M Oct. 27 Cold War **(Criteria 3)**
W Oct. 29 Red Scare
Reading: *Give Me Liberty!*, chapter 23; *Voices of Freedom*, chapter 23

Eighth response due by 3:00 p.m., Wednesday, October 29

M Nov. 3 Affluent Society **(Criteria 3)**
W Nov. 5 Baby Boom and Suburbanization **(Criteria 3)**
Reading: *Give Me Liberty!*, chapter 24; *Voices of Freedom*, chapter 24

Second essay due by 3:00 p.m., Monday, November 10

M Nov. 10 Vietnam War
W Nov. 12 Great Society
Reading: *Give Me Liberty!*, chapter 25; *Voices of Freedom*, chapter 25

M Nov. 17 Stagflation **(Criteria 3)**
Th Nov. 19 Right Turn
Reading: *Give Me Liberty!*, chapter 26; *Voices of Freedom*, chapter 26

Ninth response due by 3:00 p.m., Wednesday, November 19

M Nov. 24 Globalization
W Nov. 26 Culture Wars **(Criteria 3)**
Reading: *Give Me Liberty!*, chapter 27; *Voices of Freedom*, chapter 27

Tenth response due by 3:00 p.m., Wednesday, November 26

M Dec. 1 A New American Empire
W Dec. 3 America since 9/11
Reading: *Give Me Liberty!*, chapter 28; *Voices of Freedom*, chapter 28

Third essay due by 5:00 p.m., Friday, December 5

Please see notation throughout.

VOICES OF FREEDOM

A Documentary History

Fourth Edition

EDITED BY

ERIC FONER



Volume 2



W.W. NORTON & COMPANY · NEW YORK · LONDON

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GIVE ME LIBERTY!

AN AMERICAN HISTORY



by ERIC FONER

VOLUME 2: FROM 1865

SEAGULL FOURTH EDITION

W. W. NORTON & COMPANY · NEW YORK · LONDON

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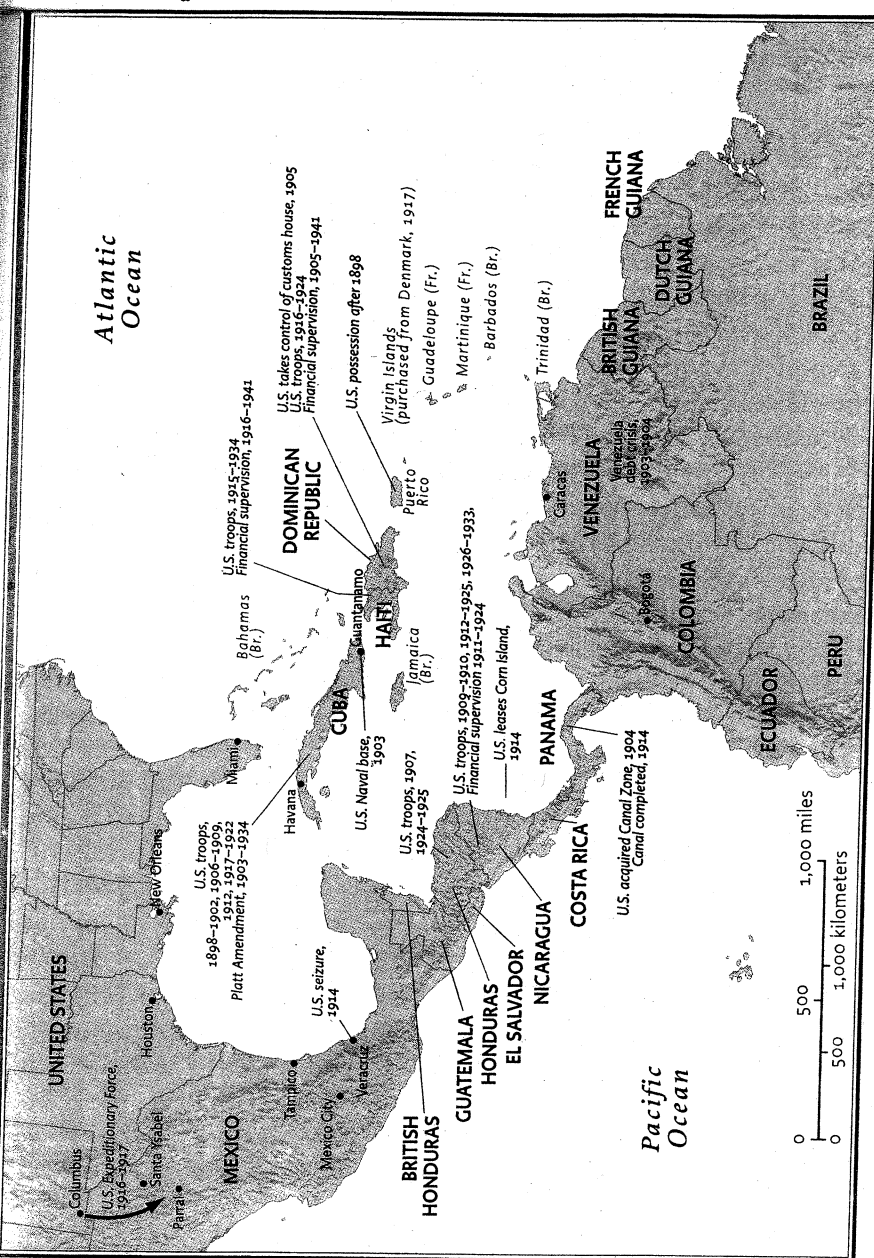
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THE UNITED STATES IN THE CARIBBEAN, 1898-1941



Between 1898 and 1934, the United States intervened militarily numerous times in Caribbean countries, generally to protect the economic interests of American banks and investors.

and prosperity enjoyed by the people of the United States." Freedom, they said, was largely an economic ambition—a desire to escape from "hopeless poverty" and achieve a standard of living impossible at home. While some of the new immigrants, especially Jews fleeing religious persecution in the Russian empire, thought of themselves as permanent emigrants, the majority initially planned to earn enough money to return home and purchase land. Groups like Mexicans and Italians included many "birds of passage," who remained only temporarily in the United States. In 1908, a year of economic downturn in the United States, more Italians left the country than entered.

The new immigrants clustered in close-knit "ethnic" neighborhoods with their own shops, theaters, and community organizations, and often continued to speak their native tongues. As early as 1900, more than 1,000 foreign-language newspapers were published in the United States. Churches were pillars of these immigrant communities. In New York's East Harlem, even anti-clerical Italian immigrants, who resented the close alliance in Italy between the Catholic Church and the oppressive state, participated eagerly in the annual festival of the Madonna of Mt. Carmel. After Italian-Americans scattered to the suburbs, they continued to return each year to reenact the festival.

Although most immigrants earned more than was possible in the impoverished regions from which they came, they endured low wages, long hours, and dangerous working conditions. In the mines and factories of Pennsylvania and the Midwest, eastern European immigrants performed low-wage unskilled labor while native-born workers dominated skilled and supervisory jobs. The vast majority of Mexican immigrants became poorly paid agricultural, mine, and railroad laborers, with little prospect of upward economic mobility. "My people are not in America," remarked one Slavic priest, "they are under it."

CONSUMER FREEDOM

Cities, however, were also the birthplace of a mass-consumption society that added new meaning to American freedom. There was, of course, nothing unusual in the idea that the promise of American life lay, in part, in the

Table 18.1 IMMIGRANTS AND THEIR CHILDREN AS PERCENTAGE OF POPULATION, TEN MAJOR CITIES, 1920

City	Percentage
New York City	76%
Cleveland	72
Boston	72
Chicago	71
Detroit	65
San Francisco	64
Minneapolis	63
Pittsburgh	59
Seattle	55
Los Angeles	45

the state of Washington similar to the New York measure it had constitutional a year earlier. It turned aside challenges to Social d the Wagner Act. In subsequent cases, the Court affirmed federal egulate wages, hours, child labor, agricultural production, and ther aspects of economic life.

ing a new judicial definition of freedom, Chief Justice Charles es pointed out that the words "freedom of contract" did not appear stitution. "Liberty," however, did, and this, Hughes continued, e protection of law against the evils which menace the health, ls, and welfare of the people." The Court's new willingness to ew Deal marked a permanent change in judicial policy. Having ens of economic laws unconstitutional in the decades leading up ustices have rarely done so since.

THE SECOND NEW DEAL

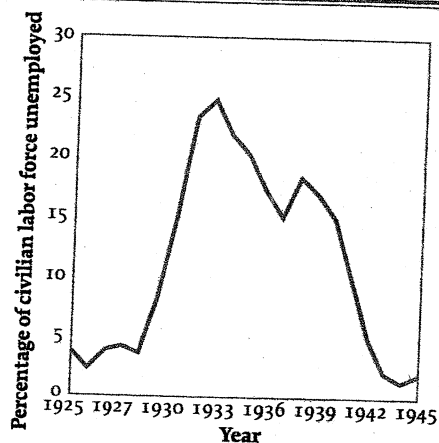
Court made its peace with Roosevelt's policies, the momentum d New Deal slowed. The landmark United States Housing Act 1937, initiating the first major national effort to build homes st Americans. But the Fair Labor Standards bill failed to reach

over a year. When it d in 1938, it banned ed by child labor from nmerce, set forty cents um hourly wage, and rtime pay for hours eding forty per week. or piece of New Deal tablished the practice ulation of wages and itions, another radi- from pre-Depression

937 also witnessed a rn of the economy. ic conditions improv- osevelt had reduced ng for farm subsidies relief. The result was government spend- business investment, nction, and the stock

Criteria 4

Figure 21.1 UNEMPLOYMENT, 1925-1945



The New Deal did not really solve the problem of unemployment, which fell below 10 percent only in 1941, as the United States prepared to enter World War II.