DOANE COLLEGE
HISTORY 206: History of the U.S. 1865-1954 (3 credits)
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History 206 (History of the U.S. 1865-1954) fulfills the requirement for a Foundational Area of Knowledge in Community and Identity. It does so by assuring that students gain a greater understanding of themselves and the communities in which they live and work, learning how identity is formed through the interaction of the individual and larger society. Students will work to:

1) explore dimensions of human experience with regard to perceptions of self
2) understand how individuals interact to form communities and social structures, and
3) analyze the practical and ethical implications of interactions between individuals and those social structures.

History 206 will seek to accomplish all of these outcomes, with the greatest emphasis on the second and third learning outcomes.

Instructor will be providing copies of primary sources which will be required reading.

COURSE DESCRIPTION
A survey of the U.S. national experience, this course is designed for the general student with emphasis on politics and society. Students successfully completing this course will demonstrate knowledge of the major themes and chronological periods of American history. They will also demonstrate a deeper understanding of historical method, and the role of interpretation and perspective in constructing historical narratives. History 206 emphasizes America’s response to social change.

COURSE OBJECTIVES
Upon completing this course, the student will demonstrate:
- a knowledge of the major events, individuals, and trends in the history of the United States from 1865-1954
- the ability to place past, as well as current, social, political, economic and cultural issues into an historical context and to recognize the interrelationship of such issues
- the ability to recognize primary and secondary sources and begin to discern and question accuracy in historical sources
- familiarity with the issues surrounding diversity in the United States and an ability to consider the question of values when analyzing major areas of history.
COURSE OUTLINE

CLASS I  Introduction
Instructor will address current issues in historiography and discuss the assignment of a report, the purpose of which is to introduce the student to primary and secondary sources, as well as accuracy and legitimacy in historical writing. As America experiences the post-industrial era the implications of that enormous social change will be examined in light of America’s historical response to past social transformation. Each lecture will call attention to differences of opinion and will consider diversity and change in historical thought. Illustrations will accompany lectures; questions will be welcomed.
LECTURE: Reconstruction and the Gilded Age
Social realities (DuBois and Washington) and the policies of congressional Reconstruction; the parade of politicians (Hayes to Cleveland); the watershed era of industrialism; the prototypes of corporate power (Vanderbilt, Carnegie, Rockefeller);
Text: Chapters 15 and 16

CLASS II  LECTURE: Immigration, Urbanization, Manifest Destiny
Labor organization and confrontation (Haymarket, Homestead); urban growth and immigration patterns; the “opening” of the West;
The U.S. as an imperial power (Spanish-American War and the Philippines); the amazing life of Theodore Roosevelt;
Text: Chapters 17 and 18

CLASS III  LECTURE: Woodrow Wilson and World War I
The War to End All Wars; the legacy of “self-determination” and the League of Nations;
Text: Chapter 19

CLASS IV  EXAM

CLASS V  LECTURE: Illusion and Reality in the “essentially American” 1920s
Reaction (the Klan, Prohibition) vs. modernism (flappers, the Model T);

CLASS VI  EXAM
Assignment of interpretive essays

CLASSES VII & VIII  Research for report/interpretive essays (post-Civil War outlawry, FDR and the New Deal, transformative battles of WWII)
COURSE POLICIES

Students are responsible for the required text and any additional readings. Attendance is mandatory. Absences will affect the performances on exams and discussions, since extensive material is covered during each class. There will be two exams which will include essay and objective questions. In case of emergency, make-up exams may be arranged, but no tests will be repeated and all results are final. Research for a report/interpretive essay, with use of both traditional and online sources, will be required. Late reports will result in lowering of the student’s grade.

- Attendance - 15%
- Exam I - 35%
- Exam II - 20%
- Report/Essay - 30%

The Doane College academic integrity policy will be adhered to in this class. All projects and tests will represent the student’s own work. Any use of others’ ideas or words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.

Because of the extensive information contained in the lectures, and the considerable time period covered by this course, it is not possible to include an adequately representative bibliography in this syllabus. The instructor, however, will be providing the names of sources and authors throughout the term, and will be happy to suggest further sources on any topic or individual.