

## HISTORY 152: The United States Since 1865 Spring 2015

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Hours: Tuesday and Thursday: 8:30 to 9:00, 10:45 to 11:15;

Monday and Wednesday: 8:00-8:30, 10:00-10:30; and by appointment.

Teaching Assistants: Haley Winkelman

The following are some of your professor's ruminations on the importance and purpose of history.

Few subjects are as fascinating or as full of drama as American history. I know some of you doubt this, but I hope to convince you I am right. Our story begins - and it is a story full of plots, ideas, heroes, and villains - with the great westward movement. If you think of the great ideas in American history, and the great events, as you would the plot of a novel, the subject becomes inherently more interesting. You become, as it were, a detective looking for clues. Why did this or that happen, what was the result, how does that long ago event affect me? The first great plot or theme we must become aware of if we are to understand the drama that is American history is that no people has ever been more committed to ideas - however imperfectly - than the American people. What ideas do you suppose I refer to?

The idea, as Thomas Jefferson wrote in the Declaration of Independence, that **all men are created equal**. And that as equals a representative form of government - a **Republic of free men** - was the only equitable means of government.

Let me explain what I mean by stating that no people has ever been more committed to ideas, these twin pillars of American history: liberty (freedom) and equality. Americans fought two wars with Great Britain and a quasi war with France to establish their **freedom** to pursue the ideal of **equality**. They fought the Civil War to determine whether **equality and freedom** were the possession of all men, or whites only. And for the last

150 years - the time this class is concerned with - the nation has been engaged in a dialogue as to whether other non-white male and female groups also ought to be included in that freedom and equality.

In this drama there are heroes and there are villains. I suggest to you that men like Franklin Roosevelt and Dwight Eisenhower, whom we will study in some depth, are worthy of our admiration in spite their humanity, their failings. Indeed, only if we are aware of our ancestor's faults can we truly determine whether or not their contributions to this grand experiment that is America outweigh their failings. In my mind, both Roosevelt and Eisenhower, one a democrat and one a republican, are great Americans.

Then too, there are villains, men and women fully deserving of our scorn. From Presidents to pioneers the country has had its share of scoundrels, people willing to restrict the rights of others to further their own ends. This then is American history: dramatic, bloody, invigorating, sometimes depressing, but I think, in the end, encouraging and enlightening. If we remember it is the story of real flesh and blood people, human beings who lived and died, and gave birth to a new nation and to generations which ultimately culminated in you, and therefore are a part of you, how can it be boring? One should rather say that we ourselves are the ones who are boring if we do not have the self respect to be interested in those who gave us life, liberty, and the freedom to pursue happiness.

One of the purposes of studying history, perhaps even the primary purpose, is to gain some understanding, some empathy, for people who have lived in different times and places and experienced different realities from our own. Achieving this helps us understand our world and our own place in it. It might also contribute to a less self-centered world view. This is in accord with the Christian faith. One of our great historians, Gordon Wood, has called this knowledge "**having a sense of the past.**" Someone who has a **sense of the past** understands that the culture one grows up within places chains upon us - both good and bad - that most of us cannot completely break these bonds. One way of expressing this reality is to say that "history" has a firm grip on us. Nevertheless, we are commanded in

Scripture to overcome evil and sin so merely accepting these cultural chains is not an option for the Christian. But before we can hope to break these chains that bind us all we must know that they are there and that they are very strong. It does not do us credit as human beings to have contempt for those who, caught in the chains of their own culture, their own past, could not fully escape. Jesus loved these people just as he loved us. Good history, what Wood and I call *having sense of the past*, helps us understand them a little better.

One of the best ways to understand other people is through reading their stories or watching films about people in challenging historical times. In this class you will have the privilege of reading about people very close to your own age, people who are caught up in the historical times in which they live and cannot quite break the chains of those times. I will also show some films in class that serve the same purpose. You yourself may one day be caught up in similar events. Having a sense of the past, knowing that you are not the only one to have suffered or sacrificed, may make bearing those trials well more likely.

#### OBJECTIVES:

1. Understand the United States' role in the 19th and 20th century world.
2. Develop an understanding of the ideas or philosophies, which gave birth to this nation, molded the course of its history, and in some cases competed for acceptance amongst the people. These ideas are most prominent in the areas of politics and diplomacy.
3. Grasp how the US has meant different things at different times to various groups, and gain an appreciation for how those groups have come to the place they now hold in this society. **The primary ideas at stake in this struggle between groups are liberty and equality.**
4. Gain an understanding of the causes, results, strategies, and major battles of the wars the United States has felt necessary to wage.

5. Learn to ask the question "How does God work in history?" Hopefully, we will find some answers, thereby enriching our intellectual and spiritual experience.

TEXTS: Robert Divine and others. *The American Story*,  
**Volume Two, Fifth Edition.**

Willa Cather. *My Antonia*.

Laura Hillenbrand. *Unbroken*.

Both Cather and Hillenbrand are available as ebooks through the GFU library

GRADING: A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = 0-59%

Plusses and minuses are used.

If you attend class regularly, and read the appropriate assignments **before** class, while performing the other assigned tasks, there is no reason why you cannot achieve a satisfactory grade. My expectations are clearly outlined below.

CONCEPT: The university expects that you should invest approximately two hours outside class for every hour in class; i.e. a three credit hour course requires 3 hours in class and 6 in outside preparation for a total of 9 hours per week, times 14 weeks, equaling 118 hours for the semester. Those 118 hours should include 42 hours in class, 30 in textbook study - 2 or more hours per week, 5 hours reviewing for each exam - total of 20. This leaves 26 hours for making up excuses for your parents as to why you need more money (I try to do my part to help you out).

## ACTIVITIES WHICH EARN POINTS:

1. Four exams (100 points each), roughly one every 4 weeks. The final exam follows the same format as the previous three in that it covers about 4 weeks of the class. Thus it is NOT comprehensive. However, it MUST be taken at the regularly scheduled time for the final in this class.
2. Attendance\Quizzes: Because it gives me great pain to see anyone searching for motivation to read their text, I supply it. At the beginning of most class periods (20 of the 28) there will be a quiz over the assigned reading. In order to do well on the quiz, you must read the assignment **before class**. The quiz also serves as a means of taking roll; **you must be here on time in order to take the quiz, you must remain in class the entire period to receive the attendance and quiz points**. Two points will be awarded for writing your name correctly on the quiz (this is difficult if you happen to be taking the class at 7:40 in the morning, but no mercy will be shown), six more will be granted if you answer the question correctly. The answer must be written in a complete sentence; two points are awarded for proper grammar, punctuation and writing quality. The total possible points on the quiz is 10, 200 possible for the term. If you have to miss any classes it is **your responsibility** to let us know why. You will lose points unless you demonstrate that your absence resulted from a school sponsored activity, or an illness confirmed by the school nurse. All absences are initially recorded as unexcused, it is up to you to change that status.

***You should notice that the attendance/reading quizzes are worth as many points as two exams. Obviously this means you cannot take attendance and reading assignments lightly and expect to do well. The course is designed to reward those who attend and do the reading.***

**Cheating on quizzes is cheating. The punishment is the same as if one had been caught cheating on an exam.**

POINTS: There are 600 possible points, 40 of which are granted for simply showing up for class. **However, it is hard to earn an A in this class, you must truly do outstanding work in order to do so.** Unlike some classes there are no set quotas for grades; if all of you earn an "A" that's the grade you will all receive. Regardless of your ability, I am willing to provide whatever help I can in order to assure your success, **you need only ask.**

ASSIGNMENTS: Missed quizzes and missed exams must be made up before the next exam.

**Extra Credit:** I do not offer extra credit. You must focus on the tests and quizzes from the start.

**Classroom Etiquette:** I do not allow the use of computers in class. I provide a note guide for every lecture so there is no reason to use a computer. Please remain in your seats the entire class period. Plan accordingly. It breaks the attention of everyone in the classroom to have people getting up in the middle of class, even at the end of lectures.

### **COURSE CALENDAR**

Class 1: Syllabus explanation.

Jan. 13: Lecture: Ideals and Denials.

Film: I Will Fight No More...

Reading: Read the entire syllabus after class. All other readings are to be done **Before** class on the day assigned.

Class 2: Lecture: The Long Death.

Jan. 15: Reading: Divine, Chapter 17 (All readings are to be done before class).

Film: I Will Fight No More...

Class 3: Lecture: Industrialism & the Rise of the US to World Prominence.

Jan. 20: Reading: Divine, Chapter 18, stop at "The Sellers" on page 591; Read "Industrialization's Benefits and Costs" on page 601 to end of chapter; Chapter 19, begin at "The Spread of Jim Crow" on page 628 to the end of the chapter; Chapter 20, begin at "Republicans in Power" on page 647 to the end of chapter.

Film : I Will Fight No More..

Class 4: Lecture: Seminar: Reading the Text.

Jan. 22: Reading: Divine, Chapter 21.  
Cather, Book One, Chapters I-IV.

Film: I Will Fight No More..

Class 5: Lecture: The Spanish American War.

Jan. 27: Reading: Divine, Chapter 22 stop at "A New Urban Culture" on page 728.  
Cather, Book One, Chapters V-IX.

Film: I Will Fight No More..

Class 6: Lecture: Teddy Roosevelt, Woodrow Wilson and Federal Progressivism.

Jan. 29: Reading: Divine, Chapter 23.  
Cather, Book One, Chapters X-XV.

Film: I Will Fight No More..

Class 7: Exam One

Feb. 3:

Class 8: Lecture: Origins of the Great War.

Feb. 5: Reading: Divine, Chapter 24.  
Cather, Book One, Chapters XVI-XIX.

Film: Heavens Fall.

Class 8: Lecture: The Great War and the "Great Peace."

Feb. 10: Reading: Cather, Book Two, Chapters I-IX.

Film: Heavens Fall.

Class 10: Lecture: The 1920's in America.

Feb. 12: Reading: Divine, Chapter 25.  
Cather, Book Two, Chapters X-XV.

Film: Heavens Fall.

Class 11: Lecture: The Great Depression.  
Feb. 17: Reading: Divine, Chapter 26, stop at "Fighting the Depression" on page 847.  
Cather, Book 3.  
Film: Heavens Fall.

Class 12: Lecture: Franklin Roosevelt and the New Deal: A  
Feb. 19: New Epoch in American History?  
Reading: Divine, 644, begin at "Fighting the Depression" on page 847 to "Impact of the New Deal" on page 860.  
Cather, Book 4.  
Film: Heavens Fall.

Class 13: Lecture: Franklin Roosevelt and the End of the  
Feb. 24: New Deal: Success or Failure?  
Reading: Divine, begin at "Impact of the New Deal" on page 860 to end of chapter.  
Cather, Book 5.  
Film: The Wizard of Oz.

Class 14: Exam Two  
Feb. 26:

Class 15: Lecture: The Gathering Storm: The Rise of Hitler  
March 3: to the Beginning of WWII.  
Reading: Divine, Chapter 27, stop at "The Road to War" on page 883.  
Kerry Irish, *The Second World War, The United States, and Just War Theory*.  
(Found on Foxtale)  
Film: Tora! Tora! Tora!

Class 16: Lecture: World War II: The Hinge of Fate  
March 5: Reading: Divine, 883, begin at "The Road to War" to the end of the chapter.  
Hillenbrand, *Unbroken*, Chapters 1-5.  
Film: Saving Private Ryan.

Class 17: Lecture: From D-Day to VE Day  
March 10: Reading: Hillenbrand, Chapters 6-10.  
Kerry Irish, *The Decision to Go*.  
(Foxtale).  
Film: Band of Brothers, Part 2, "Day of Days."



Class 18: Lecture: World War II in the Pacific.  
March 12: Reading: Kerry Irish, *Dietrich Boenhoffer, A Life in Brief*. (Found on Foxtale)  
Hillenbrand, Chapters 11-15.  
Film: Band of Brothers, Part 2, "Day of Days."

Class 19: Lecture: Lecture: Origins of the Cold War.  
March 17: Reading: Divine, Chapter 28, stop at "The Cold War Expands" page 920.  
Hillenbrand, Chapters 16-18.  
Film: Band of Brothers, Part 2, "Day of Days."

Class 20: Exam #3  
March 19:

March 23-27 Spring Break

Class 21: Lecture: Harry Truman and the Korean War.  
March 31: Reading: Divine, Chapter 28, begin at "The Cold War Expands," page 920, to end of chapter.  
Hillenbrand, Chapters 19-21.  
Film: 42

Class 22: Lecture: Dwight Eisenhower and the 1950's.  
April 2: Reading: Divine, Chapter 29.  
Hillenbrand, Chapters 22, 23.  
Film: 42

Class 23: Lecture: Martin Luther King and the Civil Rights Movement.  
April 7: Reading: Divine, Chapter 30, stop at "Johnson Escalates..." page 992.  
Hillenbrand, Chapters 24-26.  
Film: 42

Class 24: Lecture: JFK, LBJ, and The Great Society.  
April 9: Reading: Divine, begin at "Johnson Escalates..." on page 992 to end of chapter.  
Hillenbrand, Chapters 27-29.  
Film: 42

Class 25: Lecture: Vietnam: The Cold War Grows Hot.  
April 14: Reading: Divine, Chapter 31, stop at "The Reagan Revolution" on page 1039.  
Hillenbrand, Chapters 30-32.  
Film: 42

Class 26: Lecture: Reagan and Bush: the End of the Cold War.  
April 16: Reading: Divine, begin at "The Reagan Revolution" on page 1039 to end of chapter.  
Hillenbrand, Chapters 33-35.  
Film: 42

Class 27: Lecture: Billy Graham and the Evangelistic Tradition.  
April 21: Reading: Divine, Chapter 32.  
Hillenbrand, Chapters 36, 37.  
Film: 42

Class 28: Lecture: The US and the Persian Gulf Wars.  
April 23: Reading: Hillenbrand, Chapters 38-40 and Epilogue.  
Film: 42

## **The Apostles' Creed**

*I believe in God the Father Almighty, Maker of heaven and earth; And in Jesus Christ his only Son, our Lord; who was conceived by the Holy Ghost, born of the virgin Mary, suffered under Pontius Pilate, was crucified, dead, buried; he descended into hell; the third day he rose again from the dead; he ascended into heaven, and sitteth on the right hand of God the father Almighty; from thence he shall come to judge the quick (living) and the dead. I believe in the Holy Ghost, the holy catholic (catholic with a lower case c just means "universal"); the communion of the saints; the forgiveness of sins; the resurrection of the body; and the life everlasting. Amen.*