Now, if there are groups of people who have a claim to other people’s labor and self-denial, and if there are other people whose labor and self-denial are liable to be claimed by the first groups, then there certainly are “classes,” and classes of the oldest and most vicious type. For a man who can command another man’s labor and self-denial for the support of his own existence is a privileged person of the highest species conceivable on earth. Princes and paupers meet on this plane, and no other men are on it at all. On the other hand, a man whose labor and self-denial may be diverted from his maintenance to that of some other man is not a free man, and approaches more or less toward the position of a slave.

William Graham Sumner
What Social Classes Owe to Each Other

Rome had fallen. Augustine says, for want of order in the soul. By their nature, men seek for order: not the unconscious order of swallows or bees, but an order which human intelligence understands. For men, their acts must have significance. Men are Miserable unless they find ‘a disposition or arrangement of equal and unequal things in such a way as to allocate each to its own place.’ They must have purpose in their existence. And what is that purpose? Why, to glorify God, to know Him and enjoy Him forever.

Russell Kirk

Instructor: Christopher N. Fritsch
E-mail: stxoxfd@earthlink.net, cfritsch@dcccd.edu
Office: 
Office Hours: 
Meeting Days and Times: 

Course Description: The purpose of this class is to explore the development of modern America. This is at the outset a controversial idea. Historians, sociologists, and anthropologists debate what exactly constitutes “modern.” For society this question, or its answer, is not the end of the dialogue. How do we as a society, not only define what modern is, but how do we respond to this sense of modernity? Modern, or our sense of the modern and modernity, is what separates America since the Civil War from those decades and generations that came before it, as this idea permeates social thought. Our goal is to evaluate and understand the impact of modernity upon American culture.

In this venture, we will examine American development--as aspects of change and continuity. To more fully appreciate the complexity of change and continuity in our personal, regional, and national past, the course will be interdisciplinary and include an examination of social, cultural, economic, intellectual, and political contexts. In this task we will explore the numerous facets of the American past--its social, political, economic, intellectual, and material past. Our guides will be the individuals, movements, ideas, and events across the years of 1865 to 1980, as we attempt to come to terms with the modern American character and the nature of the modern United States. These historical moments and figures will provide us with a glimpse of the motions of historical change and continuity.

This approach also means that we will study the theories of history from Karl Marx to postmodernism and encounter the assumptions and assessments of historians who have spent their lives studying America. This will be achieved by exploring primary texts and the secondary literature. This will allow us to draw better and more substantive
conclusions about the fundamentals of American history and society, then and now. For you, the student, be prepared to question, cross-examine, and scrutinise; be open to criticism and the outlooks of others, while defending your own interpretation. Most importantly, have fun and enjoy the interchange.

**Prerequisite:** Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.


**Course Objectives:** This course is designed as a lecture, reading, writing, and discussion course. Thus, in line with the objectives as outlined by the State of Texas, this course looks to improve your reading ability. In a fundamental way the more you read the more you improve comprehension of what you read and improve the time it takes to read something. The more you practice, the better you become. Reading will also expand your vocabulary. **You need to read the text.**

Secondly, the course will provide the opportunity to improve your communication skills. Expressing oneself orally and in writing are important skills with which you may take to any job you seek to acquire. Class participation is a key component to learning. Writing and expressing your ideas in a thoughtful manner is also important. In this course you write essays and I expect you to talk with me and with each other. Learning to express oneself has a companion. This course is also about learning to listen to me and to each other and then learning to respond. Expressing oneself is a response to listening to a lecture, to questions, to answers, and to yourself as you read.

Finally, both of these things assist in developing thinking and analytical skills. The ability to analyze information is natural to some but is also a learnt thing. Taking notes, reading, entering into dialogue are the means by which critical thinking skills develop.

**Attendance and Participation:** Education is a reciprocal process; it is symbiotic. By its nature, education requires two participants. Attendance is key to education; therefore, we both need to be present and we both need to participate. Success in this course demands attendance. Although I can not require you to attend, I encourage you to attend every class. Therefore, attendance is not required but attendance and participation are crucial to doing well in every aspect of the class. Your attention to lecture materials and readings will be helpful in doing the essays. Frequently late or absent will negatively affect your grade. Attendance, though, is only the first step. You cannot fully participate in the course if you frequently miss all or part of class sessions. Participation is the second key to academic success. History is a discussion oriented subject. An exception to this rule includes the following: absences for the observance of a religious holy day are excused and serious illness. This also means that your attention needs to be here. Purchase a notebook and find a pen and pencil and begin to take written notes in class. There will be no use of laptops or pads in class at any point in time. I do not care if you record the lectures but this does not take the place of written notes.

I expect you to encounter new ideas and different perspectives. These experiences will force you to think about alternative ideas and interpretations. At times, you may disagree with me, your text, your colleagues in the course and all of that is fair, as long as you treat those of us around you with a level of respect and consideration—the same respect and consideration you will be shown in due course. Therefore, behaviour that disrespects others will not be tolerated. Examples of this behavior include: interrupting someone, talking while others are speaking, sleeping, arriving late to class, packing up and/or leaving early, reading unrelated materials (newspaper, magazines, other courses’ texts), and cell phone or computer use [these items are not to be in use during lecture]. In a manner of speaking, turn off your devices, prepare to participate, and learn. Aggressive or hostile behaviour directed at the instructor, classmates or any person(s) observing the class is not acceptable under ANY circumstances.
**Student Learning Outcomes--History:**
Upon completion of History 1301 students should be able to:
1. Examine the social, political, economic, and religious developments in the North America colonies.
2. Analyze and explain the social, political, economic, and religious developments of the Anglo-British empire and the causes and consequences of the American Revolution.
3. Describe and evaluate the development of the United States during the early national period.
4. Describe and assess the significant causes and consequences of the Civil War.
5. Analyze and understand the context in the intellectual, political, and religious development of life, liberty, and property.
6. Develop the ability to interpret primary and secondary sources and understand the work historians perform.

**Coursework**

**Essays:** In support of the college’s goal to improve writing skills, and critical thinking and analytical skills, this course consists of written assignments. These essays focus upon broadly developed questions from topics and issues within the course. I encourage you to utilise the writing centre and, of course, to bring your questions to me.

Students in the United Kingdom write an essay a week for each lecture they attend. Students in the United States, at Mountain View College, are just as capable as any undergraduate in the world. You may not have a strong background in writing, reading, or research but the goal of this course is to provide you with an opportunity to improve over time.

I shall provide you with a broadly developed question--one that can be developed in a number of ways. I also provide you with a list of important names, dates, events, and ideas that are related to the question. You are encouraged to read the relevant sections of the text. I also provide websites that provide access to primary sources and secondary sources. I also have placed relevant volumes on reserve in the library. Use as much as you and your question need. Do not be afraid to strike out on your own. Most of all do not keep your questions and your problems to yourself.

I think the value of office hours is for you to fill them with conversation and questions. Take advantage them and the time which I can give you. Ask questions of the library staff and take your writing questions to the Writing Center. It is your education and I am here to help you achieve more and so are the rest of the staff and resources which the college developed. I place resources on reserve in the Library and we can always discuss your ideas, your work, your writing during office hours and through email.

A comment about sources: Wikipedia, and other forms of encyclopaedias are not of the standard for college academic work. If we were involved in secondary school, perhaps these would be permissible as sources, but as we are not. They must be used as tools to assist in your work and not as cited sources. They can not be the basis of your work. Each essay outline will provide authors of books that are housed in the library, authors of works that I have held on reserve, and websites that provide the academic foundation for college-level work. There can be deviation from this list but you need to have those sources verified by me.

The requirements for the essays include the following. The required length of each essay shall be two thousand words and they shall be typed (double spaced) and printed for submission. Your full name should appear on the first page. As is required of most students taking history courses, essays and term papers should follow the Chicago Manual of Style--a copy of which is in the Reference section of the library. Be sure to consult the relevant sections regarding the correct construction of footnotes and the writing of a bibliography. Be sure to proofread and edit your work. The use of correct grammar and proper writing style matters. If I am unable to discern what you are saying, your ability
to obtain a satisfactory mark will be impeded. At the end of each essay, you should note
the number of words contained in the submission. **Essays must be submitted the week
they are due and no essays may be submitted electronically. Failure to submit on time
and without permission or reason will be reflected in your grade.**

**Study Group:** Find two other people in the class and form a study group. The goal
of the group should include the following: assist in understanding the primary and
secondary readings, read each other’s essays, share class notes. I believe it is important
for you to have a support system within the class. So, develop some friends within the
class and work to support each other’s work and improve your presentations and
participation.

**Grading Scale:**

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**Institutional Policies:** Institutional Policies relating to this course can be accessed from
the following link:

www.mountainviewcollege.edu/syllabipolicies

*Acceptance of this syllabus indicates that you understand and agree with the rules
and provisions outlined in it. Students who choose to ignore the guidelines for
classroom behaviour may be asked to leave or even fail the course. The instructor
reserves the right to change/alter course requirements with advanced notice.

**Course Outline:**

**WEEK 1:** 21 January: History in Higher Education

**Questions:**

1. What does it mean to be in higher education?
2. What is the value history in higher education?
3. What is history?
   - Why do we study it?
   - Does it have a method?
   - Does it have something to say?

We begin with a commentary by Rene Descartes on thinking. Understanding how
to think, how to construct a logical argument is the basis of higher education. The time to
learn material is ended; college demands that students encounter new ideas and work with
those ideas in confrontation with prior learning.

We start our conversation about history by examining Emanuel Gottlieb Leutze’s
painting, “Washington Crossing the Delaware”. Like any other historical document, what
questions should we ask in order to understand the context of the work?

Now, let us examine the Presidential Address by Carl Becker entitled, *Everyman His
Own Historian*. What questions should we ask of the document? History, whether the
document is a painting or a speech, is about the questions we ask? What problems are
inherent in the questions we ask?

**PAPER ONE ASSIGNMENT**

Please write a two thousand word essay. Within the essay, address your concerns to
answering the following question—What is history? The following readings are available
online and you are encouraged to use them. There are sources that may not be used.
Any sources that does not have a proper author, a legitimate website, high school
websites and any general history website, such as history.com.
WEEK 2  27 January: America as Western Civilisation
Questions:
1. What was the impact of the Revolutions on Western society?
2. How did the revolutions impact society and man?
3. How did Western science develop between 1790-1860?
4. How did science impact society, culture, and man's role within each?

We begin with examining the revolutionary goals and outcomes of the united colonies in North America and in France. What were the intellectual origins of these moments in Western history?

The West, though, was moving into new territory—science. Darwin, although not the first, became the most important. What did Darwin present and how did it impact society and how the West thought about society and civilisation?

WEEK 3  3 February: The Civil War and Reconstruction
Questions:
1. What caused the war?
2. Why do we focus upon slavery as a cause?
3. Why did the war end?
4. Were the Confederate States of America defeated or did they surrender?
5. How do you repair the nation?
6. What about the freedmen?
7. What did the war do to the nation?

How should we begin to understand the conflict? Perhaps, we begin with how Abraham Lincoln and Jefferson Davis saw their nations. What should our criteria be in our understanding of the end of the war? In looking at the war, we find layers of issues from constitutional authority, slavery, economic circumstances, and strong cultural differences. Can we evaluate these into a coherent comment on American nationalism? Not unlike similar wars in Europe, the American Civil War can be seen as a war for national unity. What factors do these conflicts have in common?

Western society was changing. The Romantic Era and the Napoleonic wars created a new sense of self. A perception that moved people from their local lives to something that was national. Let us begin to consider the Civil War as a war of nationalism and that this war has more in common with World War I and World War II, than it does to its predecessors. This war, then, was not a question of national sovereignty, but rather a conflict about national identity.

WEEK 4  10 February: American Thought and Culture
Questions:
1. How did Americans see their society after Reconstruction?
2. How did American society understand the concept of progress?
3. Did American concepts of progress differ from Europe?
4. How did science and progress merge into social thought?
5. How did changes in America reinforce the growing attachment to science?

Across more than fifty years, science became a standard reference point in social and cultural discourse. Science had a companion—the notion of progress. What began as a conversation to understand geology, biology, chemistry, and physics, transcended into conversations about history and historical development, social and civilisational development and change, and cultural shifts that reflected a growing sense of nature and realism.
The challenge we face could be simply this. Were there voices that did not endorse or reinforce a growing reliance upon science and a developing sense of progress? If we find few voices in opposition, what does this say about society. We begin with the scholarly expositions of science and progress. Then, we turn to the popular presentation of science and progress.

PAPER ONE DUE WEEK 5
WEEK 5 17 February: Industrial Capitalism and the Economy of Efficiency
Questions:
1. Where does the word Robber Barron come from?
2. What did the Robber Barrons accomplish?
3. How do we understand the economic and industrial history of the late-nineteenth century?
4. Why was efficiency so important in the second industrial revolution?
The Robber Barrons were the industrial capitalists of the late-nineteenth century. Perhaps if you have a moment, begin to look at various history textbooks and consider the following problem. Unlike previous topics or previous time periods, what sources do historians use to understand the capitalists and their perspective on capitalism in the time period? How fair and balanced is the study of these men and the world they constructed?

PAPER TWO ASSIGNMENT
WEEK 6 24 February: Agrarians Respond to Economy and Capitalism
Questions:
1. What things bothered American farmers after the Civil War?
2. How did farmers organise?
3. What did farmers stand for? Was their position rooted in an anti-capitalist perspective or did they see America differently?
The farming community in the United States found itself increasingly in trouble after the Civil War. What caused these hardships? Fundamentally, the movement back to the gold standard injured American farmers and their communities. How did gold versus the continued use of ‘greenbacks’ impact farmers? Northern farmers responded by forming the Grange. Over time, Southerners constructed the Farmers’ Alliance. How did these organisations differ and how were they similar?
The Alliance moved from a socio-political organisation to one with political aspirations. Farmers became political. Explore the Ocala and the Omaha Platforms. What did the Alliance wish to achieve? How did they see contemporary American capitalism?
What happened in 1892 and 1896?

WEEK 7 2 March: The Labour Response
Questions:
1. How did labour respond to the emerging industrial society?
2. Was it a unified response?
3. Can we see a difference between the Knights and the AFL?
4. Were they progressive?
5. Were they used by progressives to achieve political power and agendas?
Historians present the idea that labour emerges in the late-nineteenth century. Did it really? There were factories prior to the outbreak of the Civil War. Lincoln utilised the industrial North in order to achieve the conquest of the South. So, why does labour play a key role now? Do we see the importance of labour because of its concentration in urban space and its ethnic nature? If we begin to see and think of labour, not as a new construct, but within new constructs, do we see much different America emerging? Can
we view this emerging America through the Frederick Jackson Turner’s “Frontier Thesis” and the changes captured in the Census of 1890 and 1920. Finally, if labour is used to present an anti-capitalistic historical agenda by modern historians, as we shed this bias, we find the destruction of the middle class, the end of urban life, and the centralisation of political power as the current outcomes of a less industrial society and a more unassembled society.

WEEK 8  9 March: Progressive America: Part 1

Questions:
1. What does it mean to be progressive or a progressive?
2. Were the farmers progressive?
3. What were the problems of the new urban and industrial America?
4. How did people outline the problems of modern America?

So, let us begin with evaluating the farming agenda. How did farmers understand ‘pursuit of happiness’? What were the proposals of the Farmers’ Alliance and the Populist Party?

How we view the answers to these questions begins to show us how people respond to the new America. We should begin here. What was the new America? What made it modern? Something or some things had changed. Historian Frederick Jackson Turner was the first to recognise that America was different.

Turner saw the changes and saw a new America. It was different than the old America. Thus, Turner saw new everything. A new political nation rapidly developed and this created a new culture—a new intellectual outlook.

At the same time, as historian Robert Wiebe wrote, there was a ‘search for order.’ If anything, Wiebe recognised an America that had lost its moorings, lost its foundation, and was adrift. Does this sound familiar?

16-20 March SPRING BREAK

PAPER TWO DUE WEEK 9

Week 9  23 March: Progressive America: Part 2

Questions:
1. If we outlined problems, how did people respond to the problems?
2. How did agrarian populist respond?
3. How did Republicans see progress and progressivism?
4. What about Democrats and why were they different?
5. Were there differences between local, Local, state, and national responses?
6. How should we view private responses?
7. What created order in the past; what created order now?

Change in America came at a number of levels and a variety of forms. Private and public initiatives arrived at the forefront of American politics and American social change. Local initiatives, state legislation, and Federal legislation attacked the ills of American industrial and urban life. Public initiatives worked alongside private actions. The establishment of city parks, educational programs, urban safety measures were often led by civic organisations looking to improve local living conditions.

PAPER THREE ASSIGNMENT

WEEK 10  30 March: World War I and the Death of Liberal Democracy

Questions:
1. What caused the First World War?
2. How did Americans see the conflict?

   Constitutional issues because of the war.
3. Wilson, the Peace, what went wrong?
4. What was the American response to the end of an Age?
5. Prohibition was it an aspect of progress or the new Consumer Age?
6. How did Americans look at the world between 1920 and 1932?

Many historians write about American involvement in the war in two fashions. The first fall into the Wilsonian outlook that America saved the world for democracy. If this is true, then we must account for the state of democracy prior and after to the war. How did Wilson and his administration see the maintenance of democracy on the home front. The second way to see the war is to view it through the war’s impact upon business and industrial development. The war did have an impact on these things. American involvement began early in order to aid the allied war effort. Thus, the Germans may not have been wrong in sinking the Lusitania.

After the war, America faced even greater problems. The return to a peace-time economy, a failed settlement in Europe, a disillusioned public, all of this held problems for nation. Americans, under Coolidge, found their haven. The business of America was business. It was time to return to what America did best—production and consumption. It was time to reinvigorate America with the aid of dozens of electric devices and the advance of technology. Still, some Americans saw this world as very dissatisfying.

WEEK 11 6 April: The Great Depression and Its Responses

Questions:
1. What caused the economic problems of 1929 and the subsequent financial panic?
2. How did Herbert Hoover respond to the crisis?
3. How did Franklin D. Roosevelt respond?
4. What were the goals of the New Deal?
5. How did people respond?
6. What problems did FDR encounter during the decade?
7. Then, there was Germany and Japan. What happened to the League of Nations?

America faced a whole new set of challenges. Depending upon who you ask, the causes of the Great Depression are varied. How extensive was it? Was there any part of the economy that was not impacted? Hoover’s response is seen as simply non-responsive. Roosevelt is tagged as the man who saved the nation. Look at his inaugural in 1933. Who does he blame? How does he see the origins of the economy problem? So, is the New Deal in line with progressive ideas of the early part of the century? Or, does Roosevelt take America in a new direction? Does he reshape the landscape?

Roosevelt, however, was not alone. There were alternatives and voices who spoke of alternate solutions. Who were these people? What were their critiques of Roosevelt? In a broader framework, how did FDR get his way? Americans were hardly uniform in agreement with Roosevelt and his agenda of recovery. Here, have a look at John Maynard Keynes and his new outlook on government economics. How did this change the American political, economic, and social landscape?

PAPER THREE DUE WEEK 12

WEEK 12 13 April: American Foreign Policy under FDR

Questions:
1. What was Lend-Lease?
2. Did this policy reflect a non-aligned America?
3. What failed in League? America or the world?
4. 7 December changed America. How did it change?
5. Did American policymakers understand their relationship with a non-Western nation, such as the Soviet Union and Jozef Stalin?

6. So, who is to blame for what America did to half of Europe?

Increasingly, historians have come to see the period of 1914 to 1945 as one long period of conflict. This is not the first time that post-medieval Europe had seen such conflict. The first came in 1618 and lasted until 1648—The Thirty Years War. From 1688 until 1763, King William’s War to the end of the French and Indian War, Europe, the Americas, and other parts of the world were engaged in a conflict that pitted Great Britain and France. Finally, one might see 1793 to 1815, as another period of prolonged conflict within Europe. Thirty years, seventy-five years, and twenty-years, these all reflect periods of prolonged conflict. No wonder President George Washington believed that American foreign policy had to avoid entanglements with some European nations. Even before there was a concerted concept of nationalism, the continent was at war.

The League was supposed to do something about this. It failed. Wilsonian optimism failed. World democracy failed. In the wake of the First World War was a Wilsonian plan that disregarded history, culture, and a revolution that rejected Western capitalism, Western democracy, and Western theology. It might be said that FDR did the same during his New Deal and his military agreement with totalitarian communist Stalin.

At the end of the Second World War, did the Allies have a uniform set of goals. Did they have an idea of what a post-war world would like and feel like? Here, you need to take a look at what FDR and his successor, Harry Truman, wanted. Compare this to the much more pragmatic men as Winston Churchill or Jozef Stalin.

PAPER FOUR ASSIGNMENT
WEEK 13 20 April: The Rightness of Joseph McCarthy
Questions:
1. Does the Venona Papers justify McCarthy’s position?
2. If we examine the testimony, especially of Hollywood, can we not see even greater veracity of the existence of Communism in America?
3. Was the internal search for American Communism connected to the external diplomatic and military efforts of the Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, and Bush Administrations?
4. Unlike the appeaser and apologist Roosevelt, post-war America saw a need to stand against Stalin and his heirs. Was their vision correct?

Return to the Lend-Lease Act, which was passed prior to the bombing of Pearl Harbour. Examine the words used by Congress and endorsed by Roosevelt to use the world as a barrier to American entry into the war. Now examine the outcomes of the Tehran Conference. Who won the diplomatic battle? Did this leave the United States in a position of strength after the war? The year 1949 changed the world in a great way. The Union of Soviet Socialist Republics and the People’s Republic of China changed the diplomatic landscape for the next half-century. International Communism, of either brand, was a moving culture. It openly declared the goals of world domination as expressed by Nikita Khrushchev and his ‘We will bury you!’ speech. Rightfully and logically, this outburst led to an American response of the construction of regional organisations, localised and regional conflict, the support of anti-communist regimes, all as a means of containment.

WEEK 14 27 April: War and Containment
Questions:
1. What is the difference between Korea and Vietnam, and the Second World War?
2. How did men like Truman, Eisenhower, Kennedy, Johnson, and Nixon understand the conflicts?
3. Was this an open rejection of Roosevelt’s appeasement of the 1940s?
4. Can we and should we look at the anti-Vietnam protesters in the same light as we look at Roosevelt? Does this explain the Democratic Party agenda for the next fifty years?

Perhaps the most important year in twentieth-century America is not 1919, 1933, nor 1941. Can we make a case for 1949? This year saw the construction of the Soviet atomic arsenal and the victory of Maoists Communists in China. It was a whole new world and within years, the Soviets sent Sputnik into space (1957) and then the first manned space flight (1961). These were apparent threats to the safety and security of the United States, as witnessed by the Cuban Missile Crisis. Does this provide greater context for the actions of the Administrations between 1950 and 1990?

WEEK 15 4 May: The Unbridled Fourteenth

Questions:
1. What were the origins of the Fourteenth Amendment?
2. How well did the Fourteenth Amendment do in the previous century?
3. Beginning with Brown v. Board of Education, how was the Fourteenth Amendment transformed?
4. Did it construct a very different version of civil rights that people in the Nineteenth Century would not have envisioned?
5. How does the Amendment get used over the next five decades?

Perhaps we should begin, not with Brown, but rather with Roe v. Wade. Through a close reading of the opinion of William O. Douglass (AJ), we see both a re-interpretation of the Fourteenth Amendment and an admission about the reconstruction of American society. What was in the 1950s a religious revival under the leadership of Martin Luther King had turned into a scientific question about the origins of life and the sanctity of life as an outgrowth of Western, and Christian values. Unlike a Fourteenth Amendment of the post-Civil War era that looked to fulfil the Christian ethics of the Declaration, and American Abolitionists, who were inherently Christian and saw their conflict in theological terms, science, a neo-Darwinism instigated policy and political direction. What if science can not explain everything? That leaves America divided between a faithful and a scientific nation — what progressives would say as a nation of backward people and those who rightfully see the future. Have we come full circle or are we still trying to figure this out?

WEEK 16 11-14 May: Final Examinations

SUBMISSION OF PAPER FOUR