TEACHING AMERICAN HISTORY

LEH/NOPS

U.S. History since the Civil War
Institute on American History

Dr. Charles J. Shindo
June 6 - 30, 2005
Loyola University
LEH/NOPS Teaching American History Summer Institute
U.S. History since the Civil War
June 6th to June 30th, 2005, 2:30 to 5:30
Loyola University

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Institute website: [www.lsu.edu/faculty/cshindo/leh](http://www.lsu.edu/faculty/cshindo/leh)

This institute will examine the major events and issues in American history from the end of the Civil War to the present. We will focus on the state of scholarship in the historical profession and emphasize four main themes: the growth of the federal government, the struggles of groups and individuals to gain and maintain power, the relationship of the United States to other countries around the world, and the rise of business and a corporate state. Rather than following a strictly chronological format, each week the seminar will focus on one of the four main themes and examine that theme from the end of the Civil War to the present, as well as relating historical interpretation with current events. The main justification for this approach is to highlight the connections between historical events rather than to treat each event as a distinct historical entity.

The first week will be devoted to looking at the ways in which groups and individuals struggled to gain or retain power in American society. We will focus on the effect of historic events on people, and will focus especially on African-American history as well as immigration, labor, and gender. John Rodrigue, a specialist in labor relations during reconstruction, will be a guest scholar. The second week will be devoted to one of the most dramatic changes to occur in the last 140 years, the growth of the federal government. This section will include discussions of such specific historical events as reconstruction, the progressive movement, the New Deal, and the creation of a welfare state, as well as discussions of long term changes in the power of the presidency, the role of reform, and the functions of government. The third week will look at the role of the United States in the world, especially at times of war such as the Spanish-American War, the two World Wars, and Vietnam. A field trip to the National D-Day Museum, as well as guest scholar Mark Carson, a specialist on the Vietnam War, will be included. The final week’s focus will be the rise of business and a corporate state following the economic development of America from a regionally based agricultural society to a modern, urban, industrial society. Particular emphasis will be placed on periods of extreme economic conditions such as the Gilded
Age, the 1920s, the Great Depression, and the post-WWII period.

The significance of this format is in its ability to describe and understand historical trends resulting from a series of historical events. This will not only provide a different understanding of the events themselves, but also increase the participants ability to make connections between history and contemporary society. Utilizing readings (both books and articles), discussions and guest speakers, the seminar will help teachers adapt their lesson plans to the latest historical scholarship. This adaptation will be accomplished largely through the collection and use of primary documents ranging from such traditional historical sources as government documents, diaries, and statistical records to such non-traditional sources as film, radio, music, and architecture.

Assignments:

The goal of the institute is to provide participants with a better understanding of American history and historiography as well as provide them with the tools necessary to incorporate this understanding into their teaching. Each week, each participant will be asked to present to the seminar a primary source which they have found related to the week’s theme, discuss its merits, its shortcomings, and its use in the classroom. Each participant will also turn in a short (3-4 pages) written assessment of the document to me each week. At the start of the institute, each participant will select a historical period on which they will focus and from which all their primary sources will be derived. Information on all these sources will be made available to each participant either in print or online. In the last week, participants will be asked to create lesson plans from the primary sources they have collected. In the end, each participant will have access to sources and lesson plans spanning the entire period from the end of the Civil War to the present. Participants will be graded on their written work (10% for each of the four written assignments, 40% for the lesson plan), and for their participation in discussions and oral presentations (20%).

List of historical periods:

<table>
<thead>
<tr>
<th>dates</th>
<th>major events</th>
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<tbody>
<tr>
<td>1865-1877</td>
<td>Reconstruction</td>
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<td>1865-1890</td>
<td>Western Expansion</td>
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<td>1877-1900</td>
<td>New South</td>
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<tr>
<td>1877-1900</td>
<td>Gilded age Politics</td>
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<td>1890-1924</td>
<td>Migration and Immigration</td>
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<td>1880-1910</td>
<td>Populism</td>
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<td>1900-1916</td>
<td>Progressive Era</td>
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<td>1880-1917</td>
<td>Empire and Foreign Policy</td>
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<td>1917-1919</td>
<td>World War I</td>
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<td>1920-1929</td>
<td>the twenties</td>
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<td>1929-1940</td>
<td>the Great Depression</td>
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<td>1932-1940</td>
<td>New Deal</td>
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<tr>
<td>Time Period</td>
<td>Event/Phase</td>
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<tr>
<td>1941-1945</td>
<td>World War II (foreign)</td>
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<tr>
<td>1941-1945</td>
<td>World War II (domestic)</td>
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<td>1945-1960</td>
<td>post-War prosperity</td>
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<td>1945-1970</td>
<td>Cold War I</td>
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<td>1960-1970</td>
<td>Civil Rights</td>
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<td>1945-1975</td>
<td>Vietnam</td>
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<td>1960-1975</td>
<td>Student/Youth Movement</td>
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<td>1960-1980</td>
<td>Feminism</td>
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<tr>
<td>1970-1980</td>
<td>end of liberalism, recession</td>
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<tr>
<td>1970-1990</td>
<td>Cold War II</td>
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<td>1980-1990</td>
<td>New Right</td>
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<tr>
<td>1990-2000</td>
<td>Gulf War and Foreign Policy</td>
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Readings:


Included in reader:


Renshaw, Patrick, “Was There a Keynesian Economy in the USA between 1933 and 1945?” *Journal of Contemporary History*, Vol. 34, No. 3.
Schedule:

June 6:  **Introduction**  
Benchmark Exam, primary sources

June 7:  **Struggles of Individuals and Groups to Gain and Retain Power, an overview**  
reading: Lucy Barber, *Marching On Washington*

June 8:  Reconstruction and the Struggles of the Freedman  
Guest Speaker: John Rodrigue, LSU

June 9:  African-Americans, women, and Asian Americans  
reading: Darlene Clark Hine and Nancy F. Cott articles

June 13:  presentations of primary sources, first written assignment due.

June 14:  **The Growth of Government, an overview**  
reading: Mae M. Ngai article

June 15:  Executive Authority:  
reading: Mary E. Stuckey, *Defining Americans*.

June 16:  presentations on primary sources, second written assignment due.

June 20:  **The Relationship of the U.S. to the World, an overview**  
reading: Matthew Frye Jacobson, *Barbarian Virtues* and Ussama Makdisi article

June 21:  The Good War: World War II  
field trip to the National D-Day Museum  
reading: Benjamin L. Alpers article

June 22:  The Bad War: Vietnam  
Guest Speaker: Mark Carson, River Parishes CC and Holy Cross College

June 23:  presentations of primary sources, third written assignment due.

June 27:  **The Growth of Business and a Corporate State, an overview**  
reading: Lamoreaux, Raff and Termin article and Gail Radford article

June 28:  The Great Depression and Post War Boom  
reading: Patrick Renshaw article

June 29:  presentations of primary sources, fourth written assignment due.

June 30:  discussion of lesson plans, lesson plans due.  
Benchmark Exam