

**History 1502**  
**US History since 1877**  
**Fall 2017**  
**Professor Melanie D. Newport**

**UConn-Hartford**  
**Tuesday and Thursday**  
**12:30-1:45pm**  
**Hartford Times Building 228**

*“American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it.”*

-James Baldwin, 1963

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Office Hours: Thursdays, 2pm-4pm, or by appointment.

### **Required Texts**

- Audra Wolfe, *Competing with the Soviets: Science, Technology, and the State in Cold War America*
- Dave Eggers, *Zeitoun*
- *American Yawp* Free Online Textbook, as needed: <http://www.americanyawp.com/>
- Additional documents & links will be posted on HuskyCT.

### **Course Description**

This course surveys the political, social, economic, cultural and ideological characteristics of modern America from 1877. Students are introduced to the techniques and strategies of historians through the use of historical texts, both primary and secondary, as well as the procedures of historical writing. Attention is given to transformations in experiences of race, class, and gender; tensions over American political and economic ideas and institutions; and the relationships between the United States and other nations.

### **Course Objectives**

Collegiate history is about learning to work with the tools of the historian by paying attention to complexity, change over time, context, contingency, and causality in order to understand how people in the past made choices and why those choices and their impact were important. As such, our focus is on the connections between people, events, institutions, and polices and why they are significant.

If you are worried about your performance in this class based on high school history class, let it go! In collegiate history, we focus less on memorization and more on developing critical reading and writing skills while gaining new perspectives on how past events shape the world we live in today—endeavors that will serve you well in any major or career.

After successfully completing this course, students will be able to:

- Locate primary sources through the library website
- Identify events and actors that shaped debates about civil rights and activism, the role of government in society and the economy, and the place of American in the world from Reconstruction to the present.
- Relate past events to our current context.

- Practice historical methods through evaluation and critique of primary sources.
- Connect primary and secondary sources to broader themes in modern American history.
- Assemble primary sources in support of arguments about the past.

### **Of vital importance**

Face to face communication is best; it allows the professor to put a name with a face and to get to know you. Meetings are great if you are worried about your grade, would like to go over a draft of an assignment, have fallen behind, or just want to chat. You may arrange to meet before or after class or during office hours. You should make one visit to office hours but you are not limited to it.

I do not discuss grades over email. I will respond to most emails within 24 hours. Check the syllabus before emailing. If you are new to emailing professors, check out this guide: <http://tinyurl.com/hvlggab>. Brevity and formality go a long way.

You can contact me more informally on Slack. The link to the course group is on HuskyCT.

Nomenclature: You can call me “Professor” or “Professor Newport.”

Extra Credit: There isn’t any. Don’t ask.

### **Grade Distribution**

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|---|---|
| • Exam 15%  | • Reading responses (5): 25%                |
| • Final Exam 25%                                  | • Explore history outside the classroom: 5% |
| • Op-Ed from Perspective of Historical Actor: 20% | • Participation: 10%                        |

### **Being Successful in History 1502**

**Participation**: The In-Class Participation Rubric is posted on HuskyCT. Another way to participate is to come to office hours. Students find this time most useful for talking about their experience of the class, mentoring about majors and career paths, and for getting feedback on assignment drafts. You can also create and respond to threads on the HuskyCT discussion board. The most helpful way to participate in this class is to raise your hand to ask a question or make a comment. You can do this at any point. I may finish my thought before answering you. You can also raise your hand to ask me to slow down, repeat something, or clarify something. It is helpful to your peers and your professor when you ask questions; it is not considered an interruption.

**Taking Notes**: You will get more out of this class if you take notes on films, documents, and lectures. There are Google Slides for the course that include relevant terms that will be discussed (they will be updated about thirty minutes before class) that can help guide your notetaking. I do not provide you with notes because you need to learn this skill. Some useful resources for learning how to take notes in a history class:

- <https://clas.uiowa.edu/history/teaching-and-writing-center/guides/taking-lecture-notes>
- <https://apps.carleton.edu/curricular/history/resources/study/notes/>
- <https://www.youtube.com/watch?v=y4gWorHP5J8>

**Turning Assignments In:** All assignments should be submitted through the “Assignments” tab in HuskyCT. In this class, you do not need to include a heading or a title page. You should have a title and numbered pages. Use Times New Roman Font, 12 pt, double spaced, with 1 inch margins. All work will be submitted online. If your paper looks short or is oddly formatted, I will check the word count. As a general rule, never go over 20% above the word count. You should cite sources with footnotes. Historians use Chicago Manual of Style to format them, which is desirable but not expected for this course.

You must turn in assignments on time. If you are concerned about being able to submit an assignment for a catastrophic reason, you must contact the professor at least 24 hours in advance of the due date. Due dates and times are provided on the syllabus, on the “Readings and Assignments Schedule,” (both are under the “Syllabus” tab on HuskyCT) as well as under the “Assignments” tab in HuskyCT.

**Sources for Your Assignments:** You do not need to do outside research in this class. For the reading responses, follow the readings on the “Reading and Assignments Schedule” and the weekly modules in the “Course Content” section of HuskyCT. Specific research directions will be provided for the Op-Ed assignment. Wikipedia, Googled sources, Cliff Notes, and non-assigned films or texts are not needed or appropriate for the assignments in this class.

**Buying Books:** You are expected to have the books for this course in class during the weeks they are on the syllabus. If you are buying or renting at the bookstore, you should do this at the beginning of the semester because they will send unpurchased books back after the first few weeks of classes. You can also buy both texts online or as ebooks.

**Readings:** The readings for this course allow you to engage with historical material in several different ways. *Primary Sources* are documents from the past. *Secondary sources* are sources written after the fact, such as *Competing with the Soviets* and *Zeitoun* or the journal articles assigned. These are the sources you will use to write your reading responses. The textbook is a *tertiary source*, a source that is based on many secondary sources. The degree to which you read the textbook is contingent on how useful you find it as a complement to the lectures. Some people will rely heavily on the textbook; others will find it less helpful. The structure and content of this class does not follow the textbook exactly. Your priorities should be: Primary Sources, Secondary Sources, Textbook. You do not need to read every word of every assigned reading to be successful in this class. You should have the reading for the week done by Tuesday each week.

**Technology:** Devices may be used in class for note-taking or accessing course documents only. However, be mindful that studies show that people who take handwritten notes usually do better (see <http://tinyurl.com/jmjc7yd>). Unapproved uses such as texting or social media may lead to an individual call out. I will ban devices if distraction is a repeated problem among the members of the class. It is completely obvious when you are distracted online or texting during class. If you

are the kind of person who is easily distracted, buy a notebook to take notes in and print out course materials.

**Showing Up On Time:** You are expected to show up to lecture before 12:30. We will start right on time. It is distracting and impolite when you show up late. Plan ahead for traffic, parking problems, absent busses etc. If something happens but you're still going to come to class, the best etiquette is to send an email or Slack message to the professor or to check in with the professor after class.

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**Assignments:**

***Syllabus Quiz:*** A brief quiz to make sure you have read the syllabus. No notes allowed. No makeups will be provided; do not miss it. This quiz is part of your participation grade.

***Op-Ed:*** An Op-Ed is an opinion piece that aims to persuasively express an opinion about an issue. You will take a stance on an event from the history of the United States since 1877, writing from the perspective of a historical actor at that time. This assignment includes two separate components: (1) a 400-word explanation of the context of the issue that you are writing about that includes key information that a reader in the past would know about the issue and (2) an 800 word Op-Ed. The only sources you should use are the course texts, your lecture notes, and at least 4 articles from the library reference e-resources (such as *Encyclopedia of Lesbian, Gay, Bisexual and Transgendered History in America*, *Oxford Companion to United States History*, *Encyclopedia of American Foreign Policy*, or *Encyclopedia of African-American Culture and History*; visit <http://classguides.lib.uconn.edu/content.php?pid=76578&sid=584015> and/or Proquest Historical Newspapers. You may use other Library databases as approved by the instructor. The Op-Ed is due by 11:59pm on November 16. Late Op-Eds will receive a maximum grade of 70% and may not be submitted after 11:59pm on December 1. More details are on HuskyCT.

***Reading Responses:*** Write an informal 600 word essay in response to the primary and secondary source readings. This does not have to be your most polished, elegant, perfect writing. I will provide a prompt for each response that you can use as a jumping off point for your thoughts. You are not obligated to answer it if there is something else you'd like to say about the reading, such as: What did you learn from this reading? How does it compare to other material we've studied or that you've encountered previously? You can also use the reading responses to make an argument about the readings or a broader topic. Prompts and due dates are posted under the "Assignments" tab in HuskyCT.

The number one goal of these assignments is for you to demonstrate that you are engaging with the material and prepared for in-class discussion. The number two goal of these assignments is to ensure that you are gradually preparing for the tests, which will be easier if you are doing the reading. There are six reading responses to choose from; you only need to turn in five. Each reading response is worth only four points. I will only grade the first five you submit. For these reasons, reading responses must be submitted by 11:59am on the due date. Late reading responses will not be accepted.

**Explore history outside the classroom:** Visit a historical exhibit or participate in a history-oriented event (such as a talk) in the Hartford-area or at the UConn main campus. Afterwards, you will submit an informal 200 word description of what you saw or heard, any critiques, and how the material related to the course. Information about places to visit and events will be posted on HuskyCT. Your informal, brief essay can be turned in at any time during the semester before 11:59pm on December 1.

**Tests:** In historical scholarship, accuracy matters. As such, evaluation in this course includes mastery over content from primary and secondary source readings, films, and lectures. Two blue book exams will ask you to answer a mix of short answer and essay questions. 1 notecard of handwritten notes is allowed; your notes must be submitted with your test. The best way to prepare for the tests is to come to class, take notes, do the reading, study, and do the assignments. The midterm will cover material from weeks 1-5. The final will cover material from weeks 6-15 and as well as a comprehensive question.

A makeup test is not available for the midterm; do not miss it. If you do miss it, you can write a 10 page research paper on a topic determined by the professor. In accordance with UConn policy, students are required to be available for their final exam. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the [Office of Student Support and Advocacy](#) (OSSA). If permission is granted, OSSA will notify the instructor.

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#### **University & Course Policies:**

**Grade information:** <http://catalog.uconn.edu/academic-regulations/grade-information/>

**Grade conversion:** A 93-100, 4.0; A- 90-92, 3.7; B+ 87-89, 3.3; B 83-86, 3.0; B- 80-82, 2.7; C+ 77-79, 2.3; C 73-76, 2.0; C- 70-72, 1.7; D+ 67-69, 1.3; D 63-66, 1.0; D- 60-62, 0.7; F <60, 0.0.

**Academic integrity:** I expect that you will turn in original work. I will prepare you to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut by teaching you proper methods of citation. You will contact me if you have questions before submitting assignments. **You will not plagiarize, copy, steal, cheat, lift, submit work from other classes, or fail to cite; if you do so, you will fail the course.** To learn about the onerous process accompanying “academic misconduct”: <http://community.uconn.edu/the-student-code-appendix-a/>. If you decide to cheat or plagiarize, keep in mind that you are committing to costing yourself, the professor, and a number of people across the University countless hours of their valuable time. Don’t do it.

**Students with disabilities:** This course follows principles of “universal design” and should be accessible to all students. The [Center for Students with Disabilities](#) (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu)

**Academic freedom:** To quote the UConn Student Code, “The ‘spirit of inquiry’ lies at the heart of our community. It is the realization that the act of learning is essential to personal growth. The desire to know and the willingness to explore require the strength to resist the false promises of shortcuts and substitutes in the process of learning. The spirit of inquiry is the passion and the patience to commit oneself to a continual journey toward understanding. Incorporating the spirit of inquiry into one’s life as a student is not easy. It calls for curiosity, stamina, vulnerability, honesty, grace, courage, and integrity. A student needs to look beyond comfortable assumptions in search of new perspectives and seek the very information that might change his or her mind. ...The spirit of inquiry can only flourish in an environment of mutual trust and respect.”

<http://community.uconn.edu/the-student-code-preamble/>

**Policy Against Discrimination, Harassment and Related Interpersonal Violence:** The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu)

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**All other materials are posted on HuskyCT: <https://learn.uconn.edu/>**

## **1502 Reading and Assignment Schedule**

- Priorities: shortest readings first (documents, articles, textbook)
- Reading responses: turn in 5 (there are 6 opportunities; you can skip one)

*readings are subject to change- check "Announcements" in HuskyCT for updates*

### **Unit 1: History through Primary Sources**

#### **Week 1: Course Launch and Reconstruction- 8/29, 8/31**

Syllabus

"What does it mean to think historically?"

Heather Cox Richardson, "Killing Reconstruction"

Slavery by Another Name documentary

#### **Week 2: Imperialism and Industrialization- 9/5, 9/7**

Turner, "Significance of the Frontier in American History"

Chief Joseph on Indian Affairs

Lum May account of Chinese Expulsion

Syllabus Quiz: September 5

Reading Response 1 due: September 7

#### **Week 3: Progressivism and Patriotism- 9/12, 9/14**

Washington and DuBois, Black Progress

Jane Addams, "The Subjective Necessity for Social Settlements"

Rudyard Kipling, "The White Man's Burden"

"Aguinaldo's Case Against the US"

Emma Goldman on Patriotism

#### **Week 4: Americanism and Liberalism- 9/19, 9/21**

Hiram Evans on the "The Klan's Fight for Americanism"

Marita Bonner, "On Being a Young Woman and Colored"

Herbert Hoover on the New Deal

Huey P. Long, "Every Man a King" and "Share our Wealth"

Second Inaugural Address of Franklin D. Roosevelt

Reading Response 2 due: September 21

#### **Week 5- Exam- 9/26, 9/28**

Optional Exam Review: September 26

In-Class Exam: September 28

### **Unit 2: History through Primary Source and Secondary Sources**

#### **Week 6: Exceptionalism and Containment-10/3, 10/5**

Henry Luce, "The American Century"

NSC-68 excerpt

Kennan Telegram excerpt

Arissa H. Oh, "From War Waif to Ideal Immigrant: The Cold War Transformation of the Korean Orphan," *Journal of American Ethnic History* 31, No. 4 (Summer 2012), 34-55.

**Week 7: Containment and the Military Industrial Complex- 10/10, 10/12**

Competing with the Soviets, introduction 1, 2, 3

Reading Response 3 due: October 12

**Week 8: Consumerism and Modernity- 10/17, 10/19**

Migrant Farmers and Immigrant Labor

Richard Nixon on the American Standard of Living

Christy Ford Chapin "Why Insurance Companies Control Your Medical Care,"

Competing with the Soviets 4, 5

**Week 9: Liberalism and Civil Rights- 10/24, 10/26**

Tyler Wall, "For the Very Existence of Civilization": The Police Dog and Racial Terror,"

*American Quarterly*, Volume 68, Number 4, December 2016, pp. 861-882

James Baldwin "A Talk to Teachers"

African-American Women Threaten a Bus Boycott in Montgomery

Martin Luther King Jr. Speaks Out

Reading Response 4 due: October 26

**Week 10: War and Equality- 10/31, 11/2**

Black Panther Party Platform

Lyndon Johnson, Special Message to Congress Proposing a War on Poverty

John Kerry, "Vietnam Veterans Against the War"

Phyllis Schlafly, "What's Wrong with 'Equal Rights' for Women"

Gloria Steinem, "Testimony before Senate Hearings on the ERA"

**Week 11: Conservatism- 11/7, 11/9**

Competing with the Soviets, 8

Nicole Hemmer, "From 'Faith in Facts' to 'Fair and Balanced': Conservative Media, Liberal Bias, and the Origins of Balance," in *Media Nation: The Political History of News in Modern America*, 2017.

Oral History Interview with Rashidah Abdul-Khabeer especially 27:49-59:50

Reading Response 5 due: November 9

**Week 12: Neoliberalism- 11/14, 11/16**

Watch a film about work in the 1980s- list of suggestions is on HuskyCT

William Deresiewicz, "The Neoliberal Arts

Op-Ed due: November 16

**Week 13- 11/21, 11/23**

Thanksgiving Break



### Unit 3: Studying the Recent Past with Historical and Contemporary Sources

#### Week 14: Disaster and Security- 11/28, 11/30

Elaine Tyler May, "Security Against Democracy", JAH, 2011

Zeitoun parts I & II

George W. Bush on the Post-9/11 World, <http://www.americanyawp.com/reader/30-the-recent-past/george-w-bush-on-the-post-911-world-2002/>

#### Week 15: Known Unknowns- 12/5, 12/7

Zeitoun parts III, IV, V

Julia Carrie Wong, "The Bay Area Roots of Black Lives Matter," San Francisco Weekly, Nov. 11, 2015.

Frontline, "Trump's Road to the White House"

Reading Response 6 due: December 5

Final Exam date forthcoming: <http://registrar.uconn.edu/exams/>

#### History 1502 Textbook Guide

The textbook is a lower priority reading.

It can be used to supplement the lectures and as a study aid.

<http://www.americanyawp.com/>

Week 1: Course Launch and Reconstruction  
Textbook: American Yawp 15

Week 2: Imperialism and Industrialization  
Textbook: American Yawp 16, 17, 18

Week 3: Progressivism and Patriotism  
Textbook: American Yawp 19, 20, 21

Week 4: Americanism and Liberalism  
Textbook: American Yawp 22, 23

Week 6: Exceptionalism and Containment  
Textbook: American Yawp 24, 25

Week 8: Consumerism and Modernity  
Textbook: American Yawp 26

Week 9: Liberalism and Civil Rights  
Textbook: American Yawp 26, 27

Week 10: War and Equality  
Textbook: American Yawp 28, 29

Week 11: Conservatism  
Textbook: American Yawp 29

Week 12: Neoliberalism  
Textbook: American Yawp 29

Week 14: Disaster and Security  
Textbook: American Yawp 30