

HIST 1502-001—United States History since 1877
University of Connecticut, Fall 2013
Professor Micki McElya, Department of History
Lecture, Monday & Wednesday, 11:15-12:05, and Discussion, Friday
Laurel Hall, Room 101

Office Hours/Contact Info:

McElya, Monday, 1:00-3:00, and by appointment.
226 Wood Hall
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Teaching Assistants:

Rebecca Chabot, rebecca.chabot@uconn.edu, sections 006, 009
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Office hours: Wednesday, 1:30-2:30, and by appointment, Wood Hall, 205
Amy Sopcak-Joseph, amy.sopcak@uconn.edu, sections 002, 005, 008
Office hours: Wednesdays, 1:30-2:30, and by appointment, Wood Hall Basement, 14B

Course Description and Expected Outcomes:

This course examines the history of the United States from the end of the Civil War to the present. Engaging a range of approaches, we will consider political, economic, cultural, and social histories while paying particular attention to gender, race, sexuality, class, region, nation, and shifting global contexts. We will explore the ways in which we learn and narrate stories of America's past, individually and collectively, and address the profound consequences this holds not only for general historical understanding and practice, but also for analyzing the nation's present, future, and the wider workings of power. This class draws upon a variety of texts, including narrative history, journalism, government documents, legal decisions, visual culture, fiction, music, material culture, and documentary and feature film.

Students in this class will:

- Acquire a set of themes, narratives, and questions for thinking about the broad sweep of U.S. history since the Civil War
- Examine the diversity of American histories in this period
- Understand race, gender, class, sexuality, region, and nation as interdependent categories of identity, experience, and historical analysis
- Situate contemporary events, politics, and American experiences in their historical contexts
- Become more conversant with a range of methodologies for the study of American history
- Hone critical reading, verbal expression, writing, and test-taking skills

The course is structured around two lectures and a discussion section each week. On Mondays and Wednesdays we will all meet together in LH 101 where Professor McElya will provide analytical frameworks, pose questions, and present information and documents that are not necessarily covered in the textbook. These lectures *will not* be reiterations of factual information from assigned readings, but are designed with the understanding that you are reading the texts on the schedule described below. On Fridays you will meet with your TA to discuss information from lectures, the textbook chapters, and documents posted weekly on HuskyCT. You will also use this time to go over assignments, get feedback, and review for exams. *It is critical that you complete all reading assignments for the week before Friday meetings.* The best approach is to read assigned textbook chapters for Mondays and documents for Fridays. This will allow you to get the most out of lecture and discussion. You should make it a habit to check HuskyCT regularly for course announcements, helpful links, and documents.

Requirements and Class Policies:

Participation: Your success in this class requires thoughtful participation and the completion of all readings and assignments. Each student is expected to attend every class meeting, to be on time, to have read completely and with care all assignments, and to engage actively and intelligently in discussions. Please note that attendance alone does not constitute full participation. Discussion section participation grades will be calculated each Friday on a 10-point scale. Being in class and listening actively for the full discussion period will earn you 7.5 points; offering your opinions, questions, and ideas will earn more up to 10 points for excellent participation. Excessive tardiness, phone or computer usage, non-class-related talking, or generally disruptive behavior will result in a reduction of points. While attendance does not comprise a numerical part of your grade, it bears noting that you cannot participate if you are not in class.

The assignments are:

- **Five Response Papers** of no more and no fewer than two pages on questions provided a week in advance due at the beginning of section on the Fridays of your choosing. The questions will be posted on HuskyCT by Friday morning a week before they are due. Response papers cannot be e-mailed to the professor or TAs. You must hand them to your TA at the beginning of section in hardcopy. While you have control over your response writing schedule and should make plans based on your interests, your other assignments and exams for this course, and the work and due dates in your other classes, *you must complete at least three responses by the Friday of Week Ten, November 1*. Late response papers *will not be accepted*. Please see the grading rubric for more detail on this assignment.

- **A 50-minute midterm and 2-hour final exam** to be written in class using blue books that will be provided for you. We will hand out review sheets in advance. You will be allowed to bring one 8.5 x 11” sheet of paper with notes to the exam that you must hand in with your test book.

Grades will be calculated in the following manner:

Participation	=	10%
Response Papers	=	35%
Midterm exam	=	25%
Final exam	=	30%

Accessibility: To request accommodations for a disability you must first contact the Center for Students with Disabilities. Located in room 204 of the Wilbur Cross Building, you can also reach them at 860.486.2020, csd@uconn.edu, or on the web at <http://www.csd.uconn.edu>. You must have the appropriate forms from this office before we can arrange accommodations.

Academic Integrity and Misconduct: I take academic honesty and integrity very seriously, and expect everyone in my classes to do so as well. Cheating and plagiarism, which includes the misrepresentation of another’s ideas as your own as well as copying word-for-word from another source, will not be tolerated. Any case of misconduct will be handled in accordance with the guidelines established in *The Student Code* as they are outlined at http://www.dosa.uconn.edu/student_code_appendixa.html.

Computers: You *may not* use computers in lecture or discussion—please leave them at home or in your bag. If a disability necessitates computer use for note taking, documentation from CSD must be provided and I will ask that you sit with other computer users.

Cell phones: I don’t want to see or hear them in class. Please turn ringers off before we start and no texting!

University Policy on Final Exams: “Finals week for fall 2013 takes place from Monday, December 9th, through Sunday, December 15th. Students are required to be available for their exam and/or complete any

assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time you must visit the Office of Student Services and Advocacy to discuss the possibility of rescheduling this final. OSSA REQUIRES advance notice from students who have prior knowledge of a conflict (i.e., bunched finals, religious obligation, legal/medical appointments...) Students must come to OSSA to seek permission to reschedule their final NO LATER THAN Friday, November 29th. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy (2nd floor Wilbur Cross) to meet with a staff member.”

Readings:

The following book is required for the course and is available for purchase at the Co-op and on reserve at Homer Babbidge Library:

Roark, et. al., *The American Promise: A Compact History* volume two, from 1865, fourth edition (2010).

Weekly documents for discussion section are available on the course HuskyCT page.

Schedule of Readings and Assignments:

Week One: The Ends of Reconstruction, 1865-1877

Monday, 8/26—What is the American Promise? (course introduction)

Wednesday, 8/28— *The American Promise*, Chapter 16

Friday, 8/30—

HuskyCT: Thomas Nast, “This is a White Man’s Government,” (September 1868), Walter Johnson, “King Cotton’s Long Shadow,” (2013)

Week Two: The West, 1865-1890

Monday, 9/2—**Labor Day, no class**

Wednesday, 9/4— *The American Promise*, Chapter 17

Friday, 9/6—Chapter 17, cont.

HuskyCT: Hin-mah-too-yah-lat-kekt (“Chief Joseph”), “An Indian’s Views of Indian Affairs,” (1879); Ida Lindgren, *Letters from the Kansas Prairie* (1870-1874); Guri Olsdatter, *Letter from the Minnesota Frontier* (1866); Richard Pratt, “The Advantages of Mingling Indians with Whites,” (1892)

Textbook: *Beyond America’s Borders: Imperialism, Colonialism, and the Treatment of the Sioux and the Zulu* (pp. 414-415)

Week Three: The Gilded Age, 1870-1890

Monday, 9/9—*The American Promise*, Chapter 18

Wednesday, 9/11—*The American Promise*, Chapter 19

Friday, 9/13—

HuskyCT: Helen Campbell, *Interviews with Domestic Servants* (1880s); Andrew Carnegie, “Wealth,” (1889); NPR, “Jacob Riis: Shedding Light on NYC’s ‘Other Half,’” (2008); William Graham Sumner, *The Challenge of the Facts* (1914)

Week Four: Changing U.S. Imperialism, 1890-1900

Monday, 9/16—*The American Promise*, Chapter 20

Wednesday, 9/18—Chapter 20, cont.

Friday, 9/20—

HuskyCT: Emilio Aguinaldo, "Case against the United States," (1899); Albert Beveridge, *Defends Imperialism in the U.S. Senate* (1900); Pear's Soap Advertisement, "The White Man's Burden" (1899); *Populist Party Platform* (July 4, 1892)
Textbook: *Beyond America's Borders: Regime Change in Hawaii* (pp. 502-503)

Week Five: The Progressive Era, 1900-1916

Monday, 9/23—*The American Promise*, Chapter 21

Wednesday, 9/25—Chapter 21, cont.

Friday, 9/27—

HuskyCT: *Cheney Brothers Mills, Manchester, CT, Hiring Specifications Cards* (c. 1925); W.E.B. Du Bois, "Of Mr. Booker T. Washington and Others," (1903); *Progressive Party Platform* (1912); Booker T. Washington, "Speech to the Atlanta Cotton States and International Exposition," (1895)

Week Six: Making the World Safe for Democracy? 1914-1920

Monday, 9/30—*The American Promise*, Chapter 22

Wednesday, 10/2—Chapter 22, cont.

Friday, 10/4—

HuskyCT: Jane Addams, *Address on Free Speech* (1920); L.S.G., "The Most Brainiest Man," (1920); A. Mitchell Palmer, "The Case Against the 'Reds,'" (1920)

Textbook: *Documenting the American Promise: The Final Push for Woman Suffrage* (pp. 554-555)

Week Seven: The "New" Era and Great Depression, 1920-1932

Monday, 10/7—*The American Promise*, Chapter 23

Wednesday, 10/9—Chapter 23, cont.

Friday, 10/11—

HuskyCT: Margaret Sanger, "Free Motherhood," (1920); U.S. Public Health Service, "Keeping Fit: A Health Exhibit for Men and Boys," (1919); U.S. Public Health Service, "Youth and Life: An Exhibit for Girls and Young Women," (1922)

Week Eight: The New Deal, 1932-1940

Monday, 10/14— *The American Promise*, Chapter 24

Wednesday, 10/16—Chapter 24, cont.

Friday, 10/18—

HuskyCT: "Brother, Can You Spare a Dime?" (1931); Stephen Labaton, "Congress Passes Wide-Ranging Bill Easing Bank Laws," (1999); FDR, "Fireside Chat 1—On the Banking Crisis," (March 12, 1933); Mercury Theatre, "The War of the Worlds," (1938)

Week Nine: Midterm and WWII, 1941-1945

Monday, 10/21—MIDTERM

Wednesday, 10/23— *The American Promise*, Chapter 25

Friday, 10/25—

HuskyCT: Grant Hirabayashi *Oral History* (1999); *Soldiers Send Messages Home* (1941-1945); "Reinforcements Coming Up ... From Miss Casey Jones!!!" *Along the Line, New Haven Railroad Employee Magazine* (1943); WPA Murals, Norwalk, CT

Week Ten: Cold War, Affluence, and Disparity, 1945-1960

Monday, 10/28—*The American Promise*, Chapter 26

Wednesday, 10/30—Chapter 26, cont.

Friday, 11/1—

HuskyCT: Dwight D. Eisenhower, *Farewell Address* (1961); Federal Civil Defense Administration, "Duck and Cover," (1951); George Kennan, "The Long Telegram," (1946); *NSC-68: U.S. Objectives and Programs for National Security* (1950)

Week Eleven: *film screening in class*—“Invasion of the Body Snatchers” (1956)

Monday, 11/4—*The American Promise*, Chapter 27

Wednesday, 11/6—Chapter 27, cont.

Friday, 11/8—no extra documents

Week Twelve: From Freedom to Liberation, 1960-1968

film screening in class—“**Diary of a Student Revolution**” (1968)

Monday, 11/11—*The American Promise*, Chapter 28

Wednesday, 11/13—Chapter 28, cont.

Friday, 11/15—

HuskyCT: “Alabama Needs ‘The Little Judge’ George C. Wallace for the Big Job,” (1962); Malcolm Gladwell, “Small Change: Why the Revolution will not be Tweeted,” (2010); National Organization for Women, *Statement of Purpose* (1966); Students for a Democratic Society, *The Port Huron Statement* (1962); Young Americans for Freedom, *The Sharon Statement* (1960)

Textbook: *Beyond America’s Borders: Transnational Feminisms* (pp. 716-717)

Week Thirteen: Vietnam, Conservatism, and “Culture Wars,” 1968-1988

Monday, 11/18—*The American Promise*, Chapter 29

Wednesday, 11/20—*The American Promise*, Chapter 30

Friday, 11/22—

HuskyCT: “Bigger, Stronger, Better” (Reagan campaign ad, 1984); “E.T. The Extra-Terrestrial,” (Movie Trailer and T.V. ads, 1982); Mothers’ Draft Resistance, “An Appeal to Mothers, Black and White,” (1968); Enriqueta Longeaux Vasquez, *¡Soy Chicana Primero!* (1971); Young Lords Party, *Thirteen-Point Program and Platform* (1969)

Week Fourteen: Thanksgiving Week

Week Fifteen: Globalization and Neoliberalism, 1989-2011

Monday, 12/2—*The American Promise*, Chapter 31

Wednesday, 12/4—Chapter 31, cont.

Friday, 12/6— no extra documents

Final Exam (preliminary time): Wednesday, December 11, from 10:30-12:30 in our regular classroom.