

**HIST 1502-001—United States History since 1877**

University of Connecticut, Fall 2016

Professor Micki McElya, Department of History

Lecture, Monday & Wednesday, 11:15-12:05, and Discussion, Friday

Arjona Building, Room 105

**Office Hours/Contact Info:**

McElya, Monday, 12:30-2:00 and by appointment, Wood Hall 226

e-mail: [micki.mcelya@uconn.edu](mailto:micki.mcelya@uconn.edu)

**Teaching Assistants:**

Danielle Dumaine, [danielle.dumaine@uconn.edu](mailto:danielle.dumaine@uconn.edu), sections 002, 004, 009

Office hours: Mondays, 1:00-2:00 and by appointment, Wood Hall 206

Matthew Guariglia, [matthew.guariglia@uconn.edu](mailto:matthew.guariglia@uconn.edu), sections 001, 006, 007

Office hours: Mondays, 1:00-2:00 and by appointment, Wood Hall 308

Gabrielle Westcott, [alexander.westcott@uconn.edu](mailto:alexander.westcott@uconn.edu), sections 003, 005, 008

Office hours: Wednesdays, 12:30-1:30 and by appointment, Wood Hall 308

**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 Arjona 105 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, March 25.*** 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.
- **Extra Credit** opportunities will be available throughout the semester, including options connected to the UConn Reads 2016 common text, Michelle Alexander's *The New Jim Crow: Mass Incarceration in the Age of Color Blindness* (2012)

**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 (CSD). CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved 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 process to request accommodations is available on the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

**Academic Integrity and Misconduct:** I take academic 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](http://www.dosa.uconn.edu/student_code_appendixa.html).

**The Unplugged Classroom:** You *may not* use computers or cell phones during 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 may ask that you sit with other computer users.

**University Policy on Final Exams:** From the Dean of Students—“Students are required to be available for their final and/or complete and assessment during the stated time. If you have a conflict with this time you must visit the Dean of Students Office to discuss the possibility of rescheduling your final. ... Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the finals schedule and over-sleeping are not viable excuses for missing a final. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office, Wilbur Cross Building, 2<sup>nd</sup> floor, room 203 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 Concise History from 1865 (vol. 2)*, fifth edition (2013)

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**

**Wednesday, 1/20**—What is the American Promise? (course introduction)

**Friday, 1/22**—*The American Promise*, Chapter 16

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

#### **Week Two: The West, 1865-1890**

**Monday, 1/25**—*The American Promise*, Chapter 17

**Wednesday, 1/27**—Chapter 17, cont.

**Friday, 1/29**—

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*

#### **Week Three: The Gilded Age, 1870-1890**

**Monday, 2/1**—*The American Promise*, Chapter 18

**Wednesday, 2/3**—*The American Promise*, Chapter 19

**Friday, 2/5**—

HuskyCT: Helen Campbell, *Interviews with Domestic Servants* (1880s); Andrew Carnegie, “Wealth,” (1889); Selections on Riis—“How the Other Half Lives” and “Slideshow;” William Graham Sumner, *The Challenge of the Facts* (1914)

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

**Monday, 2/8**—*The American Promise*, Chapter 20

**Wednesday, 2/10**—Chapter 20, cont.

**Friday, 2/12**—

HuskyCT: Emilio Aguinaldo, “Case against the United States,” (1899); Theodore Roosevelt, “The Strenuous Life,” (1900); Pear’s Soap Advertisement, “The White Man’s Burden” (1899)

#### **Week Five: The Progressive Era, 1900-1916**

**Monday, 2/15**—*The American Promise*, Chapter 21

**Wednesday, 2/17**—Chapter 21, cont.

**Friday, 2/19**—

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

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

**Monday, 2/22**—*The American Promise*, Chapter 22

**Wednesday, 2/24**—Chapter 22, cont.

**Friday, 2/26**—

HuskyCT: Marcus Garvey, "If You Believe the Negro has a Soul," (1921); Emma Goldman, "We Don't Believe in Conscription," (1917); A. Mitchell Palmer, "The Case Against the 'Reds,'" (1920); Textbook: *Documenting the American Promise: The Final Push for Woman Suffrage*

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

**Monday, 2/29**—*The American Promise*, Chapter 23

**Wednesday, 3/2**—Chapter 23, cont.

**Friday, 3/4**—

HuskyCT: Linda Gordon, "Remembering Margaret Sanger's Legacy, One Hundred Years Later," (2014); Margaret Sanger, "Free Motherhood," (1920); U.S. Public Health Service, "Keeping Fit: A Health Exhibit for Men and Boys," parts 1 & 2 (1919); U.S. Public Health Service, "Youth and Life: An Exhibit for Girls and Young Women," (1922)

### **Week Eight: The New Deal, 1932-1938**

**Monday, 3/7**—*The American Promise*, Chapter 24

**Wednesday, 3/9**—Chapter 24, cont.

**Friday, 3/11**—

HuskyCT: Minnie Hardin, "Letter to Eleanor Roosevelt," (1937); Herbert Hoover, "Anti-New Deal Campaign Speech," (1936); Stephen Labaton, "Congress Passes Wide-Ranging Bill Easing Bank Laws," (1999); "Remember My Forgotten Man," (1933); FDR, "Fireside Chat 1—On the Banking Crisis," (March 12, 1933); WPA Murals, Norwalk, CT

### **Week Nine: Spring Break!**

### **Week Ten: Midterm and WWII, 1939-1945**

**Monday, 3/21**—MIDTERM!

**Wednesday, 3/23**—*The American Promise*, Chapter 25

**Friday, 3/25**—

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)

### **Week Eleven: The Early Cold War, Affluence, and Disparity, 1945-1960**

**Monday, 3/28**—*The American Promise*, Chapter 26

**Wednesday, 3/30**—Chapter 26, cont.

**Friday, 4/1**—

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

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

**Wednesday, 4/6**—Chapter 27, cont.

**Friday, 4/8**—no extra documents

**Week Thirteen: From Freedom to Liberation, 1960-1968**

**Monday, 4/11**—**No class**—watch “Diary of a Student Revolution” (1968) [in “Lectures & Links”]

**Wednesday, 4/13**— *The American Promise*, Chapter 28

**Friday, 4/15**—

HuskyCT: “Police Are Forced to Quell Riot By Students in Storrs,” (1968); Martin Luther King Jr., “Letter from a Birmingham Jail,” (1963); Young Lords Party, *Thirteen-Point Program and Platform* (1969)

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

**Monday, 4/18**—*The American Promise*, Chapter 29

**Wednesday, 4/20**—*The American Promise*, Chapter 30

**Friday, 4/22**—

HuskyCT: “Bigger, Stronger, Better” (Reagan campaign ad, 1984); Ad for *March on Washington/March Against Death* (1969); “Peace,” (Reagan campaign ad, 1980); Ronald Reagan, *Remarks Honoring the Vietnam War’s Unknown* (1984); “Week of Protests on War to Start,” *New York Times* (April 19, 1971)

**Week Fifteen: Globalization and Neoliberalism, 1989-2011**

**Monday, 4/25**—*The American Promise*, Chapter 31

**Wednesday, 4/27**—Chapter 31, cont.

**Friday, 4/29**— no extra documents

**Final Exam (preliminary time):**