

Prof. Eduardo Canedo
Email: eduardo.canedo@uconn.edu
Office Hours: Wood Hall 224, Tues. & Thurs.,
10-11 a.m. & by appointment

University of Connecticut
HIST 1502W
Fall 2013

U.S. HISTORY SINCE 1877

Tues. & Thurs., 2:00 - 3:15 p.m.
Koons Hall 302

This course is designed to introduce students to the history of the United States in the late-19th, 20th, and early-21st centuries. During these years, the United States matured from a provincial and fractious nation into a modern and still-fractious superpower. We will examine the major political, social, and economic developments of this period and consider their impact on how Americans viewed themselves, their institutions, and the world around them. The course also introduces students to the analysis of primary-source historical texts. Finally, the course invites students to consider the “big questions” of historical inquiry, such as how to link the individual personalities and events of the past with the broader movements and forces at play in politics, society and economy.

Course Requirements. Your final grade will be determined by your performance in the following areas:

Participation: 15%	Paper #1: 10%	Midterm Exam: 15%
	Paper #2: 15%	Final Exam: 25%
	Paper #3: 20%	

Participation. You are expected to be attentive and engaged throughout each class session. Your engagement will be assessed on the basis of courteous conduct, class discussion, participation in informal, in-class writing exercises, and contributions to editing your peers’ work during our writing workshops. To participate effectively in discussions, you must attend class having completed all assigned readings (and have the readings on hand to consult). The same is true for the in-class writing exercises, which will ask you to reflect upon a particular question or theme. For instance, you might be asked to write a few sentences describing the single biggest insight you took away from a reading or lecture. These brief passages will be collected but only to gauge participation; you will receive checks but you will not be graded on the basis of right or wrong answers.

Papers. You will write 3 papers throughout the semester. Each paper will begin with a draft, which you will then revise before submitting a final version of the paper for a grade. Drafts will be reviewed by a peer during in-class writing workshops and by Prof. Canedo. Drafts submitted to Prof. Canedo must be accompanied by a cover letter explaining the areas of the paper you feel need the most work. Your draft will not be graded but if it is excessively sloppy or incomplete you will be required to submit an acceptable draft before you may proceed to the final paper. After receiving feedback, you are expected to carefully revise your draft before submitting the final version for grading. The final paper must be submitted in a folder alongside a cover letter that outlines the principal areas you revised, the draft marked up by your peer during the writing workshop, and the draft Prof. Canedo returned to you with feedback. Final papers will be graded on both the quality of the argument (i.e., content) and the gracefulness of the prose (i.e., style). According to university policy for W courses, you cannot pass this course unless you receive a passing grade on its writing components.

Paper #1: Document Analysis (3-4 pages)

The editors of the *Major Problems* reader are preparing a new edition. They ask you to propose a primary-source document to add to the those already in the collection. Choose one document (among

several posted on the course website) and write a 3-4 page essay explaining why the item you selected merits inclusion in the reader. On what historical topic or period does your document shed light? What is historically interesting or notable about the document? What would a student gain from encountering the document if the updated *Major Problems* reader was assigned in her U.S. history survey course?

Paper #2: Scholarly Debate (5-6 pages)

How do historians engage in scholarly debate? Why are there different interpretations of the same historical event, movement, or process? For this assignment, select a scholarly debate from among several options available on the course website. Write a 5-6 page essay that carefully evaluates the debate and takes a stand on the matter at hand. Why do historians hold differing views on this topic? What kinds of evidence do they marshal in making their case? Is one interpretation more compelling than the other? Can the divergent positions be reconciled in any way?

Paper #3: Narrative and Interpretation (7-8 pages)

How do historians transform disparate individual documents into a cohesive narrative and form an interpretation of the past? This paper asks you to do just that. Imagine that you have spent several days in an historical archive collecting research for a term paper. Through luck and effort, you have discovered a cache of documents that together tell a fascinating and revealing story about an important area of American history. For this assignment, rather than visit an archive, select a set of documents from the options available on the course website. Write a 7-8 page paper that pieces the documents together to form an historical narrative. Consult at least two secondary sources (academic monographs or journal articles) to learn about the general topic and how historians have interpreted it. How does your documentary evidence fit with the scholarship you examined? Does your analysis of the documents reinforce or challenge a prevailing historical interpretation?

Midterm and Final Exams. Exams will consist of a combination of short-answer identifications and lengthier essay questions. One week before each exam, you will receive three or four possible essay questions, one or two of which will appear on the actual exam. Though you will not have advance notice of possible short-answer IDs, you will be able to select the IDs you wish to write on from a list that appears on the exam.

Assigned Readings. Our main text for the course is Elizabeth Cobbs-Hoffman, Edward J. Blum, and Jon Gjerde, eds., *Major Problems in American History, Vol. II: Since 1865*, 3rd ed. (2011). It is available for purchase at the Co-op bookstore and is on reserve at Babbidge Library. Additional readings are available on the course's HuskyCT website.

Accessibility. To request accommodations for a disability you must first contact the Center for Students with Disabilities (room 204 of the Wilbur Cross Building; 860-486-2020; <http://www.csd.uconn.edu>). You must have the appropriate forms from this office before we can arrange accommodations.

Academic Integrity. Plagiarism and cheating are the gravest violations of academic conduct. They will be punished to the fullest extent possible, including failure in the course. Plagiarism consists of reproducing or utilizing ideas or text from other sources without proper attribution. For more information, see <http://www.plagiarism.org> and http://www.community.uconn.edu/student_code.html.

Classroom Conduct. Please be courteous to your instructor and to fellow students by arriving to class on time; refraining from packing up your gear until the lecture or discussion is over; not eating in class; not talking in class; silencing cell phones before class begins; and not surfing the web or texting during class time. If your behavior is inappropriate, you may be reprimanded publicly or asked to leave.

SCHEDULE & READING ASSIGNMENTS

Please note:

- Readings from our main course text, *Major Problems in American History, Vol. II*, are designated below with the abbreviation “MP,” followed by chapter number and (if applicable) document number. Accordingly, “MP 2.8” would direct you to *Major Problems*, chapter 2, document 8.
- Readings designated with an asterisk (*) are available on the course website.

WEEK 1

8/27: America in 1877: The End of Reconstruction

8/29: Westward Expansion

- MP 2. Patricia Nelson Limerick, “The Frontier as a Place of Ethnic and Religious Conflict.”
- MP 2. Donald Worster, “The Frontier as the Forefront of Capitalism.”
- MP 2.8. Historian Frederick Jackson Turner Articulates His “Frontier Thesis,” 1893.

WEEK 2

9/3: Strikes & Revolts

- * Jeremy Brecher, “The Great Upheaval.”
- MP 3.5. Unionist Samuel Gompers Asks, “What Does the Working Man Want?” 1890.
- MP 3.8. Engineer Frederick Winslow Taylor Manufactures the Ideal Worker, 1910.

9/5: Immigration & Urbanization

- MP 3. Mark Wyman, “Coming and Going: Round Trip to America.”
- MP 3. Victor Greene, “Permanently Lost: The Trauma of Immigration.”
- MP 3.1. Chinese Immigrant Lee Chew Denounces Prejudice in America, 1882.
- MP 3.7. A Slovenian Boy Remembers Tales of the Golden Country, 1909.

WEEK 3

9/10: Spanish-American War

- MP 4. Gail Bederman, “Gendering Imperialism: Theodore Roosevelt’s Quest for Manhood and Empire.”
- MP 4. Paul A. Kramer, “Racial Imperialism: America’s Takeover of the Philippines.”
- MP 4.1. President William McKinley Asks for War to Liberate Cuba, 1898.
- MP 4.2. Governor Theodore Roosevelt Praises the Manly Virtues of Imperialism, 1899.

9/12: Progressive Reform

- MP 5. Michael McGerr, “Class, Gender, and Race at Home: The American Birthplace of Progressivism.”
- MP 5. Daniel T. Rodgers, “American Progressivism in the Wider Atlantic World.”
- MP 5.5. Journalist Lincoln Steffens Exposes the Shame of Corruption, 1904.
- MP 5.6. Social Worker Jane Addams Advocates Civic Housekeeping, 1906.

WEEK 4

9/17: The Great War (World War I)

- MP 6. Walter McDougall, “Woodrow Wilson: Egocentric Crusader.”
- MP 6. Robert A. Pastor, “Woodrow Wilson: Father of the Future.”
- MP 6.5. Wilson Proposes a New World Order in the “Fourteen Points,” 1918.

MP 6.8. Publicist George Creel Recalls Selling the War, 1920.

9/19: **Writing Workshop #1: Document Analysis Paper**

Bring to class two copies of your rough draft: one for peer review and one for Prof. Canedo.

WEEK 5

9/24: The Roaring 1920s

MP 7. Paula S. Fass, "Sex and Youth in the Jazz Age."

MP 7. Edward J. Larson, "Fundamentalists Battle Modernism in the Roaring Twenties."

MP 7.7. The Automobile Comes to Middletown, U.S.A., 1929.

MP 7.8. Langston Hughes: Poet of the 1920s Harlem Renaissance.

9/26: The Great Depression

* Melvyn Dubofsky, "Not So Radical Years: Another Look at the 1930s."

* Bruce Nelson, "Radical Years: Working-Class Consciousness on the Waterfront in the 1930s."

MP 8.4. Business Leader Henry Ford Advocates Self-Help, 1932.

MP 8.9. John Steinbeck Portrays the Outcast Poor in The Grapes of Wrath, 1939.

WEEK 6

10/1: The New Deal

MP 8. David M. Kennedy, "FDR: Advocate for the American People."

MP 8. Burton Folsom, "FDR: Architect of Ineffectual Big Government."

MP 8.6. President Franklin Roosevelt Says Government Must Act, 1933.

MP 8.8. Social Security Advisers Consider Male and Female Pensioners, 1938.

SUBMIT FINAL COPY OF PAPER #1

10/3: The "Good" War (World War II)

MP 9. John Morton Blum, "G.I. Joe: Fighting for Home."

MP 9. Alan Brinkley, "American Liberals: Fighting for a Better World."

MP 9.6. A Japanese American Recalls the Effect of Internment on Family Unity, 1942.

MP 9.7. An African American Soldier Notes the "Strange Paradox" of the War, 1944.

WEEK 7

10/8: **Midterm Exam**

10/10: The Affluent Society

MP 11. John Patrick Diggins, "A Decade to Make One Proud."

MP 11. Stephanie Coontz, "Families in the Fifties: The Way We Never Were."

MP 11.3. Good Housekeeping: Every Executive Needs a Perfect Wife, 1956.

MP 11.4. Life Magazine Identifies the New Teen-age Market, 1959.

WEEK 8

10/15: The Cold War

MP 10. Walter LaFeber, "Truman's Hard Line Prompted the Cold War."

MP 10. John Lewis Gaddis, "Stalin's Hard Line Prompted a Defensive Response in the United States and Europe."

MP 10.1. Diplomat George F. Kennan Advocates Containment, 1946.

MP 10.5. The Truman Doctrine Calls for the United States to Become the World's Police, 1947.

10/17: Writing Workshop #2: Scholarly Debate Paper

Bring to class two copies of your rough draft: one for peer review and one for Prof. Canedo.

WEEK 9

10/22: The Red Scare

* Ellen Schrecker, "Labor Encounters the Anticommunist Crusade."

MP 10.6. Senator Joseph McCarthy Describes the Internal Communist Menace, 1950.

MP 10.7. The Federal Loyalty-Security Program Expels a Postal Clerk, 1954.

10/24: The Civil Rights Movement

MP 12. Timothy B. Tyson, "Robert F. Williams: Change from the Bottom Up."

MP 12. John D. Skrentny, "The Minority Rights Revolution: Top Down, Bottom Up, and Sideways."

MP 12.3. Reverend Martin Luther King, Jr., Defends Seamstress Rosa Parks, 1955.

MP 12.5. Army Veteran Robert Williams Argues "Self-Defense Prevents Bloodshed," 1962.

WEEK 10

10/29: The Great Society and Liberal Reform

* James T. Patterson, "The Rise of 'Rights Consciousness.'"

* Matthew D. Lassiter, "Suburban Politics and the Limits of the Great Society."

MP 12.6. The National Organization for Women Calls for Equality, 1966.

MP 12.11. Federal Court Defends Rights of the Retarded, 1971.

SUBMIT FINAL COPY OF PAPER #2

10/31: Sixties Rebellion

MP 13. Kenneth Cmiel, "Sixties Liberalism and the Revolution in Manners."

MP 13. Gerard J. DeGroot, "Incivility and Self-Destruction: The Real Sixties."

MP 13.4. Students for a Democratic Society Advance a Reform Agenda, 1962.

MP 13.6. A Protestor at Columbia University Defends Long Hair and Revolution, 1968.

WEEK 11

11/5: The Vietnam War

MP 14. Michael Lind, "Vietnam: A Necessary War."

MP 14. Mark Atwood Lawrence, "Vietnam: A Mistake of the Western Alliance."

MP 14.4. Defense Analyst John McNaughton Advises Robert McNamara on War Aims, 1965.

MP 14.5. Undersecretary of State George Ball Urges Withdrawal from Vietnam, 1965.

11/7: The Rise of the Right

MP 15. Dan T. Carter, "The Politics of Race and the Rise of the Right."

MP 15.2. Country Singer Merle Haggard Is Proud to be an "Okie From Muskogee," 1969.

MP 15.3. TV's Archie Bunker Sings "Those Were the Days," 1971.

WEEK 12

11/12: Economic Crises of the 1970s

* Articles on the Oil Crisis, 1973-1974.

* Alan Crawford, "The Taxfighters Are Coming!," 1975.

MP 15.5. Californians Lead Tax Revolt, 1978.

11/14: Conservatism Triumphant

- MP 15. Bruce J. Schulman, "A Rejection of Government: Reagan and the Sunbelt."
- MP 15.7. President Ronald Reagan Sees a Revitalized America, 1985.
- MP 15.9. Sierra Club Attacks the President's Policy, 1988.

WEEK 13

11/19: The Roaring 1990s

- MP 16. Walter LaFeber, "Michael Jordan and the New Capitalism: America on Top of Its Game."
- * Barbara Ehrenreich, "Working at Wal-Mart."
- * "New Democrats" Hail the New Economy, 1998.

11/21: **Writing Workshop #3: Narrative and Interpretation**

Bring to class two copies of your rough draft: one for peer review and one for Prof. Canedo.

11/26: *NO CLASS: THANKSGIVING BREAK*

11/28: *NO CLASS: THANKSGIVING BREAK*

WEEK 14

12/3: 21st-Century Crises

- * Michael H. Hunt, "In the Wake of September 11."
- * John Lewis Gaddis, "Setting Right a Dangerous World."
- * The 9/11 Commission Report (2004), excerpt from Chapter 10, Wartime.

12/5: 21st-Century Civil Rights

- * George J. Sanchez, "Race, Immigration, and Nativism."
- * Thomas C. Holt, "Race, Nation and the Global Economy."
- * Coming to America, 1900-2002.
- * Richard Rodriguez Ponders What It Means to Be "Brown." 2002.

SUBMIT FINAL COPY OF PAPER #3

FINAL EXAM: Tuesday, December 10, 1-3 pm (to be confirmed later in the term).