

HIST 1502-001—United States History since 1877
University of Connecticut, Spring 2020
Professor Micki McElya, Department of History
Lecture, Monday & Wednesday, 2:30-3:20, and Discussion, Friday
McHugh Hall 102

Office Hours/Contact Info:

McElya, Monday, 11:00-12:30, and by appointment, Wood Hall 226
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Teaching Assistants:

Kathryn Angelica, kathryn.angelica@uconn.edu, sections 002, 006, 009
Office hours: Wednesday, 11:00-12:00, and by appointment, Wood Hall 215

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Office hours: Wednesday, 4:00-5:00, and by appointment, Wood Hall 305

Britney Murphy, britney.murphy@uconn.edu, sections 003, 008
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Jacob Reich, jacob.reich@uconn.edu, sections 001, 004, 007
Office hours: Monday, 1:00-2:00 and by appointment, Wood Hall, Basement 2D

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, podcasts, 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 McHugh 102 where Professor McElyea 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 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 demonstrating focused listening for the full discussion period will earn you 7.0 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:

- **Weekly Textbook Chapter Quizzes online in LaunchPad** due on Friday by midnight during the week for which the chapter or chapters are assigned. These will be graded for completion. Quizzes that are not completed by the deadline will be marked as zero points. Late quizzes will not be graded. There are 16 quizzes during the semester, you will be graded on 15, meaning everyone may skip one quiz at a time of their choice. The first quiz for Chapter 16 is not required, but will be counted as extra credit, meaning that if you complete it by Friday, January 25, at midnight, you will have an extra skip for later in the term.
- **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 27. 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 visiting speakers and other campus events.

Grades will be calculated in the following manner:

Participation	=	10%
Chapter Quizzes	=	10%
Response Papers	=	30%
Midterm exam	=	20%
Final exam	=	30%

Class Policies/University Policies:

The Unplugged Classroom: You *may not* use computers or cell phones during lecture or discussion—please leave them at home or in your bag. Accommodations will be made for any student with the appropriate documentation from CSD.

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. Detailed information regarding the process to request accommodations is available on the CSD website at 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 outlined in *The Student Code*.

University Policy on Final Exams: Students should check their final examination schedule to see if they have either: (a) four examinations in two consecutive calendar days; (b) three

examinations in one calendar day; (c) three examinations in consecutive time-blocks spanning parts of two consecutive days

If any of the above apply, they may request the Dean of Students Office to rearrange their schedule. The Dean of Students Office will select one of the examinations for rescheduling and notify the instructor, usually with a letter given to the student.

For more information on these and other university policies, see:

<http://provost.uconn.edu/syllabi-references/>

Readings:

The following book is required for the course and is available for purchase at the UConn Bookstore and on reserve at Homer Babbidge Library:

Roark, et. al., *The American Promise: A History of the United States from 1865, vol. 2*, eighth edition (Bedford St. Martins, 2020)

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

Schedule of Readings and Assignments:

Week One: Introductions

Wednesday, 1/22—What is the American Promise? (course introduction)

Friday, 1/24—

The American Promise, Chapter 16 [LaunchPad Quiz 16 due by midnight for extra credit]

Week Two: The Ends of Reconstruction & Contested West, 1865-1900

Monday, 1/27—*The American Promise*, Chapter 17

Wednesday, 1/29—Chapter 17, cont.

Friday, 1/31—LaunchPad Quiz 17 due by midnight

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

Week Three: The Gilded Age, 1870-1890

Monday, 2/3—*The American Promise*, Chapter 18

Wednesday, 2/5— *The American Promise*, Chapter 19

Friday, 2/7—LaunchPad Quizzes 18 & 19 due by midnight

HuskyCT: Helen Campbell, *Interviews with Domestic Servants* (1880s); Andrew Carnegie, “Wealth,” (1889)

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

Monday, 2/10—*The American Promise*, Chapter 20

Wednesday, 2/12—Chapter 20, cont.

Friday, 2/14—LaunchPad Quiz 20 due by midnight

HuskyCT: *National People's Party Platform* (1892); Emilio Aguinaldo, "Case against the United States," (1899); Pear's Soap Advertisement, "The White Man's Burden" (1899); Theodore Roosevelt, "The Strenuous Life," (1900)

Week Five: The Progressive Era, 1900-1916

Monday, 2/17—*The American Promise*, Chapter 21

Wednesday, 2/19—Chapter 21, cont.

Friday, 2/21—LaunchPad Quiz 21 due by midnight

HuskyCT: *Progressive Party Platform* (1912); *Cheney Brothers Mills, Manchester, CT, Hiring Specifications Cards* (c. 1925); WNYC, "Remembering the Triangle Shirtwaist Factory Fire," (2011)

Week Six: WWI, 1914-1920

Monday, 2/24—*The American Promise*, Chapter 22

Wednesday, 2/26—Chapter 22, cont.

Friday, 2/28—LaunchPad Quiz 22 due by midnight

HuskyCT: Emma Goldman, "We Don't Believe in Conscription," (1917); A. Mitchell Palmer, "The Case Against the 'Reds,'" (1920); Marcus Garvey, "Explanation of the Universal Negro Improvement Association," (1921); Kathryn Schulz, "Citizen Khan," (2016)

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

Monday, 3/2—MIDTERM

Wednesday, 3/4—*The American Promise*, Chapter 23

Friday, 3/6—LaunchPad Quiz 23 due by midnight

HuskyCT: *Moonrise* episodes 1 & 2 (2019)

Week Eight: The New Deal, 1932-1938

Monday, 3/9— *The American Promise*, Chapter 24

Wednesday, 3/11—Chapter 24, cont.

Friday, 3/13—LaunchPad Quiz 24 due by midnight

HuskyCT: Minnie Hardin, "Letter to Eleanor Roosevelt," (1937); Herbert Hoover, "Anti-New Deal Campaign Speech," (1936); "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: WWII, 1939-1945

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

Wednesday, 3/25—Chapter 25, cont.

Friday, 3/27—LaunchPad Quiz 25 due by midnight

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

Hirabayashi, *Oral History* (1999); *Moonrise* episodes 3 & 4

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

Monday, 3/30—*The American Promise*, Chapter 26

Wednesday, 4/1—*The American Promise*, Chapter 27

Friday, 4/3—LaunchPad Quizzes 26 & 27 due by midnight

HuskyCT: George Kennan, “The Long Telegram,” (1946); NSC-68: *U.S. Objectives and Programs for National Security* (1950); Federal Civil Defense Administration, “Duck and Cover,” (1951); *Moonrise* episodes 5 & 7

Week Twelve: From Freedom to Liberation, 1960-1970

Monday, 4/6—*The American Promise*, Chapter 28

Wednesday, 4/8—Chapter 28, cont.

Friday, 4/10—LaunchPad Quiz 28 due by midnight

HuskyCT: Martin Luther King Jr., “Letter from a Birmingham Jail,” (1963); National Organization for Women, *Statement of Purpose* (1966); New York Radical Women, “Principles,” (1968); Young Lords Party, “Thirteen Point Program and Platform” (1969); *Moonrise* episodes 8 & 11

Week Thirteen: Vietnam Wars, 1961-1975

Monday, 4/13—*The American Promise*, Chapter 29

Wednesday, 4/15—Chapter 29, cont.

Friday, 4/17—LaunchPad Quiz 29 due by midnight

HuskyCT: *Diary of a Student Revolution* (1968); “Police Are Forced to Quell Riot By Students in Storrs,” (1968); Gil Scott-Heron, “Whitey on the Moon,” (1969); *Moonrise* episode 12

Week Fourteen: New Conservatism, “Culture Wars,” and a “Third Way,” 1964-1992

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

Wednesday, 4/22—Chapter 30, cont.

Friday, 4/24—LaunchPad Quiz 30 due by midnight

HuskyCT: Phyllis Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?” (1972); “Bigger, Stronger, Better” (Reagan campaign ad, 1984); Ronald Reagan, *Remarks Honoring the Vietnam War’s Unknown* (1984); “Morning,” (Bill Clinton campaign ad, 1992)

Week Fifteen: Globalization and Neoliberalism, 1989-2020

Monday, 4/27—*The American Promise*, Chapter 31

Wednesday, 4/29—Chapter 31, cont.

Friday, 5/1—LaunchPad Quiz 31 due by midnight

Wall Street Journal, “How a Steel Box Changed the World: A Brief History of Shipping,” (2018); Frontline, *In the Age of A.I.* (2019)