

University of Connecticut
Department of History
History 1502 Fall 2021
Gant West 002
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Teaching Assistants:

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United States History Since 1877: A Survey

Course Overview

History 1502 is an introductory course into United States history since 1877. The course examines the development of the U.S. from the end of Reconstruction to the present, utilizing an array of scholarly and historical material. H1502 offers the student an opportunity to explore the circumstances that gave rise to what would become the most powerful country on earth by the mid-twentieth century. Thematic issues such as race, class and gender will be examined throughout the course.

Course Objectives

Upon completion of this course, you will be able to:

1. Recall the major events of this period (since 1877) in American history.
2. Discuss, at a college-level proficiency, the contributions of some of the leaders of the period, and the popular reactions to their leadership.
3. Analyze the many ways that people in the United States reacted to the ever changing political, social and cultural landscape, and its dynamic notions of democracy.
4. Identify the complexity of U.S. society and the inextricable relationship that all people in the U.S. share with each other and with nations in the international arena.

Required Work: Each student is responsible for (1) a 6-7-page paper on an approved topic related to either the Era of Franklin Delano Roosevelt, 1933-1945 or Freedom Summer book. Students are required to use at least six secondary sources, including journal articles and books for this paper, which explores one of these two subjects. The broad topics of your paper can vary, including, 1) FDR's creation of a liberal government; 2) the strategies and tactics of activists and local people in the Freedom Summer campaign; 3) how did the government mobilize the U.S. for unprecedented war; 4) how did the media cover Freedom Summer?

You should establish three-four subordinate questions that will guide and inform your project. For example, a research paper **topic** may **the evolution of U.S. involvement in Vietnam, 1959-1972**. **Subordinate questions** may include: "What were the key drivers for U.S. involvement?" "How did involvement escalate from 'advisory' to a protracted war?" "What domestic organizations and leaders discouraged war in Vietnam?"

You determine what questions you will answer about your chosen topic. Papers will be graded on clarity of argument, evidence used, citation of sources, punctuation and grammar. You must cite your sources in the text: do not simply provide a list of sources at the end of your paper. Be sure to use your TA for assistance to clarify your assignment if you are unclear. You can also speak to me.

These six sources are in addition to the book on the subject. Submit in your paper topic in written form to your discussion section TA via email. Students must select their issue by February 9.

You are to use the *Chicago Manual of Style* for citation. You can access it here: <http://lib.uconn.edu/wp-content/uploads/2014/12/turabian.pdf>. There are also reference books at the main library for the *Chicago Manual of Style*. (2) There will also be three objective quizzes, (3) and a mid-term and a final exam, which will not be cumulative. In accordance with University standards, make-ups will only be given with proper excuse from the Dean of Students' office.

Quizzes |

In each module, you will be quizzed on the course materials covered in that module. The quizzes will contain multiple-choice, true/false, etc. questions.

Midterm and Final Exams |

Both exams will consist of multiple-choice, T/F, matching type questions. The final exam will not be cumulative. More details will be provided in HuskyCT.

Late assignments will be reduced a third of a grade for each late day. For example, after one day, the highest possible grade is an "A-." After two days the highest possible grade is a "B+." There will be no unexcused absences for exams or quizzes without proper approval from the dean of student's office. Students are expected to participate in class discussions of readings and lecture. Class participation is 10% of total grade. Prompt attendance is expected.

Assignment Due Dates:

Paper: November 16 (20%)

Quiz#1: September 14 (10%)

Mid-term: October 14 (20%) Final: TBA (20%)

Quiz#2: September 30 (10%) Quiz#3: November 9 (10%)

Grading Scale

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0

60-62	D-	0.7
<60	F	0.0

Required texts:

Alan Brinkley, The Unfinished Nation: A Concise History of the American People, Volume 2, 9th Edition, (McGraw-Hill Education, 2020).

John Hollitz, Contending Voices: Biographical Explorations of the American Past, Volume II: Since 1865, Fourth Edition, (Cengage Learning, 2016).

John Dittmer, Jeff Kolnick, Leslie-Burl McLemore, Freedom Summer: A Brief History with Documents, (Bedford St. Martin's, 2016).

Richard D. Polenberg, The Era of Franklin Delano Roosevelt, 1933-1945 A Brief History with Documents Edition:1, (Bedford/St. Martin's, 2000).

Submission, Due Dates and Late Policy

The research paper will be submitted and graded electronically, via HuskyCT, unless otherwise noted. Assignments turned in late will be reduced a third of a grade for each day late, including weekends, unless otherwise noted by professor. There will be extra credit opportunities at various campus lectures and events throughout the semester, to be announced. Note that your written work will be measured by substance, style, punctuation, and methodological rigor.

All course due dates are identified in HuskyCT and in the course schedule. Deadlines are based on Eastern Standard Time. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Make-up work for missed exams and/or quizzes is not permitted for unexcused absences. An excuse from the Dean of Students' office is necessary to complete missed assignments or submit work late without penalty. There will be no unexcused absences for exams or quizzes without proper approval from the dean's office.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course

- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

The University of Connecticut has strict policies regarding plagiarism. **You will fail this course if caught plagiarizing.** Plagiarism is unacceptable, of course. You risk failing this course if you are found to have plagiarized your work. If you are unclear about the definitions of plagiarism, please consult the following website <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- Adobe Acrobat Reader ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps @ UConn Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- McGraw-Hill Connect ([Accessibility Statement](#), [Privacy Policy](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

While this course is in person, it uses the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options

available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in computer technology.

Cell phones, Laptops and Recording Devices

While the following makes sense for in-person instruction, it applies to virtual platforms as well. Please, no cell phones, text messaging, sleeping, or newspapers in class.

Laptop Use

Laptop usage diminishes learning and comprehension.

(<https://www.theverge.com/2017/11/27/16703904/laptop-learning-lecture>).

Recording

Students who either need or wish to record the lectures are asked to submit a request in writing to the instructor via email, stating their reasons for doing so.

Course Content

Module I: The Gilded Age (1877-1905)

- A. Migration West
- B. Industrial expansion
- C. Robber Barons
- D. Growth of the City
- E. Populism
- F. Imperialism

Week beginning August 30

The Unfinished Nation, Chapters 16-17; Contending Voices, Chapter 1.

Week beginning September 6

The Unfinished Nation, Chapter 18; Contending Voices, Chapter 2.

VIDEO: Railroad robber barons, Jay Gould:

<https://www.youtube.com/watch?v=Jk9Y8gZYad8>

Week beginning September 13

The Unfinished Nation, Chapter 19; Contending Voices, Chapter 3

Module II: The Progressive Era

- A. Labor
- B. Women
- C. Bureaucratization
- D. The Great War

Week beginning September 20

The Unfinished Nation, Chapter 20; Contending Voices, Chapter 4

VIDEO: Margaret Sanger: <https://www.youtube.com/watch?v=5ndQXLx3pdA>.

Week beginning September 27

The Unfinished Nation, Chapter 21; Contending Voices, Chapter 5

Module III: The New Era and The Great Depression

- A. Nativism
- B. Suffrage Movement
- C. The Great Migration
- D. The New Deal Coalition

Week beginning October 4

The Unfinished Nation, Chapter 22; Contending Voices, Chapter 6

VIDEO: Nineteenth Amendment: <https://www.youtube.com/watch?v=a9LmBgY-F5A>

MIDTERM

Week beginning October 11

The Unfinished Nation, Chapter 23; Contending Voices, Chapter 7

Week beginning October 18

The Unfinished Nation, Chapter 24; Contending Voices, Chapter 8.

VIDEO: The Jazz Age (in class)

Module IV: World War II and Cold War

- A. The Rise of Fascism
- B. U.S. Isolationism
- C. U.S. as Superpower
- D. Prosperity and Post-War U.S.

Week beginning October 25

The Unfinished Nation, Chapter 25; The Era of Franklin Delano Roosevelt, pp. 1- 35.

Week beginning November 1

The Unfinished Nation, Chapter 26; The Era of Franklin Delano Roosevelt, pp. 36-83.

VIDEO: World War II (in class)

Week beginning November 8

The Unfinished Nation, Chapter 27; Contending Voices, Chapters 9-10; The Era of Franklin Delano Roosevelt, pp. 83-132.

Module V: The Turbulent Sixties and Beyond

- A. The Civil Rights Movement
- B. Anti-War Movement
- C. Women's Liberation Movement
- D. End of the Cold War

Week beginning November 15

The Unfinished Nation, Chapter 28; The Era of Franklin Delano Roosevelt, pp. 133-174; Freedom Summer, pp. 1-55.

VIDEO: Cold War and Popular Culture: *The Twilight Zone* (in class)

Thanksgiving Recess November 21-27

Week beginning November 29

The Unfinished Nation, Chapter 29-30; The Era of Franklin Delano Roosevelt, pp. 175-231; Freedom Summer, pp. 55-76

VIDEO: Atlanta and Desegregated Schools: <https://www.loc.gov/exhibits/civil-rights-act/multimedia/atlanta-schools.html>

Week beginning December 6

The Unfinished Nation, Chapter 31; Freedom Summer, pp. 77-154.

**VIDEO: Jackson State Shootings: <https://www.youtube.com/watch?v=4u7UUIHj0r8>
Kent State Shooting: <https://www.youtube.com/watch?v=9Pwro3vCUdU>**