“The past is never dead. It’s not even past.” William Faulkner

“If you know your history, then you would know where you coming from.” Bob Marley

First they came for the Socialists, and I did not speak out—
Because I was not a Socialist.
Then they came for the Trade Unionists, and I did not speak out—
Because I was not a Trade Unionist.
Then they came for the Jews, and I did not speak out—
Because I was not a Jew.
Then they came for me—and there was no one left to speak for me.
Martin Niemöller

**Course Description:** this course provides an overview of post-Civil War American History by focusing on general themes and patterns from Reconstruction to the present. We will work hard to strike a balance between understanding the large contours of American history and understanding the significance of important dates, people, and facts. We will pay particular attention to the history of freedom, a word with multiple, contested meanings, by focusing on the expansion and contraction of freedom, what it has meant to different groups of people, and how it has shaped almost every dimension of American life. This course also focuses on helping you become better researchers and writers. OU is a research university, and I firmly believe that everyone here—from first year students to the most senior scholars—should be engaged in research. To that end, this course focuses on helping you develop the skills required to write a sophisticated research paper, skills that will serve you well in all your future courses at OU. In so doing, you will discover something fundamental about one of the world’s oldest bodies of knowledge. In researching and writing your paper, you will learn a good deal about the epistemology of history.

Your discussion sections will be dedicated to helping you understand the content of the course, but they will also help you learn how to use a variety of primary and secondary sources and how to shape these sources into a compelling historical argument. Just as it is impossible to learn how to ride a bike without getting on one, it is impossible to understand the nature of history without actually doing history. We will provide you with a variety of resources to improve your writing and research skills, including a variety of tutorial that will be available on-line and in print. All tutorials and a great number of reading assignments and other pertinent information can be found on the History Department’s U.S. Survey website, http://explorehistory.ou.edu

**Graduate Assistants/ Teaching Assistants:** James Dupree, Alexandria Gough, Courtney Kennedy, Joseph Schiller

**Format:** I will lecture on Tuesdays and Thursdays. You will attend your discussion section either Thursday or Friday. I invite questions at any time during the lecture.
Course Website: the website for this course is on Canvas (canvas.ou.edu). We will also make use of postings at http://explorehistory.ou.edu. You should spend time familiarizing yourself with these sites, and you should routinely check both for pertinent information. Soon after each lecture, I will post each PowerPoint presentation on Canvas. Here you will also find the syllabus, the study guides for the midterm and final and important announcements. You will also find lists of identification terms for each exam, information on how to write an essay exam, a lengthy description of plagiarism and how to avoid it, and information regarding your paper assignment. Throughout the semester, material will be added to the Canvas website, so check it regularly.

Reading Requirements: I have not assigned you a $150-$200 textbook. You’re welcome. Instead, and for the first time, I am using an open-source text called The American Yawp. (A yawp is an old term meaning a “raucous noise.”) However, you will be reading two monographs (see below). I have also assigned you a number of scholarly articles (and a few book chapters) available as PDFs on Canvas. A few will be available on explorehistory.ou.edu. These articles will enrich your general understanding of history and enhance your understanding of the researching and writing of a research paper. As you read these articles, I want you to focus on finding the core argument—the thesis—of the essay in question. In other words, one of your key tasks in reading these essays is to find the central point the author is trying to make. You will also make use of these articles in your exams and quizzes. (Note: over the course of the semester, the assigned articles may go through slight modification.)

The required books are as follows:

*The American Yawp: A Free and Online, Collaboratively Built American History Textbook*

Anzia Yezierska, *Bread Givers* (purchase at bookstore or on-line)

James Hirsch, *Riot and Remembrance: America’s Worst Race Riot and Its Legacy* (purchase at bookstore or on-line)

The required articles/book chapters are as follows: all are available on the Canvas website as PDFs. Click Modules > Article/Book Chapter PDFs


Robert L. Griswold, “The ’Flabby American, the Body, and the Cold War,” in Laura McCall, Donald Yacovone, eds., *A Shared Experience: Men, Women, and the History of Gender*.


Chester Pach, “And That’s the Way It Was: The Vietnam War on the Network Nightly News,” in David Farber, ed., *The Sixties: From Memory to History*.


**Ground Rules for Lecture Attendance:**

1. **No laptops are allowed in class and phone must be put away.** Why, you rightly ask? Because I have found that a certain, sometimes substantial number of students simply cannot resist using their laptop or phone to check social media, read something on the web, or watch sports highlights. Remember, social media and many websites are geared to distract you. Thus, which is likely to gain your attention; my lecture on the relationship between the 14th Amendment and civil rights legislation or a notice on your phone informing you that your former boyfriend or girlfriend just went out with your best friend? No contest, right? Yet, in the long-run you will be better off as a citizen knowing about the 14th amendment, but in the short run…?

   I have a second, perhaps more important reason. Research suggests that students retain more information from lectures when they take notes the old fashioned way, i.e. by writing them down; moreover, a great deal of research suggests that multi-tasking erodes one’s “declarative memory,” i.e. one’s focused memory, the kind you need to pass a test. Finally, research also proves that such devices are ENORMOUSLY distracting to those in the vicinity. If you would like to read more about my rationale for banning laptops, the following article is quite interesting: http://www.dailydot.com/opinion/laptops-education-classroom-students/

   So here’s the deal; all electronic devices should be turned off and put away. And please do not surreptitiously send texts by holding your phone in your lap. The wearing of headphones is also not permissible. If I see you using an electronic device, I will have to stop lecture and wait until you put it away.

2. Please show up on time and do not leave until the lecture is over. If you absolutely must leave lecture early, let me know ahead of time, sit in the back, and leave as
inconspicuously as possible.

3. Once I start lecturing, kindly put down your newspapers, magazines, and/or readings from other courses and give me your undivided attention.

4. Please do not talk with your neighbors.

**Examinations/Quizzes/Class Participation Grade:** there are three major exams, each worth 100 points, each covering roughly 1/3 of the course. The last exam is given during finals week. Each of these exams is worth 100 points. The first will be given in class (in our lecture hall) on **September 22 and the second** (in our lecture hall) on **November 3**. The final exam is at 4:30 p.m. on **December 16 in our lecture hall.** We will also give you a total of 6 quizzes, all to be taken in your discussion sections. Some of these will be announced in advance, some will not. Each quiz is worth 20 points, but we will drop your lowest score; the quizzes total 100 points. No make-up quizzes will be given nor will any quizzes be given early. You will also take a 50 point quiz/exam on the Yezierska and Hirsch books for a total of 100 points. You will also receive a discussion group participation grade. This mark will be based on the quality and frequency of your classroom contributions during your Friday discussion group. This component of the course is worth 200 points.

**Papers:** one of the goals of this course is to teach you how to assess historical documents critically and to write a sophisticated research paper. As noted above, we will provide you a wealth of information, including on-line tutorials, to help you become a proficient researcher and writer. I cannot emphasize enough how useful you will find what you learn in this class for all your future paper assignments at OU. Good writing is the most fungible of all the skills you will learn at OU. No matter what field of study you pursue, no matter what career you choose to follow, the ability to write well will serve you extraordinarily well.

You will write two relatively short papers in this class. The first is based on a small number of documents that I will provide for you. These documents focus on the incarceration of Japanese American children during World War II. We will provide you with a link to the documents. The paper, worth 100 points, will be roughly 1,000 words in length and is due in discussion section on **September 29 or 30,** depending on the day of your section. You will also write a longer paper—roughly 2000 words. Some discussion leaders may want both a hard copy and an electronic copy; some may want only an electronic copy. (All papers will be examined by a plagiarism detection system.) Details about submitting your final paper, due on **December 1 or 2,** depending on the day of your section, will be given later. This paper is worth 200 points. We will provide you with an extensive list of websites that you may want to use in order to find primary documents for your research. You will not be required to do so, but you will have the option of submitting a revised copy of the final paper. However, to do so, you must also submit a detailed explanation of the nature of your revisions.

I also encourage you to make use of the Writing Center in Wagner Hall. As you begin drafting your research paper, you will want to seek feedback from many different readers. The writing consultants at the Writing Center are able to talk with you about your writing at any stage in the process. You can make an appointment (online or by phone), and you can drop in whenever the Center is open. For more information, contact www.ou.edu/writingcenter.

**Late penalties for first and final draft of paper:** I believe in treating students fairly; thus, grading policies must penalize those students who turn in late work. My policy is simple. All paper assignments are due at the beginning of class, not midway through the class or at its end. If the paper is not turned in at the beginning of class, we will assess a one grade penalty. If it is not turned in by 5:00 p.m. that afternoon, another one grade penalty will be assessed. If it is not
turned in by 5:00 p.m. the next day, off goes another grade. And if it is not turned in by 5:00 p.m. the next afternoon, still another grade gets whacked. In short, turn your papers in on time and you can avoid all of this whacking.

**Plagiarism:** it is imperative that you understand what plagiarism is and that you avoid it like the plague. I have posted on the Canvas website a lengthy discussion of plagiarism in its various guises. In addition, the OU library includes information about plagiarism. To access this tutorial through the Library, go to the Library’s homepage. Click on “Services,” then click on “All Services” then click on “Academic Integrity Tutorial.” The ability to “cut and paste” from the Internet has led to a blizzard of plagiarism cases, and if you are guilty of such behavior, we will file academic misconduct charges against you. Moreover, we will accept no excuses if you plagiarize; plagiarism is a crime against academic integrity, and it will be treated as such.

**Religious Observances:** the official policy of the University on classroom work and religious holidays is as follows: “It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required work that may fall on religious holidays.” If religious obligations conflict with the class, please let us know and we will make alternative arrangements.

**Reasonable Accommodation Policy:** The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations in this course are requested to speak with Prof. Griswold as early in the semester as possible. Students with disabilities must be registered with the Office of Disability Services prior to receiving accommodations in this course. The Disability Resource Center is located in Goddard Health Center, Suite 166, phone 405/325-3852 or drc@ou.edu. Do not ask for accommodation after the fact. Before we can accommodate you, we must have proper forms available from the Disability Resource Center.

**ADJUSTMENTS FOR PREGNANCY/CHILDBIRTH RELATED ISSUES:**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see [www.ou.edu/content/eoo/pregnancyfaqs.html](http://www.ou.edu/content/eoo/pregnancyfaqs.html) for commonly asked questions.

**TITLE IX RESOURCES**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24.7, counseling services, mutual no contact orders, scheduling adjustments and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office 405-325-2215 (8-5) or the Sexual Assault Response Team 405-615-0013 (24.7) to learn more or to report an incident.

**Attendance Policy:** It is in your best interest to attend every lecture and discussion section; moreover, because I believe we are a community of scholar/students working together, I believe it is imperative that students be held accountable for their attendance. Thus, attendance will be
taken both in lecture and in your discussion section. **For the lecture component of the course, you are allowed three unexcused absences; thereafter, you will be penalized 20 points for every unexcused absence. For the discussion component of the course, you will be allowed two unexcused absences; thereafter, you will be penalized 20 points for every unexcused absence.** Experience has demonstrated time and again that those who attend class, take careful notes, and ask questions do far better than those who drop into class from time to time. We want to reiterate that it is crucial that you take copious notes during lecture. You cannot possibly gain command of the material if you are not an active, engaged note-taker.

**Grades:** The following scale will determine letter grades:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
<td>200 points: midterm 1 and midterm 2</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
<td>100 points: final</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
<td>100 points: paper #1</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
<td>200 points final paper</td>
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<tr>
<td>F</td>
<td>below 600</td>
<td>200 points: discussion participation</td>
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<td></td>
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<td>100 points: quizzes in discussion section</td>
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<td></td>
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<td>100 points: Yezierska/Hirsch quizzes/exams</td>
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**One other point is important.** Between August 22 and September 2, there is no record of grade for dropped courses; between September 6 and October 28, students receive an automatic grade of “W” for dropped courses. Thereafter, between October 31 and December 9, you must petition the College Dean to drop the course and, if the Dean approves your withdrawal, I will either give you a “W” or an “F,” depending on your standing in the course at the time you drop the course.

**Reading Assignments, Examination Schedule, Paper Due Dates, Discussion Schedule:** The weekly reading assignments are based on what you should have read before attending your discussion section. All chapters and articles are available as PDFs on the Canvas website. Your discussion leader will show you how to find these articles. You should buy copies of the two books. All reading assignments must be read prior to the exams. One last point; the website, Explorehistory.ou.edu, contains a wealth of primary documents. Your discussion leader will make use of these documents and assign them on a week-by-week basis.


9/1 David Grua, “In Memory of the Chief Big Foot Massacre;” *Yawp*, chp. 17, “Conquering the West”

9/8 Yezierska, Bread Givers (all); *Yawp*, Chp. 16, “Capital and Labor” and chp. 18, “Life in Industrial America”


9/22 **Midterm I;** *Yawp*, chp. 20, “The Progressive Era”


9/29-9/30 **Paper #1 due in discussion section;** *Yawp*, chp. 21, “World War I and Its
Aftermath”

10/6  No reading assignment due to Texas weekend.

10/7  **No Friday discussion sections: Texas weekend**


11/3  **Midterm 2**


11/24  **Week of Thanksgiving Break: lecture Tuesday only**

12/1  Pach, “And That’s the Way It Was;” Pitzulo, “The Battle in Every Man's Bed”

12/1-12/2  **Second Paper Due:** Hijiya, “The Conservative 1960s;” *Yawp*, chp 27, “The Sixties”


12/16  **Final Examination: 4:30-6:30 p.m.**  (Final will be given in the regular lecture hall.)

**Graduate Assistants:**

Section #  31: Thursday, 4:30-Jame Dupree

32: Friday, 8:30- Courtney Kennedy

33: Friday, 9:30- Courtney Kennedy

34: Friday: 10:30-James Dupree

35: Friday, 11:30- Joe Schiller

36: Friday, 12:30- Alexandria Gough

37: Friday, 1:30- Alexandria Gough

38: Friday, 2:30- Joe Schiller