

University of Oklahoma
College of Arts and Sciences
History Department

Spring 2017 - HIST 1493-010
History of the United States, 1865-Present

Dr. Ronnie Grinberg
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Office: Dale Hall Tower 416
Office Hours: Mon & Wed. 2:50-3:50 or by appointment

GTAs:

Mr. Alexander Finkelstein

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Sections: Th. 3-3:50 & Fr. 9:20- 10:20

Ms. Victoria Funk

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Sections: Th. 2:30-3:20 & Fr. 8:30-9:20

Dr. Dustin Mack

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Sections: All Wednesday sections

COURSE DESCRIPTION:

This course provides an introduction to American history from 1865 to the present. We will focus especially on how ideas about freedom, equality, and citizenship were contested and expanded during these 150 years. We will examine both high politics and the state and social movements, tracking the connections between grassroots actions and elite power. All the while we will pay close attention to issues of race, class, and gender.

This class also serves as an introduction to the process of doing and writing history. To this end, students will write two research papers—one short, one long—in which they analyze sets of primary source documents about particular themes and ideas in modern American history. Discussion sections will provide a place to explore course readings and focus on developing your writing skills. You will learn how to evaluate primary and secondary sources and how to make an effective and strong historical argument. These skills—argumentation, critical thinking, and clear writing—will serve you well in other classes at OU and in your professional life after graduation. One final note: studying history illuminates how events in the past are not axiomatic or predetermined. Instead, individuals make choices that shape the course of human events, and contingency and alternative scenarios were always possible. As a society we can only make informed decisions in the future if we know and learn from the past.

There are two websites for this course: one on Canvas, where you will find this syllabus, redacted power points from lecture, and anything your GTAs may choose to post. In addition, <http://explorehistory.ou.edu> is the general website for the U.S. history survey at OU. Here you will find paper prompts and directions, as well as useful writing tutorials. You should familiarize yourself with both these websites. Before you email your GTAs or professor with any course questions, please consult these resources to see if the information you are seeking has already been provided there.

REQUIRED BOOKS & READINGS

1. Glenda Gilmore and Thomas Segrue, *These United States: A Nation in the Making*. New York, New York: W.W. Norton, 2015-16.
2. Eric Foner, ed. *Voices of Freedom: A Documentary History, Volume II (5th edition)*. New York, New York: W.W. Norton, 2017.
3. A small Course Packet (**hereafter referred to as CP**), available to purchase at KingKopy, located at 119 West Boyd Street.

GRADING

DUE DATES & TIMES

Papers:

Paper 1 = 100 points

Mon. Feb 13 (uploaded to Canvas by 9 AM & hardcopy in-class)

Paper 2 = 200 points

Mon. April 24 (uploaded to Canvas by 9 AM & hardcopy in-class)

Small Assignments:

Preliminary question & sources = 10 points

March 1-3 (in section)

Annotated bibliography = 25 points

March 29-31 (in section)

Introduction and Thesis = 25 points

Monday, April 10 (uploaded to Canvas by 9 AM & hardcopy in-class)

Tests:

Midterm = 150 points

Monday March 6 (in-class, 50 minutes)

Final = 250 points

Friday, May 12 (8-10 AM in-class, 2 hours)

Pop quizzes:

Reading quizzes = 40 points

Various dates in-section

Attendance/Participation:

Section Participation = 150 points

Lecture attendance = 50 points

Total = 1000 points

Final Grade scale:

A: 900-1000 points

B: 800-899 points

C: 700 to 799 points

D: 600-699 points

F: 599 or fewer points

COURSE POLICIES

Civility: All students are expected to follow proper classroom behavior and treat other students and instructors with respect. If the professor or GTA deems a student's actions disrespectful or behavior disruptive to the class, the student will be asked to leave the class for that day.

Technology: No laptops or cell phones are allowed in class. No exceptions. Why? Technology distracts. The temptation to text, surf the Internet, and check social media is just too high. In addition, multiple studies have proven that students learn better when they listen and take notes by hand. Here are some articles and studies that address this issue:

- <http://www.sciencedirect.com/science/article/pii/S0360131512002254>
- <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>
- <http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

Thus, all electronic devices must be turned off and put away before class begins. The wearing of headphones is also not permissible. If I see you using an electronic device, I will stop lecture and ask you put it away. GTAs may also come over and ask you to put your device away. This is disruptive to the entire flow of the class. If a student is particularly egregious in this regard he or she may be asked to leave class.

If you have extenuating circumstances that require a laptop for you to fully participate in the course, please come seek permission from me in person during office hours. I am happy to work out an accommodation with you.

Professionalism: One crucial aspect of professionalism entails effective management of all the information that has been provided to you so you can fulfill your work responsibilities. Before you email your GTA or professor with any questions consult this syllabus, Canvas, and <http://explore.ou.edu>. Most likely your question will be addressed in one of these resources. In addition, before you email your GTA or professor about course content, make sure you have done all the readings for the week. If you miss class never email your GTA or professor to ask if you missed "anything important" or to ask for your GTA or professor to explain what you missed. Missing class does not entitle you to a private tutorial. Instead, it is your responsibility to get notes from a fellow classmate.

Communication: I will answer emails in a timely manner—usually within 24 hours (excluding weekends). Please provide a professional greeting: "Dear Professor Grinberg" or "Dear Dr. Grinberg." Please also include a proper closing, such as "Sincerely," etc. with a signature that includes your full name (first and last). I will not respond to rude or unprofessional messages. You should email and correspond with your GTAs with the same professionalism. They will tell you how to address them on the first day of section and provide policies for their specific discussion sections. All inquiries and concerns about grades must be addressed with your GTA.

Attendance: Attendance in lecture and discussion is mandatory. Attendance will be taken at both. You can miss three lectures over the course of the semester and your grade will not be penalized. You can miss one discussion section. Missing more than this will negatively affect your grade. The only exceptions to this policy are if you have a documented medical or family emergency. Do not email me about missing class unless it is a documented emergency. Obtaining notes from a peer regarding what you missed in class is your responsibility.

Extra-Curricular Activities: Students involved in OU official extra-curricular activities should inform the GTAs and myself at the beginning of the semester of any known scheduling conflicts.

Readings: Students should complete all readings for the week by lecture on Wednesday. I encourage you to read the textbook (Segrue & Gilmore) for Monday's class and the primary sources (Foner) and articles from the Course Packet (CP) for class on Wednesday. All readings must be completed prior to your discussion section. Students should bring all assigned readings to discussion sections. Attendance and informed, thoughtful participation in discussion comprise 20% of your grade. Unexcused absences and failure to participate in class discussions will negatively affect a student's participation grade.

Quizzes: Periodically, multiple-choice quizzes will be given on the week's reading in discussion section. Over the course of the semester there will be 5 multiple-choice quizzes, with each quiz worth 10 points (5 questions, two points each). Students may drop one quiz score. These quizzes cannot be made up.

Papers: The first paper is an analysis of primary source documents that is worth 100 points and must be uploaded to Canvas by 9 AM on Monday, February 13 and a hardcopy must be turned in at the start of class. The paper should be approximately 1000-1250 words. The second paper must be uploaded to Canvas by 9 AM Monday, April 24th and a hardcopy must be turned in at the start of class. This paper will be roughly 2000 words. More information is provided at <http://explore.ou.edu>.

Late paper policy: Late papers will be penalized by 10 percentage points for each day late. Extensions without academic penalty are only granted to students who provide documentation of a serious illness or family emergency to the GTA.

RESOURCES

The Writing Center: Writing is a major component of this course. Please visit the writing tutorials provided at <http://explorehistory.ou.edu>. In addition, the Writing Center here at OU is an excellent resource. You can make an appointment (online or by phone, 405-325-2936) and you can drop in whenever they are open. I urge you to visit their web site for more information: <http://www.ou.edu/writingcenter.html>

UNIVERSITY POLICIES:

Academic Integrity: Violations of the University of Oklahoma's honor code are treated **very seriously**. Plagiarism and cheating in all forms are unacceptable under any circumstances and will result both in a **failing** grade and referral to the Office of Academic Integrity.

Students are expected to have read and be familiar with the University's Guide to Academic Integrity. Go to <http://integrity.ou.edu/> to learn about your rights and responsibilities with regard to academic integrity. The University guide to academic integrity can be found at http://integrity.ou.edu/students_guide.html.

Please also watch the following videos:

- http://www.kaltura.com/index.php/extwidget/preview/partner_id/1500101/uiconf_id/21648442/entry_id/0_ov8bvmqy/embed/auto
- <http://www.kaltura.com/tiny/cyrr9>

Religious Observance: It is the policy of the University of Oklahoma to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays without penalty.

Accessibility: Everyone, regardless of disabilities or special needs, is welcome in this course. Please let me know if you need any accommodations in the instruction or evaluation procedures in order to facilitate your full participation.

Reasonable Accommodation Policy: Students with disabilities that may affect his or her ability to complete the work required for this course should contact the instructor as soon as possible to discuss accommodations that will ensure the student's full participation and facilitate the student's educational opportunities. Students requiring academic accommodation should also contact the Disability Resource Center for assistance at (405) 325-3852 or TDD: (405) 325-4173. For more information please see the Disability Resource Center website: <http://www.ou.edu/drc/home.html>

Adjustments for Pregnancy/Childbirth: 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. 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/faqs/pregnancy-faqs.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 of Oklahoma offers a variety of resources, including advocates on-call at any hour, 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, M-F) or OU Advocates (405.615.0013, 24/7) to learn more or to report an incident.

Schedule

Changes to the syllabus: Please note that this syllabus is a working document. Changes to the syllabus and schedule may occur over the course of the semester at the instructor's discretion.

Week 1: Rebirth of a Nation

1/17 No class – MLK day

1/19 Rebirth of a Nation

- Article: Eric Foner, "Why Reconstruction Matters," *New York Times*, Mar. 28, 2015 (CP).
- Foner, pp. 1-27 (because this is the first week of class and you may not have purchased books these readings are also available in the course pack - CP).

Week 2: Gilded Age

1/23: Reconstruction to Gilded Age

1/25: Immigration, Urbanization, & Industrialization

- Gilmore & Segrue, ch. 1, pp. 1-39.
- Foner, pp. 28-57; 87-91.

Week 3: Age of Reform

1/30: Race & Empire

2/1: Progressivism

- Gilmore & Segrue, ch. 2, pp. 41-81.
- Foner, pp. 57-69; 72-80; 96-104.

Week 4: Progressivism

2/6: The New Woman

2/8: WWI

- Gilmore & Segrue, ch. 3, p 83-121; ch. 4, pp. 123-129.
- Foner, pp. 70-72; 81-84; 92-95; 105-123.
- Article: Jill Lepore, "The Last Amazon," *New Yorker*, pp. 64-73 (CP).

Week 5: Modern Times

- ❖ **Assignment:** Paper 1 must be uploaded to your GTA's Canvas discussion section site by 9 AM Monday, February 13th. A hardcopy must also be handed in at the start of lecture.

2/13: Great Migrations

2/15: The Jazz Age

- Gilmore & Segrue, ch. 4, pp. 129-161.
- Foner, pp. 119-159.

Week 6: Hard Times

2/20: Depression

2/22: Making a New Deal

- Gilmore & Segrue, ch. 5 pp. 163-201; ch. 6 pp. 203-212.
- Foner, pp. 163-191.

Week 7: World War II

- ❖ **Assignment for section:** Research topic and question and preliminary list of primary sources due in section. Some GTAs may require you to upload the assignment to Canvas.

2/27: WWII & Holocaust

3/1: WWII at home

- Gilmore & Segrue, ch. 6, pp. 212-239; ch. 7 pp. 241-281 (skim pages 265-271).
- Foner, pp. 192-196; 205-214.

Week 8: Cold War

3/6: Midterm

3/8: Cold War

- Gilmore & Segrue, ch. 8, pp. 283-323.
- Foner, pp. 196-205; 218-234; 239-244.

March 13-19 (Spring break)

Week 9: Affluent Society

3/20: Affluence & Prosperity

3/22: Conformity & Anxiety

- Gilmore & Segrue, ch. 9, pp. 325-365.
- Foner, pp. 244-257; 259-266.
- Article: Elaine Tyler May, "Cold War—Warm Hearth: Politics and the Family in Postwar America," pp. 153-176 (CP).

Week 10: Black Freedom Struggle

- ❖ **Assignment due in section:** Annotated bibliography—a finalized list of primary and secondary sources for your second essay and a two-sentence summary for each.

3/27: Long Civil Rights Movement

3/29: 1964

- Gilmore & Segrue, ch. 10, pp. 367-407; 233 (Asa Phillip Randolph); 262 (Langston Hughes).
- Foner, pp. 208-210; 234-239; 257-259; 267-287.
- Article: Mary L. Dudziak, "Brown as a Cold War Case," pp. 32-42 (CP).

Week 11: Vietnam

4/3: Vietnam

4/5: New Left

- Gilmore & Segrue, ch. 11, pp. 409-445.
- Foner, pp. 288-296.
- Article: Dough Rossinow, "The New Left: Democratic Reformers or Left-Wing Revolutionaries?" pp. 91-97 (CP).
- Article: Robbie Lieberman and David Cocran, "It Seemed a Very Local Affair" The Student Movement at Southern Illinois University at Carbondale," pp. 11-23 (CP).

Week 12: Revolutions

- ❖ **Assignment:** Introductory paragraph and thesis uploaded to your GTA's Canvas discussion section site by 9 AM on Monday, April 10th. A hardcopy must also be handed in at the start of lecture.

4/10: 1968

4/12: Feminism

- Gilmore & Segrue, ch. 12, pp. 447-485.
- Foner, pp. 296-309.
- Article: Chester J. Pach, "TV's 1968: War, Politics, and Violence on the Network Evening News," pp. 29-42 (CP).

Week 13: 1970s

4/17: Conservatism

4/19: Age of Limits

- Gilmore & Segrue, ch. 13, pp. 487-525.
- Foner, pp. 309-328.
- Major Spruhill, "Gender and America's Right Turn," pp. 71-89 (CP).

Week 14: Culture Wars

- ❖ **Assignment:** Paper 2 due uploaded to your GTA's Canvas discussion section site by 9 AM on Monday, April 24th. A hardcopy must also be handed in at the start of lecture.

4/24: Reagan Revolution

4/26: Clinton & Culture Wars

- Gilmore & Segrue, ch. 14, pp. 527-577.
- Foner, pp. 329-348.

Week 15: New Millennium

5/1: 2000s

5/3: Conclusions

- Gilmore & Segrue, ch. 15, pp. 579-613.
- Foner, pp. 349-371.

Week 16: Final Exam

5/12: Final Exam: in-class on Friday, May 12, 8-10 AM.