

U.S. History, 1865-Present
History 1493: 010
M.W. 9:30-10:20
Disc. Sections, Wednesday, Thursday, Friday
Fall 2019

Prof. Robert Griswold
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Office Hours: M.W., 3:30-4:30
or by appointment

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

“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

“Post-truth is pre-fascism...To abandon facts is to abandon freedom. If nothing is true, then no one can criticize power, because there is no basis upon which to do so. If nothing is true, then all is spectacle. The biggest wallet pays for the most blinding lights.” Timothy Snyder

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 weekly discussion section will be dedicated to helping you understand the content of the course, but it 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: Matthew Hill, Erik Moore, Leroy Myers, Misty Penuelas, Austin Schoenkopf

Format: I will lecture on Mondays and Wednesdays. You will attend your discussion section either Wednesday, 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 that day's PowerPoint presentation on Canvas. I urge you to go over these presentations carefully. Look at the images, the charts, the graphs, the maps, and the quotations. They will all help you understand the lecture far better than if you did not consult this resource. On Canvas, you will also find the syllabus, the study guides for the midterms and final and important announcements. You will also find lists of identification terms that you should know 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 assignments. 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. Nor have I assigned you a required textbook of any kind. Again, you're welcome. If you desire to know some general background about a given era of American history, I am recommending that you make use of an open-source text called *The American Yawp*. (A yawp is an old term meaning a "raucous noise.") Instead of using a textbook, I have assigned a number of scholarly articles (and a few book chapters) available as PDFs on Canvas. These articles will enrich your general understanding of history and enhance your ability to write a research paper. A reading/discussion guide will accompany each of these readings. As you read the assigned essay or book chapter for that week, answer the questions on the guide. These questions will form the basis of your class discussions, and your Teaching Assistant will collect your responses on a regular basis. When you finish the article or chapter, you should be able to explicate its main argument—its thesis. In other words, one of your key tasks in reading these essays is to find the central point the author is trying to make. I can also guarantee that you will 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. I will not make any changes without giving you plenty of advance notice.) I should add that there is no particular advantage in reading the assigned articles a week or two in advance. I will also include two PDFs of primary documents. These documents will be assigned on a week-by-week basis.

The non-required textbook is *The American Yawp*. Use it for background information.

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

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

Gary Gerstle, "Theodore Roosevelt and the Divided Character of American Nationalism," *The Journal of American History*, 86 (December, 1999): 1280-1307.

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*.

David Grua, "In Memory of the Chief Big Foot Massacre': The Wounded Knee Survivors and the Politics of Memory," *Western Historical Quarterly*, 46 (Spring 2015): 31-51.

James A Hijiya, "The Conservative 1960s," *Journal of American Studies*, 37 (August 2003): 201-27.

David Kennedy, "What the New Deal Did," in Kennedy, *Freedom from Fear*

Edward J. Larson, "The Scopes Trial and the Evolving Concept of Freedom," *Virginia Law Review*, 85, no. 3 (1999): 503-29.

David Levy, "Before Brown: The Racial Integration of American Higher Education," *Journal of Supreme Court History*, 24 (December 1999): 298-313.

Stephen Meyer, "Adapting the Immigrant to the Line: Americanization in the Ford Factory, 1914-1921," *Journal of Social History*, 14 (Autumn 1980): 67-82.

Alan T. Nolan, "The Anatomy of a Myth," in Gary W. Gallagher and Alan T. Nolan, eds., *The Myth of the Lost Cause and Civil War History*

Richard Overy, "A War of Engines: Technology and Military Power," in Overy, *Why the Allies Won*

Richard Overy, "Why the Allies Won," in Overy, *Why the Allies Won*

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*.

Peggy Pascoe, "Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth-Century America," *The Journal of American History*, 83, no. 1 (June, 1996): 44-69.

Carrie Pitzulo, "The Battle in Every Man's Bed: 'Playboy and the Fiery Feminists,'" *Journal of the History of Sexuality*, 17 (May, 2008): 259-289.

Martin Sherwin, "The Atomic Bomb and the Origins of the Cold War: U.S. Atomic-Energy Policy and Diplomacy," *American Historical Review*, 78 (October, 1973): 945-68.

Carol M. Taylor, "W.E.B. DuBois's Challenge to Scientific Racism," *Journal of Black Studies*, 11, no. 4 (June, 1981): 449-60.

Gilles Vandal, "'Bloody Caddo': White Violence against Blacks in a Louisiana Parish, 1865-1876," *Journal of Social History*, Vol. 25, No. 2 (Winter, 1991), pp. 373-388.

Ground Rules for Lecture Attendance:

1. **No laptops are allowed in class and phones and laptops must be put away.** If you sincerely do not believe you can last 50 minutes without checking your phone or sending a text, please drop the course right away. If you choose to stay, then you are agreeing to the following policies.

When I begin lecturing, all laptops and phones must be off your desk and out of your lap. In other words, they must be put away. If I find that you are using a phone in class, I will ask you to put it away. I will then ask you your name, your hometown, your major, and why you decided to disobey a rule you had agreed to

obey. I may even schedule a personal meeting to discuss your decision to use a phone after agreeing not to do so. If I catch you using your phone a second time, I will repeat what is outlined above and penalize you 50 points. A third offense? I doubt if there will be a third offense, but I'll dock you another 75 points if you violate this rule a third time.

Now, why, you rightly ask, do I have such an old-school policy? Am I anti-technology? No, not at all. I have more computers than I can count. I use a computer every day in my research. Rather, I have found over the years 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 and addict you. They are the cigarettes of the twenty first century. 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. If you think you cannot listen to a lecture for 50 minutes without checking your phone, get out now while you still can.

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 is worth 100 points. Each exam covers roughly 1/3 of the course, and the final is not cumulative. The last exam is given during finals week. The first will be given in class (in our lecture hall) on **September 18 and the second** (in our lecture hall) **on October 30**. The final exam is at 8:00 a.m. on **December 13 in our lecture hall**. We will also give you a variety of quizzes in a variety of formats. These quizzes will be created by and graded by your teaching assistants. The quizzes total 100 points. No make-up quizzes will be given nor will any quizzes be given early. 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 Wednesday, Thursday, or Friday discussion group. It is important for you to realize that showing up for discussion section

is a baseline expectation. Your participation grade is based on just that—participation. Merely showing up earns you no particular credit; not showing up can result in draconian penalties. This component of the course is worth 150 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 transferable 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 documents from an on-line collection, “Carlisle Indian School Digital Resource Center.” We will let you know well ahead of time which documents from this database we want you to use. The website can be found at: carlisleindian.dickinson.edu. The paper, worth 100 points, will be roughly 1,000 words in length and is due in discussion section on **September 25, 26, or 27**, depending on the day of your section. Some discussion leaders may want both a hard copy and an electronic copy; some may want only an electronic copy. You will also write a longer paper—roughly 2000 words. Prior to handing in the final copy, your Teaching Assistant will ask you to provide an annotated bibliography of the sources you intend to use to write your paper. In due course, you will be taught how to write an annotated bibliography. The due date is as yet undetermined. The annotated bibliography is worth 50 points. As to the final paper, 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 **November 20, 21, or 22**, will be given later. This paper is worth 200 points. We will provide you with a number of websites that you may want to use in order to find primary documents for your research.

I 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 “Tutorials” (under “Get Help”) then on “Avoiding Plagiarism.” 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 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 30 points for every unexcused absence. For the discussion component of the course, you will be allowed two unexcused absences; thereafter, you will be penalized 30 points for every unexcused absence.** Experience has demonstrated time and again that those who attend class, take careful notes, and ask questions perform 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:

810-900	A	200 points: midterm 1 and midterm 2
720-809	B	100 points: final
630-719	C	100 points: paper #1
540-629	D	200 points final paper
below 540	F	150 points: discussion participation 50 points annotated bibliography <u>100 points</u> : quizzes in discussion section

Total: 900

Other important items. Between August 19 and August 30, there is no record of grade for dropped courses; between September 3 and November 8, students receive an automatic grade of “W” for dropped courses. Thereafter, between November 11 and December 6, 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. We will not have class on Labor Day, September 2. Thanksgiving vacation is November 27 and December 1. Unless a new policy is instituted by the upper administration, classes will also be cancelled on Friday, October 11, the day before the OU-Texas game. We may cancel discussion sections on October 9 and 10 as well.

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. So, too, are the primary documents, each of which also has a number. Your discussion leader will show you how to find these articles. All reading assignments must be read prior to the exams. I may make slight alterations in the assigned articles during the semester but will add nothing unless something else is removed. 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.

8/21,22,23	Nolan, “The Anatomy of a Myth;” #95, “Petition of Black Residents”
8/28,29,30	Vandal, “Bloody Caddo;” #96 “Petition of Committee on Behalf of Freedmen”
9/4,5,6	David Grua, “In Memory of the Chief Big Foot Massacre;” Carlisle Indian School documents—see website for paper #1
9/11,12,13	Stephen Meyer, “Adapting the Immigrant to the Line;” Gary Gerstle, “Theodore Roosevelt and American Nationalism;” #112, Ida B. Wells, “Crusade for Justice”
9/18	Midterm I
9/18,19,20	Taylor, “W.E.B. Dubois’s Challenge to Scientific Racism;” #110, Booker T. Washington, “Address at the Atlanta Cotton Exposition,” #111, W.E.B. DuBois, “A Critique of Booker T. Washington”
9/25,26,27	Paper #1 due in discussion section; #120, “Margaret Sanger on ‘Free Motherhood;’” #124, Woodrow Wilson, “A World ‘Safe for Democracy;’” #128,

- Eugene Debs, "Speech to the Jury"
- 10/2,3,4 Larson, "The Scopes Trial and the Evolving Concept of Freedom;" #133, "The Fight for Civil Liberties;" #135, "Congress Debates Immigration"
- 10/9,10,11 No discussion sections on Friday; Texas weekend; #142, Franklin D. Roosevelt, "Speech to the Democratic National Convention"
- 10/16,17,18 Kennedy, "What the New Deal Did;" #146, W.E.B. DuBois, "A Negro Nation within a Nation"
- 10/23,24,25 Overy, "A War of Engines," Overy, "Why the Allies Won;" #147, "Franklin D. Roosevelt on the Four Freedoms;" #154, Justice Robert A. Jackson, "Dissent in *Korematsu v. United States*"
- 10/30 **Midterm 2**
- 10/30,31,11/1 Sherwin, "The Atomic Bomb;" #156, "The Truman Doctrine;" #157, NSC 68 and the Ideological Cold War;" #156, "The Truman Doctrine;" #157, NSC 68 and the Ideological Cold War"
- 11/6,7,8 Levy, "Before Brown," Pasco, "Miscegenation Law;" #166, "The Southern Manifesto;" #172, Malcolm X, "The Ballot or the Bullet"
- 11/13,14,15 Griswold, "The Flabby American;" Pach, "And That's the Way It Was;" #176, Paul Potter on the Antiwar Movement"
- 11/20,21,22 **Second Paper Due;** Pitzulo, "The Battle in Every Man's Bed;" #177, "The National Organization of Women;" #185, Phyllis Schlafly, "The Fraud of the Equal Rights Amendment"
- 11/27-12/1 **Week of Thanksgiving Break: lecture Monday only**
- 12/4,5,6 Hijiya, "The Conservative 1960s;" #184, Jerry Falwell, "Listen, America"
- 12/13 **Final Exam: 8:00 a.m. in lecture hall**