

History 1493-070
T/TH 3-3:50pm

Fall 2019
Nielson Hall 270

US History, 1865-Present

Professor: Jennifer Holland
Email: jennifer.holland@ou.edu

Office: 417 DAHT
Office Hrs: Th 9-11am or by appt.

DISCUSSION LEADERS

John Baucom (jbaucom@ou.edu)
Office Hours: Th 12:30-2:30pm, Bizzell LL2603
Section 73- F 9:30-10:20am, PHSC 416
Section 75- F 1:30-2:30pm, KH 319
Section 76- F 8:30-9:20am, PHSC 416

Mark Boxell (mark.c.boxell-1@ou.edu)
Office Hours: T 12:30-2:30pm, Bizzell LL2602
Section 77- F 12:30-1:20pm, COH 218
Section 80- F 1:30-2:20pm, PHSC 356
Section 84- F 3:30-4:20pm, SEC A0133

Chelsea Burroughs (chelseaball@ou.edu)
Office Hours: T/Th 1:45-2:45pm, DHT 306
Section 79- F 1:30-2:20pm, CEC 441
Section 83- F 3:20-4:20pm, Cate Center Two 102
Section 85- F 4:30-5:20pm, KF 319

Derek Donwerth (derek.w.donwerth-1@ou.edu)
Office Hours: T/Th 2-2:50pm, DHT 306
Section 72- F 1:30-2:20pm, PHSC 225
Section 81- F 3:30-4:20pm, PHSC 228
Section 82- F 2:30-3:20pm, PHSC 228

Alex Finkelstein (alex.finkelstein@ou.edu)
Office Hours: Th 1:30-2:30pm and F 10:30-11:30am, Bizzell LL2606
Section 71- 9:30-10:20am, PHSC 117
Section 74- 2:30-3:20pm, FH 320
Section 78- 12:30-1:20pm, PHSC 122

COURSE DESCRIPTION

First and foremost, this course will survey the major events of American history from the Civil War to the present. The primary theme of this course will revolve around the question of how Americans viewed themselves and their nation as the United States emerged as a political and economic superpower over the course of the twentieth century. We will focus on two secondary, but interrelated themes. We will interrogate the changing role of the federal government and the emergence of the modern nation-state, asking how the state came in and out of people's lives, how people rejected and furthered state intervention. We will also consider the shifting dynamics of class, racial, gender, and sexual hierarchies and

how these have structured cultural images, political change, social and economic opportunities, and national identity. All together, the course will follow Americans' lives from the 1870s and ends in the post-Cold War period, tracing the challenges they faced in defining their roles in the nation and in the world.

REQUIRED TEXTS

You will find all required secondary and primary source reading in the course pack available at Corner Copy (770 Dean's Row Ave.) The first week's reading will be on Canvas but subsequent weeks will not be. I am not requiring a textbook but I am recommending one for those who feel like they need more context. If you already have Cengage Unlimited and Mindtap, you can access Berkin, ed., *Making America: A History of the United States* for \$7.99. Alternatively, you can use the Openstax free textbook online (<https://openstax.org/details/books/us-history>).

The general website for this course is at <http://explorehistory.ou.edu>. You should familiarize yourself with this website. This is where you will find all the online tutorials and the paper prompts.

COURSE GOALS

The overall goal of this course is for you to understand the broad outlines of modern American history—especially the processes of American imperialism and military intervention, the changing role of the federal government in American life, specific histories of American peoples, and finally the varieties of ways that residents of North America defined being “American.”

LEARNING OUTCOMES

At the successful completion of the course, you will be able to:

- 1) Describe how the self-definition of different types of Americans changed between 1865 and the end of the 20th century
- 2) Explain how different Americans understood their role in the world as the U.S. became an economic and political superpower
- 3) Compare the experiences and life histories of different types of Americans, based on race, class, and gender
- 4) Assess the role of the federal government in modern American history
- 5) Comprehend and analyze primary sources and secondary sources
- 6) Construct convincing arguments supported by evidence from primary and secondary sources
- 7) Write clear, detailed analysis of historical questions/problems

ASSIGNMENTS

Quizzes: 50 points

Periodically through the semester, there will be pop quizzes in lecture. These will contain basic, multiple-choice questions and will test your knowledge for both readings and lectures. Your best four quiz grades will count. There will be no makeup quizzes.

Midterm and Final: 350 points

You will take two take-home exams, a midterm and a final. The midterm will be worth 150 points and the final, 200 points. The midterm will consist of five IDS and a single essay. It will cover the material from the first half of the course. The final will consist of five IDs, a short essay, and a long essay. It will focus primarily on the second half of the course, but the long essay will be comprehensive. We will discuss the format of the exams later in the semester. If there is any cheating on the midterm, I will make the final an in-class exam.

First Paper: 150 points

Your first paper is a 1000-word analysis of primary documents, due September 17. You will use four documents I have provided to you on lynching at the turn of the twentieth century.

Second Paper: 200 points

Your second paper is a 2000-word paper, due November 19. You will have homework assignments throughout the semester that help you prepare for this paper, which will be a part of your final grade. Each of the two homework assignments will be worth 25 points and the final paper will be worth 150 points.

Discussion: 250 points

Attendance and participation in your discussion sections is required. You are expected to show up **on time**. Make sure you budget your time so that you can complete assigned readings and homework each week before your discussions. Your TA will give you additional assignments throughout the semester, which you are expected to complete.

Extra Credit: 5 points

If you meet with both your TA and Prof. Holland in the first four weeks of class, you will receive 5 extra credit points. There may be additional extra credit opportunities later in the semester.

Grading: The following scale will determine your letter grade in this class:

A 900-1000, B 800-900, C 700-800, D 600-700, F below 600.

COURSE POLICIES AND RESOURCES

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.

Computers and cell phones: I ask that you do not use laptops in class unless, for reasons of disability and accessibility, you need one to fully participate in lecture. Let me know if this is the case. I also ask that you turn off cell phones before lecture starts and keep them in your bag for the duration of class.

Professionalism: One crucial aspect of professionalism is effective management of the information that has been provided to you. Before you email your TA or professor with any questions, consult this syllabus, Canvas, and <http://explorehistory.ou.edu>. Your question may be addressed in one of these resources. If you miss class never email your TA or your professor to ask if you missed “anything important” or to ask if he or she will explain what you missed. Missing class does not entitle you to a private tutorial. It is your responsibility to get notes from a classmate. If you have questions based on those notes, feel free to ask them of your professor or TA.

Communication: I will answer all emails in a timely manner, usually within 24 hours (excluding weekends). Please provide a signature with your full name so I know with whom I am communicating with, as well as a greeting: “Dear Professor Holland.” Please also include a proper closing, such as “Sincerely.” I will not respond to rude messages. All inquiries about grades must be handled in person and cannot be discussed over email.

Late paper policy: Papers are due at the beginning of lecture. Any papers turned in later that day will be penalized at least 5 percentage points. After that, late papers will be penalized by 10 percentage points per 24-hour period after the due date. No late papers will be accepted more than a week after the due date.

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. Please contact the Sexual Misconduct Office or OU Advocates to learn more or report an incident.

Academic Misconduct: This class will strictly follow and enforce the university’s policies on academic integrity. Violations will be treated **very seriously**. Academic misconduct includes acts in which a student seeks to claim credit for the work or efforts of another without authorization or citation. Examples include but are not limited to:

- a. Cutting and pasting text from the web without quotation marks or proper citation.
- b. Paraphrasing from the web or written texts without crediting the source.
- c. Using notes in an exam when such use is not allowed.
- d. Using another person’s ideas, words, or research and presenting it as one’s own.

You may not share your papers or exams with any future students of this class. So-called “elite note takers” are also prohibited in this class. Posting notes online and/or selling them violates my intellectual property as it’s done without my consent. If you are caught as an “elite note-taker” or buy from one you may receive a zero in this class. Brush up on the university’s standards by reading “A Student’s Guide to Academic Integrity at the University of Oklahoma.” You can find this at http://integrity.ou.edu/students_guide.html.

WEEKLY SCHEDULE

Week 1 Rebirth of a Nation

Aug. 20 Introduction
Aug. 22 The Promise of Reconstruction

Secondary Reading: William Cronon, "Why the Past Matters"
Eric Foner, "The Meaning of Freedom"

Week 2 American Empire

Aug. 27 Closing the Frontier
Aug. 29 Redemption and Reunion

Secondary Reading: Thomas Nelson Page, "The Lynching of Negroes: Its Cause and Its Prevention" (1904)
Senator Ben Tillman, Speech before the Senate (1900)
Mary Church Terrell, "Lynching from a Negro's Point of View" (1904)
Ida B. Wells, excerpt from *Southern Horrors* (1892)

Week 3 The Gilded Age

Sept. 3 The Labor Problem
Sept. 5 New Imperialism

Secondary Reading: Thomas G. Andrews, "Dying with Their Boots On"

Week 4 Age of Reform

Sept. 10 Progress and Its Limits
Sept. 12 The New Woman

Secondary Reading: Andrea Tone, "Black Market Birth Control: Contraceptive Entrepreneurship and Criminality in the Gilded Age"

Week 5 The Great War

Sept. 17 The War to End All Wars
ESSAY ONE DUE IN LECTURE
Sept. 19 Radicalism Repressed

Secondary Reading: Russel Lawrence Barsh, "American Indians in the Great War"

Primary Sources: Emma Goldman, "Preparedness, the Road to Universal Slaughter" (1915)

Wilson Proposes a New World Order in the “Fourteen Points” (1918)

Week 6 **American Modern**

Sept. 24 Great Migrations
Sept. 26 Renaissance

Secondary Reading: Mae M. Ngai, “Nationalism, Immigration Control, and the Ethnoracial Remapping of America in the 1920s”
Vicki Ruiz, “The Flapper and the Chaperone”

Week 7 **Best of Times, Worst of Times**

Oct. 1 Making a New Deal
Oct. 3 War without Mercy
RECEIVE TAKE HOME MIDTERM

NO READING, NO DISCUSSION SECTIONS

Week 8 **The American Century**

Oct. 8 The War at Home
MIDTERM DUE
Oct. 10 New Prosperity and New Poverty

Primary Sources: Studs Terkel, “A Sunday Morning,” Oral Histories of World War II (1984)

NO DISCUSSION SECTIONS, TEXAS WEEKEND

Week 9 **The Affluent Society**

Oct. 15 The Way We Never Were
Oct. 17 **NO CLASS**

Secondary Reading: Elaine Tyler May, “Cold War—Warm Hearth: Politics and the Family in Postwar America”

Week 10 **Origins of the Cold War**

Oct. 22 The Iron Curtain
Oct. 24 The Third World

Secondary Reading: Greg Grandin, “Your Americanism and Mine: Americanism and Anti-Americanism in the Americas”

Primary Sources: Diplomat George F. Kennan Advocates Containment (1946)
Soviet Ambassador Nikolai Novikov Sees a U.S. Bid for World
Supremacy (1946)
Senator Joseph McCarthy Describes the Internal Communist Menace
(1950)

Week 11 Contesting the New Deal Order

Oct. 29 The Civil Rights Movement
Oct. 31 The New Left

Secondary Reading: Jeff Wiltse, “More Sensitive than Schools’: The Struggle to
Desegregate Municipal Swimming Pools”

Primary Sources: Southern Manifesto on Integration (1956)
Fannie Lou Hamer’s Testimony at the DNC (1964)

Homework for Section: Turn in a list of the primary sources and secondary sources you will
use in your Second Essay. Provide a 1-2 sentence summary for each
primary source and a description of the secondary source’s argument.

Week 12 Malaise and Movements

Nov. 5 Vietnam War
Nov. 7 The Feminist Movement

Secondary Reading: Alfred W. McCoy, “America’s Secret War in Laos, 1965-1975”

Primary Sources: Arthur E. Woodley Jr., Oral History of a Special Forces Ranger (1984)

Homework for Section: Turn in a first draft of your essay’s introductory paragraph and an
outline for the paper.

Week 13 New Conservatives

Nov. 12 Suburban Warriors
Nov. 14 The Silent Majority

Secondary Reading: Michelle Nickerson, “Politically Desperate Housewives: Women and
Conservatism in Postwar Los Angeles”

Week 14 American Babylon?

Nov. 19 A Crisis in Confidence
ESSAY TWO DUE IN LECTURE
Nov. 21 The Late Cold War

Secondary Reading: Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and the Transformation in Postwar American History"

Week 15 **THANKSGIVING- NO CLASS**

Week 16 **Approaching a New Century**

Dec. 3 The Reagan Revolution
Dec. 5 1990s and Beyond
RECEIVE TAKE HOME FINAL

NO READING, NO DISCUSSION SECTIONS

Dec. 12 **FINAL EXAM due on Canvas by midnight**

Full Citations for Secondary Readings

- Thomas G. Andrews, "Dying with Their Boots On," *Killing for Coal: America's Deadliest Labor War* (Cambridge: Harvard University Press, 2008), pp. 122-56.
- Russel Lawrence Barsh, "American Indians in the Great War," *Ethnohistory* 38 (Summer 1991): 276-303.
- William Cronon, "Why the Past Matters," *Wisconsin Magazine of History* (Autumn 2000): 3-13.
- Eric Foner, "The Meaning of Freedom," in *A Short History of Reconstruction* (New York: Harper and Row, 1990), pp. 35-54.
- Greg Grandin, "Your Americanism and Mine: Americanism and Anti-Americanism in the Americas," *American Historical Review* 111 (October 2006): 1042-66.
- Elaine Tyler May, "Cold War—Warm Hearth: Politics and the Family in Postwar America," in *The Rise and Fall of the New Deal Order, 1930-1980*, ed. Steve Fraser and Gary Gerstle (Princeton: Princeton University Press, 1989), pp. 153-81.
- Alfred W. McCoy, "America's Secret War in Laos, 1965-1975," in *A Companion to the Vietnam War*, ed. Marilyn B. Young and Robert Buzzanco (Malden, MA: Blackwell Publishing, 2002), pp. 283-313
- Michelle Nickerson, "Politically Desperate Housewives: Women and Conservatism in Postwar Los Angeles," *California History* 86, no. 3 (2009): 4-21, 65-67.
- Mae M. Ngai, "Nationalism, Immigration Control, and the Ethnoracial Remapping of America in the 1920s," *OAH Magazine of History* 21 (July 2007): 11-15.
- Vicki Ruiz, "The Flapper and the Chaperone," *From Out of the Shadows: Mexican Women in Twentieth-Century America* (New York: Oxford University Press, 1998), pp. 51-71.
- Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and the Transformation in Postwar American History," *Journal of American History* 97 (December 2010): 703-34.
- Andrea Tone, "Black Market Birth Control: Contraceptive Entrepreneurship and Criminality in the Gilded Age," *Journal of American History* 87, no. 2 (2000): 435-59.
- Jeff Wiltse, "'More Sensitive than Schools': The Struggle to Desegregate Municipal Swimming Pools," *Contested Waters: A Social History of Swimming Pools in America* (Chapel Hill: University of North Carolina Press, 2007), pp. 154-80.