

HIST 1493-030
History of the United States, 1865-Present

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GTAs:

Ms. Chelsea Burroughs

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Collection

Mr. Derek Donwerth

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Office Hours: T/Th 12-1 PM @ DHT 306

Mr. James Gregory

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Mr. Joshua Mika

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Office Hours: Friday 12:30-2:30 @ Bizzell LL2605

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 plus years. We will examine both high politics (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. Contingency and alternative scenarios were possible. As a society we can only make informed decisions in the future if we know and learn from the past.

There are three websites for this course: first, the main 1493-030 Canvas site, where you will find this syllabus and redacted power points from lecture. Second, each GTA has a Canvas site

they will use for this course. Finally, <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 **all three** of these websites. Before you send an email to your GTAs or professor with course questions, please consult these resources to see if the information you are seeking has already been provided/answered there.

REQUIRED BOOKS & READINGS

1. Glenda Gilmore and Thomas Sugrue, *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. Course Packet (**hereafter referred to as CP**), available to purchase at KingKopy, located at 119 West Boyd Street or online through the OU Bookstore.

GRADING

DUE DATES & TIMES

Papers:

Paper 1 = 100 points

Friday February 14 (uploaded to Canvas by 5 PM.
Some GTAs may also require a hardcopy)

Paper 2 = 200 points

Friday, April 24 (uploaded to Canvas by 5 PM.
Some GTAs may also require a hardcopy)

Small Assignments:

Preliminary question & sources = 10 points February 27-28 (in section)

Annotated bibliography = 25 points March 26-27 (in section)

Introduction and Thesis = 25 points April 9-10 (in section)

Tests:

Midterm = 150 points Tuesday, March 3 (in-class)

Final = 250 points Monday, May 4 (1:30-3:30 PM)

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 point

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 to 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 marked absent that day by their TA and/or 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 send an email to 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 send an email to your GTA or professor about course content, make sure you have done all the readings for the week. If you miss class never email he or she to ask if you missed "anything important" or to ask them to explain what you missed. Missing class does not entitle you to a private tutorial. Instead, it is your responsibility to get notes about what you missed 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 four 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 impact your grade. The only exceptions to this policy are if you have a documented medical or family emergency or are observing a religious holiday. 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 Thursday. I encourage you to read the textbook (Sugrue & Gilmore) for Tuesday's class and the primary sources (Foner) and articles from the Course Packet (CP) for class on Thursday. 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 five multiple-choice quizzes, with each quiz worth 10 points. Students may drop one quiz score. These quizzes cannot be made up.

Papers: Paper 1 is an analysis of primary source documents that is worth 100 points and is due week 5. Paper 2 will be a research paper of roughly 200 words and is due week 14. More information will be provided later in the course, and available on <http://explorehistory.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. No late papers will be accepted more than a week after the due date.

Elite "notetakers" and distribution of course materials: So-called "elite note takers" are 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 buying from a "elite note-taker" you may receive a zero in this class. You also may not share your papers or exams with any future students in this class.

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

1/14 Civil War & Reuniting a Nation

1/16 Reconstruction

- Eric Foner "Why Reconstruction Matters," *New York Times* (March 28, 2015) (CP).
- Foner, pp. 1-13; 18-27. (for this week only, these readings are also available on Canvas).

Week 2: Gilded Age

1/21: Industrialization

1/23: Inequality

- Foner, pp. 28-47; 50-52; 60-67.
 - Gilmore & Sugrue, Ch. 1, pp. 1-39.

Week 3: Age of Reform

1/28: Progressivism

1/30: Nativism & WWI

- Glen Gezdel, "What the Progressives Had in Common," *The Journal of Gilded Age & Progressive Era* (July 2011), pp. 331-339.
- Foner, pp. 48-49; 53-59; 75-78; 82-89; 98-103; 106-109; 117-121; 134-135; 145-148.
 - Gilmore & Sugrue, Ch. 2, pp. 41-81.

Week 4: Modernity

2/4: TBD

2/6: New Woman

- Foner, pp. 14-17; 62-67; 79-82; 90-97; 112-117; 157-159.
- Sidney R. Bland, "Shaping the Life of the New Woman: The Crusading Years of the Delineator," *American Periodicals* 19 (Nov 2009) pp. 165-188.
- Kathy Piess, "Charity Girls & City Pleasures," *OAH Magazine of History* (June 2004), p. 14-16.
 - Gilmore & Sugrue, Ch. 3, p 83-121

Week 5: Jazz Age

- ❖ **Assignment:** Paper 1 must be uploaded to your GTAs Canvas site by **5 PM Friday February 14**. Some GTAs may require you to hand a hardcopy in as well.

2/11: Migrations

2/13: Roaring Twenties

- Foner, pp. 121-133; 136-145; 149-157.
- Joe William Trotter, "The Great Migration," *OAH Magazine of History* (October 2002), pp. 13-33.
- Sarah-Jane (Saje) Mathieu, "the African American Great Migration Reconsidered," *OAH Magazine of History* (October 2009), 19-23.
 - Gilmore & Sugrue, Ch. 4, pp. 123-161.

Week 6: Hard Times

2/18: Depression

2/20: New Deal

- David Kennedy, "What the New Deal Did," *Political Science Quarterly* (Summer 2009), pp. 251-268.
- Foner, pp. 160-186.
 - Gilmore & Sugrue, Ch. 5 pp. 163-201; Ch. 6 pp. 203-226.

Week 7: World War II

- ❖ **Assignment due in section:** Research topic and question uploaded to your GTAs section cite by the start of your section. Some GTAs may require a hardcopy as well.

2/25: Isolationism to War

2/27: WWII at Home

- Foner, pp. 187-191; 197-207.
- Laurel Leff, "When the Facts Didn't Speak for Themselves: The Holocaust in the New York Times, 1939-1945," *The Harvard International Journal of Press and Politics* (March 2000), pp. 53-71.
 - Gilmore & Sugrue, Ch. 6, pp. 226-239; Ch. 7 pp. 241-281 (skim pages 265-271).

Week 8: Midterm

3/3: Midterm

3/5: Atomic Bomb

- No course readings this week. Your GTAs may assign readings related to writing.

Week 9: Cold War

3/10: Cold War - Roots

3/12: Cold War - Containment

- Foner, pp. 191-196; 211-214; 218-221.
- Frank Costigliola, "Unceasing Pressure for Penetration: Gender, Pathology, and Emotion in George Kennan's Formation of the Cold War," *Journal of American History* (March 1997), pp. 1309-1339.
 - Gilmore & Sugrue, Ch. 8, pp. 283-323.

Spring Break, March 14-22

Week 10: Affluent Society

- ❖ **Assignment due in section:** Annotated bibliography: a finalized list of primary and secondary sources for your second essay and a two-sentence summary uploaded to your GTAs section cite by the start of your section. Some GTAs may require a hardcopy as well.

3/24: Affluence & Prosperity

3/26: Conformity & Anxiety

- Foner, pp. 214-218; 232-249; 252-259.
- Article: Elaine Tyler May, "Cold War—Warm Hearth: Politics and the Family in Postwar America," pp. 153-176 (CP).
 - Gilmore & Sugrue, Ch. 9, pp. 325-365.

Week 11: Freedom Struggle

3/31: Long Civil Rights Movement

4/2: JFK and the 1960s

- Foner, pp. 221-232; 250-252; 259-271.
- 1. Mary L. Dudziak, "Brown as a Cold War Case," *Journal of American History* 91 (June 2004), 32-42. (CP)
- Carol Anderson, "Bleached Souls and Red Negroes: The NAACP and Black Communists in the Early Cold War, 1948-1952 in *Window on Freedom*, ed. Brenda Gayle Plummer (CP).
 - Gilmore & Sugrue, Ch. 10, pp. 367-407.

Week 12: Liberalisms & Its Discontent

- ❖ **Assignment:** Introductory paragraph and thesis uploaded to your GTA's Canvas discussion section by the start of section. Some GTAs may require a hardcopy as well.

4/7: LBJ & 1964

4/9: Vietnam

- Foner, pp. 208-211; 272-275; 278-284.
- Article: James A Hijiya, "The Conservative 1960s," *Journal of American Studies*, 37 (August 2003), pp. 201-227.
 - Gilmore & Sugrue, Ch. 11, pp. 409-445.

Week 13: Revolutions

4/14: Rights Revolution

4/16: 1968

- Lorena Oropeza, "The Chicano Movement Opposes: US Intervention in Vietnam," in *Window on Freedom*, ed. Brenda Gayle Plummer, pp.201-216.
- Foner, 276-278; 285-300; 315-320.
 - Gilmore & Sugrue, Ch. 12, pp. 447-485.

Week 14: 1970s

- ❖ **Assignment:** Paper 2 uploaded to your GTA's Canvas discussion section by **5 PM on Friday, April 24**. Some GTAs may require you to hand in a hardcopy as well.

4/21: Nixon

4/23: Age of Limits

- Article: David Greenberg, "Nixon in American Memory," *Bulletin of the German Historical Institute*, Issue 39, Spring 2007, pp. 98-111 (CP).
- Foner, pp. 300-310.
 - Gilmore & Sugrue, Ch. 13, pp. 487-525.

Week 15: Reagan's America

4/28: Reagan Revolution

4/30 Culture Wars

- Foner, pp. 310-317; 320-325
 - Gilmore & Sugrue, Ch. 14, pp. 527-577.

Week 16: Final Exam

5/4: Final Exam: Monday, May 4^h 1:30-3:30 PM.