

HIS 142: History of the United States Since 1877
MW 11-11:50, Quinn Auditorium (Recitations on Friday) / Fall 2015

Professor

Dr. Evelyn Sterne (Lecture and Recitations 2 and 3)

Office Hours: MW 9:30-10:45, MW afternoons by appointment, in Tucker 210

Mailbox: 113 Washburn (in History Department office on first floor of Washburn)

Email: sterne@uri.edu; telephone: 874-4074

Graduate Teaching Assistant

Ms. Alicia Vaandering (Recitations 1, 4 and 5)

Office Hours: M 10-11, 12-1 in 21 Washburn (basement of Washburn Hall)

Mailbox: 113 Washburn (in History Department office on first floor of Washburn)

Email: avaandering@my.uri.edu

COURSE DESCRIPTION

History 142 is an introduction to U.S. history from the end of Reconstruction to recent times. It brings together political, social and economic history and places U.S. history in international context. Major topics include domestic politics and foreign policy; changes in the role of government; social activism; and shifting ideas about "Americanism."

COURSE GOALS

This course sets three goals. The first has to do with knowledge: develop a firm grasp of major events and trends in U.S. history since 1877, with a focus on why they happened and why they matter. The second has to do with application: draw connections between various lessons and use your study of the past to better understand the present. The third has to do with skills: improve your writing; become comfortable speaking in a group; and learn to think creatively. The various exercises and assignments will test your success in meeting all three goals.

COURSE PHILOSOPHY

History is one part fact and many parts interpretation; and history courses should be one part listening and many parts discussion. You are encouraged to interpret history in your own way and to participate in class as often and creatively as you like. I urge you to raise your hands with questions or comments during lecture, as well as to participate more actively in recitation.

COURSE STRUCTURE

You will attend lecture on Monday and Wednesday and recitation on Friday. In recitation you will analyze primary sources and scholarly essays and debate historical questions. Recitation is as important as lecture and offers a chance to engage more directly with the material.

GENERAL EDUCATION GOALS AND OUTCOMES

General Education: Humanities (full coverage)

- Using lecture material and the textbook, you will learn to identify key developments, concepts and people in U.S. history since 1877.
- Using the *Major Problems in American History* reader of primary sources and short scholarly essays, you will learn to identify primary and secondary sources to answer historical questions.
- Using *Major Problems*, you will learn to identify and critically evaluate the main argument of short scholarly essays, and to synthesize information from multiple sources to answer historical questions.
- Using *Major Problems*, you will learn to evaluate historical evidence used to make arguments in short scholarly essays and debate whether you find those arguments convincing.
- In recitation, you will learn to demonstrate innovative and creative thinking by engaging in problem solving with regard to specific historical questions.

General Education: Cultural Competence (full coverage)

- Through readings and lectures about struggles by racial minorities, immigrants, women and workers to achieve justice, you will learn how social identity, prejudice, inequality, privilege and oppression have affected American society since 1877.
- Through your discussion of such issues and analysis of relevant readings in recitation, you will learn to demonstrate knowledge of the impact of discrimination and social inequalities within U.S. society since 1877.
- Through your reading and discussion of primary sources representing diverse voices from the past, you will develop and demonstrate more capacity for understanding the experience of marginalized groups in U.S. society through their study of U.S. history since 1877.
- Through your discussions in recitation, you will learn to communicate and have difficult dialogues across diverse individuals and groups about uncomfortable questions relating to U.S. history since 1877.

ASSIGNMENTS AND GRADING

- Textbook quizzes (taken online as you read each chapter): 20 percent
- Recitation (participation & short writing exercises): 20 percent
- First midterm examination (October 7): 20 percent
- Second midterm examination (November 13): 20 percent
- Final examination (December 16, 8-11 a.m.): 20 percent

Attendance:

I will not take attendance in lecture; but if you miss lecture you miss material you will be tested on, as well as important announcements. If you miss class, you must ask a classmate for the notes and announcements and do the reading. Once you have done so, we will be happy to meet with you during office hours to answer any questions.

Examinations:

The two midterms will be fifty minutes long and the final three hours. Both will combine multiple choice questions with short answers and/or essays and draw on readings, lectures and recitations. Each exam will cover the previous four weeks of course material (although one essay will be cumulative on the final exam).

Recitation Grade:

This has two parts. One is participation, which means doing the reading and participating in a discussion about it (not just showing up for class). The second is a weekly in-class writing exercise. Every Friday you will complete a brief (1-2 paragraph) writing assignment in recitation about that day's readings or topic. The purpose is to help you reflect upon our discussion, offer your interpretation, and practice writing short answer responses in preparation for exams. **You may drop your two lowest or missed writing exercises. Because of this generous drop policy I do not allow students who miss recitation to make up the work at another time,** unless multiple absences due to prolonged illness or sports team travel force you to miss more than two classes.

Textbook Quizzes:

Every time you read a chapter of the textbook (*Becoming America*), you will complete an online quiz. These quizzes are required, must be completed BEFORE you come to class that morning, and comprise 20 percent of your grade. Page 3 of the syllabus has detailed information about how to purchase and log onto the digital textbook.

Required Reading/Purchases:

- Elizabeth Cobbs Hoffman and Jon Gjerde, *Major Problems in American History. Volume 2: Since 1865*, 3rd ed. **You must buy the 3rd edition as earlier versions have different readings!**
- David Henkin and Rebecca McLennan, *Becoming America: A History for the 21st Century, Volume 2: From Reconstruction.* **Please carefully read the next page for instructions about how to buy and register for this digital textbook.**

PURCHASING “CONNECT ACCESS” FOR OUR DIGITAL TEXTBOOK

You must buy the textbook (Henkin and McLennan, Becoming America: A History for the 21st Century, Volume 2: From Reconstruction) in digital format by purchasing the McGraw-Hill Education Connect access card so that you can take online quizzes about each chapter as you read. If you prefer to read in hard copy and simply take the quizzes online, you may purchase a print version upgrade. Please be aware that if you purchase a used print textbook you will still need to purchase Connect access.

There are three ways to buy the book:

- Least expensive option: You may purchase the Connect access card directly from McGraw-Hill as part of the login process for \$75. This gives you access to the digital textbook. (Once you are logged in to Connect, you have the option of purchasing a print-upgrade option at any point for \$15; and a full color, binder-ready version of the text will be shipped to you.)
- More expensive option: You may purchase the Connect access card from the URI Bookstore for \$98.70. (As with option one, once you are logged in to Connect, you have the option of purchasing a print-upgrade option at any point for \$15.)
- Most expensive option: You may purchase a bundle of the Connect access card and a hard copy of the book from the URI Bookstore for \$160.55.

Once you decide how you will purchase your book, get started by following these steps:

- Open the PowerPoint presentation I’ve posted on the class Sakai site under Modules – Textbook – Getting Started With Connect. Follow the steps demonstrating how to register in Connect. (We also will demonstrate how to do this during the first class and first recitation.)
- **Please note that you must register in Connect immediately, even if you haven’t purchased your code yet, so you can start doing homework.** Connect offers COURTESY ACCESS, which is free access for approximately two weeks from the start of class so you can start reading the book and completing assignments. When you follow the registration steps outlined in the PowerPoint you will be given the option of selecting COURTESY ACCESS. Please do this if you haven’t purchased your access code yet so you don’t fall behind.
- Here is a link going over the steps to register if you have any questions:
<http://create.mcgraw-hill.com/wordpress-mu/success-academy-student/registering-for-connect/>

If you run into any problems using Connect, please call McGraw-Hill’s Customer Experience Group/CXG (aka Tech Support):

- Visit www.mhhe.com/support or call 1-800-331-5094.
- Hours: Mon.-Thurs. 8am-4am; Fri. 8am-10pm; Sat. 10am-8pm; Sun. 12pm-2am.
- Tech Support will give you a ticket number for the problem you reported. If you are not able to complete an assignment by the due date, or if you feel were given an incorrect score, our textbook representative will request the ticket number so she can follow up with the publisher.

POLICIES ON CIVILITY AND USE OF ELECTRONIC DEVICES

The URI Civility Policy reads as follows: "Teachers at URI are committed to developing and actively protecting a class environment in which respect must be shown to everyone in order to facilitate the expression, testing, understanding, and creation of a variety of ideas and opinions. Rude, sarcastic, obscene or disrespectful speech and disruptive behavior have a negative impact on everyone's learning and are considered unacceptable. The professor will have disruptive persons removed from the class."

In HIS 142, maintaining a respectful environment includes abstaining from use of ALL smartphones and electronic devices during class. Any devices found being used MAY BE CONFISCATED for the remainder of that class. The only exception is students who wish to use laptops to take notes. If they are seen using their laptops for purposes other than note-taking, they will be asked to shut down their computers until class is over.

SAKAI

Sakai is URI's online course management system. Our class Sakai site will post all assignments, handouts and special announcements. Your grades also will be posted to the Sakai gradebook, so you can check in whenever you like to get an update of your grade status. **If you do not plan to use your URI email account, please set it up to forward messages to your other account or else you will not receive important announcements from Sakai (or from URI administrative offices).**

To access Sakai, go to <https://sakai.uri.edu/portal/> and follow the login instructions. Once you log in you should be able to access the HIS 142 website, as every student registered for the class automatically is registered for the website. Your professor and TA are not qualified to provide technical assistance, so if you have a problem with Sakai please follow these steps:

- For login problems, call the Computer Help Desk at 874-4357.
- For other problems, call the Help Desk or go to its website at www.uri.edu/helpdesk. The website posts the semester operating schedule as well as a link on the right index to the self- help technical wiki, which contains Sakai help and instructions.

SKILLS AND SPECIAL NEEDS

If you have documented special needs that entitle you to services such as note-taking and untimed tests, please notify me as soon as possible so I can make the appropriate accommodations. I will need documentation from **Disability Services** (330 Memorial Union, 874-2098) in order to do so. **(If you require special test-taking accommodations, please let me know at least two weeks before the exam so I have sufficient time to provide the services you need.)** Students who do not fit this profile but would like help with academic skills should contact the **Academic Enhancement Center** located on the fourth floor of Roosevelt Hall (874-2367, www.uri.edu/aec).

- September 9** **INTRODUCTION**
- September 11** **RECITATION: THE END OF THE FRONTIER**
 Reading: Major Problems in American History, 47-48 (available on Sakai if you haven't bought the book yet)
 Assignment 1: Complete personal information sheet
 Assignment 2: **Read the syllabus!**
 Goal: Use the primary source, "The End of the Frontier," to analyze what the frontier symbolized to 19th-century Americans.
- September 14** **INDUSTRIALIZING AMERICA**
 Reading: Becoming America, Chapter 18
 Assignment: Complete Chapter 18 quiz using McGraw Hill Education Connect Access.
- September 16** **LABOR AND CAPITAL IN THE INDUSTRIAL AGE**
 Assignment: Catch up on Monday's homework if you were unable to complete it earlier.
- September 18** **RECITATION: PERSPECTIVES ON THE "NEW" IMMIGRATION**
 Reading: Major Problems, 86-93 (this essay, by Mark Wyman, also is available on Sakai)
 Oscar Handlin essay (on Sakai only)
 Goal: Use two scholarly essays to think about why life was more difficult for the "new" immigrants of the late 19th century than it had been for earlier newcomers. Of the two major arguments about immigrant life provided by these essays, which do you find more convincing and why?
- September 21** **THE POPULIST MOVEMENT**
 Reading: Becoming America, Chapter 19
 Assignment: Complete Chapter 19 quiz using McGraw Hill Education Connect Access.
*****Please note that today is the last day to drop a class.*****
- September 23** **THE QUEST FOR EMPIRE**
 Reading: Becoming America, Chapter 21 (please note you are reading chapters out of sequence this week.)
 Assignment: Chapter 21 quiz.
- September 25** **RECITATION: INTERPRETING AMERICAN IMPERIALISM**
 Reading: Major Problems, 115-22

Goal: According to the essay assigned for today, why did Americans become interested in having an empire in the late 19th century, and how was the quest for empire linked to ideas about race and gender?

September 28

THE PROGRESSIVE ERA I

Reading: Becoming America, Chapter 20
Major Problems, 142-43

Assignment: Chapter 20 quiz.

September 30 THE PROGRESSIVE ERA II

Reading: Major Problems, 135-36

October 2

RECITATION: BLACK PROGRESSIVISM

Reading: Major Problems, 137-41

Goal: Use speeches by Booker T. Washington and W.E.B. Dubois to consider African Americans' struggles during the Jim Crow Era and debate two approaches they took to solving their problems. Link this debate to black activism in the 1960s and today.

October 5

REVIEW SESSION

October 7

****FIRST MIDTERM EXAMINATION****

October 9

****NO RECITATION****

October 12

WWI: AN END TO ISOLATIONISM

Reading: Becoming America, Chapter 22
Major Problems, 166-68, 171-72

Assignment: Chapter 22 quiz.

October 14

WWI: THE HOME FRONT

Reading: Major Problems, 168-71

October 16

RECITATION: UNDERSTANDING THE 1ST RED SCARE

Reading: A. Mitchell Palmer, "The Case Against the Reds" Francis Fisher Kane, "Letter of Resignation"
Emma Goldman, "I Glanced Up" (all on Sakai)

Goal: Synthesize evidence from multiple primary sources to better understand the nativism and anti-radicalism that fueled First Red Scare.

- October 19** **THE PERILS OF PROSPERITY**
Reading: Becoming America, Chapter 23
 Major Problems, 204-05
Assignment: Chapter 23 quiz.
- October 21** **THE TRIBAL TWENTIES**
Reading: Major Problems, 195-201
- October 23** **RECITATION: YOUTH CULTURE IN THE JAZZ AGE**
Reading: Major Problems, 208-17
 “A Survey Examines Youth Culture” (on Sakai)
Goal: Identify the major argument of Paula Fass’s
 scholarly essay and compare it the primary source,
 “A Survey,” to evaluate whether there was a
 revolution in youth culture in the 1920s.
- October 26** **DOWN AND OUT IN THE GREAT DEPRESSION**
Reading: Becoming America, Chapter 24
 Major Problems, 231-32, 234-35
Assignment: Chapter 24 quiz.
- October 28** **MAKING A NEW DEAL**
Assignment: Meet with your pre-assigned groups to work on
 your plan for ending the Great Depression.
- October 30** **RECITATION: DEVELOP YOUR OWN SOLUTION TO
THE GREAT DEPRESSION.**
Assignment: Meet with your pre-assigned groups to work on your
 plan for ending the Great Depression.
Goal: Use problem-solving to apply what you’ve learned
 about the Great Depression and come up with a
 solution that avoids the pitfalls of the various New Deal
 programs we’ve studied.
- November 2** **WWII: THE ROAD BACK TO WAR**
Reading: Becoming America, Chapter 25
Assignment: Chapter 25 quiz.
- November 4** **WWII: THE HOME FRONT**
Reading: Major Problems, 277-78

- November 6** **RECITATION: PAST MEETS PRESENT: COMPARING PEARL HARBOR AND SEPTEMBER 11**
 Reading: Major Problems, 274-85
 Goal: Use primary sources to gather evidence for why the Japanese Americans were interned and what life was like inside the camps. Bringing together past and present, discuss why Americans responded very differently to the Pearl Harbor and 9/11 attacks. What does this reveal about the shifting nature of race relations in the U.S.?
- November 9** **REVIEW SESSION**
- November 11** ****NO CLASS – VETERANS DAY****
- November 13** ****MIDTERM EXAMINATION – IN RECITATION****
- November 16** **COLD WAR ABROAD**
 Reading: Becoming America, Chapter 26
 Major Problems, 305-06
 Assignment: Chapter 26 quiz.
- November 18** **COLD WAR AT HOME**
 Reading: Becoming America, Chapter 27
 Assignment: Chapter 27 quiz.
- November 20** **RECITATION: FAMILY LIFE IN THE 1950s**
 Reading: Major Problems, 341-44, 352-59
 Goal: Synthesize a number of sources (film, documents and a scholarly essay) to analyze what family life was really like in the 1950s and why there was so much pressure on women and men to conform to a particular lifestyle.
- November 23** **THE CIVIL RIGHTS MOVEMENT**
 Reading: Major Problems, 366-67, 369-70
- November 25** ****NO CLASS – HAPPY THANKSGIVING****
Please note that I won't hold class today although URI is officially in session; your other classes may be meeting.
- November 27** ****NO CLASS – HAPPY THANKSGIVING****

November 30

THE VIETNAM WAR

Reading: Becoming America, Chapter 28
Major Problems, 430-33

Assignment: Chapter 28 quiz.

December 2

THE STUDENT MOVEMENT

Reading: Major Problems, 401-02

Assignment: Meet with your pre-assigned groups to work on developing your own 1960s-style social movement.

December 4

RECITATION: FORM YOUR OWN SOCIAL MOVEMENT

Assignment: Meet with your pre-assigned groups to work on developing your own 1960s-style social movement.

Goal: Use problem-solving to apply what you've learned about 1960s activism to form your own social movement that addresses a problem of critical importance in today's world.

December 7

WATERGATE

Reading: Becoming America, Chapter 29
Major Problems, 437-39

Assignment: Chapter 29 quiz.

December 9

RISE OF THE NEW RIGHT

Reading: Major Problems, 404-05, 466-71

December 11

RECITATION: REVIEW SESSION

December 16

FINAL EXAMINATION: 8-11 a.m.