

**HIST 152:002 U.S History Since 1877**  
**Purdue University**  
**Stewart Center 320**  
**2021 Spring Semester**  
**TTh 10:30-11:45**

Instructor: Professor Gallon  
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Office Hours: By appointment via Zoom

Teaching Assistant:  
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**Required Books:**

*Rebecca Edwards; Eric Hinderaker; Robert Self; James Henretta America's History*, vol. 2: Since 1865 (value edition, 10<sup>th</sup> ed., 2021) ISBN-10:1-319-27745-4  
ISBN-13:9781319277451

**Course Description and Objectives:**

This course covers the development of American institutions and society from 1877 to the present. It also emphasizes the role played by political, economic, social, cultural, and intellectual forces on the culture and development of American society. The course also deals with the broad theme of American exceptionalism and its role in the United States development as a global power.

Broadly, the course includes four main objectives. They are as follows:

- To identify and examine basic American social, ethnic, cultural, political and economic institutions and groups and their interrelationships within the United States and within the world
- To critically analyze and evaluate texts and sources which reflect the history of the United States since 1877
- To identify key historical issues and debates in United States history since 1877
- To make United States history since 1877 relevant to contemporary political, economic and environmental issues in the country and in the larger world

**Class Schedule-** \*This schedule is subject to change

**Industrial America**

**January 19 Tuesday:**

**Reading:** *America's History*, chapter 16, pages 490-500

**January 21 Thursday:**

**Reading:** *America's History*, chapter 16, pages 500-513

**Modern America**

**January 26 Tuesday:**

**Reading:** *America's History* chapter 17, pages 516-533

**January 28 Thursday:**

**Reading:** *America's History* chapter 17, pages 533-543

**Reforming the City**

**February 2 Tuesday:**

**Reading:** *America's History*, chapter 18, pages 544-556

**February 4 Thursday:**

**Reading:** *America's History*, chapter 18, pages 556-567

**Populist America**

**February 9 Tuesday:**

**Reading:** *America's History*, chapter 19, pages 568-583

**February 11 Thursday:**

**Reading:** *America's History*, chapter 19, pages 583-597

**Global Ambitions and Domestic Turmoil, 1890-1945**

**An Emerging World Power**

**February 16 Tuesday:**

**Reading:** *America's History*, chapter 20, pages 602-614

**February 18 Thursday:**

**Reading:** "*America's History*, chapter 20, 614-631

**The Twenties**

**February 23 Tuesday:**

**Reading:** *America's History*, chapter 21, pages, 632-641

**February 25 Thursday:**

**Reading:** *America's History*, chapter 21, pages, 641-659

## **Dealing with the Great Depression**

**March 2 Tuesday:**

**Reading:** *America's History*, chapter 22, pages 660-672

**March 4 Thursday:**

**Reading:** *America's History*, chapter 22, pages 673-691

**\*Midterm Exam**

**Due Date:** Friday, March 6<sup>th</sup> 11:59 PM

## **World War II**

**March 9 Tuesday**

**Reading:** *America's History*, chapter 23, pages 692-706

**March 11 Thursday (Reading Day)**

**Reading:** *America's History*, chapter 23, pages 706-723

## **UNIT 3: The Modern State & Age of Liberalism (1945-1980)**

### **The Cold War**

**March 16 Tuesday**

**Reading:** *America's History*, chapter 24 pages 724-740

**March 18 Thursday (Reading Day)**

**Reading:** *America's History*, chapter 24 pages 741-759

### **The Rise of a New Middle Class**

**March 23, Tuesday**

**Reading:** *America's History*, chapter 25, pages 760-773

**March 25, Thursday**

**Reading:** *America's History*, chapter 25, pages 773-789

### **The Struggle for Civil Rights in the Post-War Era**

**March 30 Tuesday**

**Reading:** *America's History*, chapter 26, pages 790-803

**April 1 Thursday**

**Reading:** *America's History*, chapter 26, pages 804-823

### **Liberalism in Flux & The Rise of the New Right**

**April 6 Tuesday**

**Reading:** *America's History* chapter 27, pages 824-841

**April 8 Thursday**

**Reading:** *America's History* chapter 27, pages 841-857

**The Search for Order**

**April 13 Tuesday (Reading Day)**

**Reading:** *America's History*, chapter 28, pages 858-868

**April 15 Thursday**

**Reading:** *America's History*, chapter 28, pages 868-887

#### **UNIT 4: Globalization and the End of the American Century (1980 to the Present)**

**Conservative America**

**April 20 Tuesday**

**Reading:** *America's History*, chapter 29, pages 892-909

**April 22 Thursday**

**Reading:** *America's History*, chapter 29, pages 910-919

**National and Global Dilemmas**

**April 27 Tuesday**

**Reading:** *America's History*, chapter 30, pages 920-940

**April 29 Thursday**

**Reading:** *America's History*, chapter 30, pages 940-956

**\*The Course's Essential Questions**

America's role in the world	Determine how the United States' foreign policy changed and/or remained consistent from the Spanish-American War through events in the late 20th and early 21st centuries such as the Cold War, Vietnam War, and U.S. involvement in the Middle East. How did the U.S. confront the challenges it faced around the globe? Are there core tenets (or beliefs) that have guided American foreign policy? If so, what are they? If not, how do foreign policy conflicts differ from each other?
Economics and labor	Evaluate the ways the American economy has changed over the past 150 years. How did "big business" alter the landscape of U.S. industry? Why did Progressive Era and New Deal reformers pass the reforms they did? Have Americans found a way to balance economic growth and workers' right?
Women and gender	Analyze the political and economic fight for women's equality. To what extent has the role and status of women changed over the past 150 years? What have been landmark victories for women's rights? Why have various political factions opposed women's and feminist groups? Is there work left to be done?
Comparative civil rights	The continued fight for equality has, in many ways, defined the American experience. Compare and contrast the struggle for civil rights that <u>two</u> of the following segments of the population experienced: 1) African Americans; 2) women; 3) Mexican Americans; 4) Asian Americans; and/or 5) LGBTQ individuals. Are there commonalities that you see in the political rhetoric and tactics of these two groups? How would you describe the unique challenges these segments of the population faced? What are the arguments, agendas, challenges, etc. that have made coalitions difficult to form, both within and between different rights movements?

**Assignments Weight**

1. Final Exam = 40%
2. Midterm Exam =35%
3. Quizzes = 25%  
You will be given weekly chapter quizzes questions drawn from your major textbook.

### **Grading**

A+ 98-100%  
A 93-97  
A- 90-92  
B+ 88-89  
B 83-87  
B- 80-82  
C+ 78-79  
C 73-77  
C- 70-72  
D+ 68-69  
D 63-67  
D- 60-62  
F 0-59

### Attendance Policy

Attendance in this course is extremely important for students to get a sense of an interpretive narrative provided by the professor as well as the learning team assignments. **We will take attendance every day. More than three unexcused absences will result in a 1/3 reduction of your final grade for every day that exceeds three.**

### Academic Dishonesty

Exams in this course are in an essay and short answer format and will be administered in class. Your work on the exams must be your own. Cheating, copying other students' work, or bringing in essays written by others into the classroom will result in failure. Students are responsible for reading and understanding the University policy on cheating and plagiarism

*Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or*

*indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]*

#### Pandemic Policy

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Here are ways to get information about changes in this course.

Contact Professor Gallon via email: [kgallon@purdue.edu](mailto:kgallon@purdue.edu)  
or TA,

#### Course and Instructor Evaluation

During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and your instructor. During the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation. Your participation in this evaluation is an integral part of this course. Your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

\*Chris Babits, "Doing" History in the Modern U.S. Survey"

<http://www.processhistory.org/babits-teaching-academic-articles/#figure1>