

HIST 15200
UNITED STATES HISTORY SINCE 1877
FALL 2015
T/TH 1:30-2:45 in BRNG 2280

Professor Nancy Gabin

University Hall 121

Email: ngabin@purdue.edu

Office Hours: T 3:00-4:00 pm

other days/times by appointment

Teaching Assistant Wesley Bishop

Recitation Hall 421

Email: bishopw@purdue.edu

Office Hours: M 2:00-3:00 pm

other days/times by appointment

Teaching Assistant Kera Lovell

Recitation Hall 409

Email: kl Lovell@purdue.edu

Office Hours: TH 12:00-1:00 pm

other days/times by appointment

This course examines United States history from the end of Reconstruction to the present. It has three interrelated objectives. The first is to introduce some of the major themes, events, and personalities in the period so as to give students a basic framework of the last 140 years of the American past. Second, it attempts to develop students' ability to understand some of the interpretive problems that historians encounter and debate in explaining the past. The third goal is to develop critical thinking and related skills that students can deploy in other classes and in their own personal and professional lives.

There is a Blackboard Learn website for History 152 with all the course handouts, lecture outlines, grades, and other material. Log on: <http://www.itap.purdue.edu/learning/tools/blackboard/>

BOOKS

The following two paperback books have been ordered by Follett's and University Bookstore. Feel free to buy used or less expensive copies of the books—but make sure you get the right editions.

- Eric Foner, *Give Me Liberty! An American History*, Volume 2, Seagull Fourth edition
- David Shi and Holly Mayer, eds., *For the Record: A Documentary History of America*, Volume 2, Fifth edition
- Please also buy three blue or green exam booklets, one for each exam.

COURSE OUTLINE AND READING ASSIGNMENTS

The Gilded Age, 1877-1900

Read for Week 1 (August 25-27): Chapter 15 (skim) in *Give Me Liberty* and Chapter 17 (skim) in *For the Record*

Read for Week 2 (September 1-3): Chapter 16 in *Give Me Liberty* and Chapters 18-19 in *For the Record*

Read for Week 3 (September 8-10): Chapter 17 in *Give Me Liberty* and Chapters 20-21 in *For the Record*

The Progressive Era, 1900-1920

Read for Week 4 (September 15-17): Chapter 18 in *Give Me Liberty* and Chapter 23 in *For the Record*

Read for Week 5 (September 22-24): Chapter 19 in *Give Me Liberty* and Chapters 22 and 24 in *For the Record*

First Exam in Class on Thursday September 24

The Roaring Twenties

Read for Week 6 (September 29-October 1): Chapter 20 in *Give Me Liberty* and Chapters 25-26 in *For the Record*

Great Depression and New Deal

Read for Week 7 (October 6-8): Chapter 21 in *Give Me Liberty* and Chapter 27 in *For the Record*

Note: Fall Break October 13: no class meeting

World War II

Read for Week 8-9 (October 15-20): Chapter 22 in *Give Me Liberty* and Chapter 28 in *For the Record*

Cold War Politics and Society

Read for Week 9-10 (October 22-29): Chapters 23-24 in *Give Me Liberty* and Chapters 29-30 in *For the Record*

Second Exam in Class on Thursday October 29

The Long 1960s: Wars at Home and Abroad

Read for Week 11 (November 3-5): Chapter 25 in *Give Me Liberty* and Chapter 31 in *For the Record*

Read for Week 12 (November 10-12): Chapter 32 in *For the Record*

Read for Week 13 (November 17-19): Chapter 26 in *Give Me Liberty*

Week 14 Thanksgiving Week (November 24-26): no class meetings

1970s-1980s: Conservative Resurgence

Read for Week 15 (December 1-3): Chapter 27 in *Give Me Liberty* and Chapter 33 in *For the Record*

Since 1990

Read for Week 16 (December 8-10): Chapter 28 in *Give Me Liberty* and Chapter 34 in *For the Record*

Third Exam during Final Exam Week (dates, times and locations to be announced)

GRADING

Exams:

There are three in-class exams for this course. The first exam will cover the lectures and the reading from the first third of the course (1877-1920); the second exam will cover the lectures and the reading from the second third of the course (1920-1960); and the third exam will cover the lectures and the reading from the last third of the course (1960-present). Each exam will consist of several short-answer questions and one essay question. To help you prepare for the exams, you will receive in advance a list of possible short-answer questions and essay questions from which I will select each exam. Each one-hour exam is worth 0-60 points. Please bring a blue or green exam booklet to each test. Blue/green booklets will be collected and redistributed at the start of every exam.

Informal Essays:

Over the course of the semester and outside of class, you will write two essays responding to questions based primarily on the reading material. Each essay is worth 0-20 points. You decide which two of six dates you will submit essays on Blackboard. Instructions begin after the grading summary on page 3.

In-class Responses:

There will be at least five opportunities during the semester to respond spontaneously and very informally to class material (lectures, films, discussion, etc.). These unscheduled, unannounced and generally ungraded in-class written response pieces will be worth a total of 20 points. No make-ups for the in-class responses. But I will drop the lowest score; in other words, you are allowed one missed in-class response.

Extra Credit:

There might be several out-of-class campus events this semester that you may attend and report on to earn extra credit during the semester. Information about the extra-credit opportunities will be distributed by email and posted on Blackboard.

TO SUMMARIZE THE GRADING:

First exam:	0-60 points	A+ 232-240 pts	C+ 184-190 pts
Second exam:	0-60 points	A 222-231 pts	C 174-183 pts
Third exam:	0-60 points	A- 215-221 pts	C- 167-173 pts
Informal essay 1	0-20 points	B+ 208-214 pts	D+ 157-166 pts
Informal essay 2	0-20 points	B 198-207 pts	D 147-156 pts
<u>In-class responses</u>	<u>0-20 points</u>	B- 191-197 pts	D- 143-146 pts
Total:	0-240 points		F 0- 142 pts

READ-AND-RESPOND QUESTIONS and ESSAYS

Over the course of the semester, you will write two short essays. Each essay should be 2 double-spaced typed pages or 500-600 words. Each one is worth 0-20 points. You decide which two of six dates you will submit essays. No extensions will be granted and no backtracking is allowed. The essays should be submitted on Blackboard by 11:59 pm on the assigned date.

The purpose of these essays is not so much to improve your writing skills as it is to stimulate thinking about issues, questions, and problems suggested by your study of American history since 1877. The goal is for you to discover, develop, and clarify your own ideas and we will be looking for evidence that you are thinking seriously about history. You should do the appropriate reading and reflecting; then write in response to the question for 45-60 minutes. Do not do any research beyond the material assigned for and presented in class. **Your essays should show that you have done your reading** and that you are wrestling with ideas and concepts introduced in the reading, in lectures and films shown in class, and in discussions. For the most part, you will be rewarded for the process of thinking rather than the act of composing.

INSTRUCTIONS: CHOOSE ANY TWO OF THE FOLLOWING SIX ESSAY OPTIONS. THEN SELECT ONE OF THE NUMBERED QUESTIONS UNDER THE ESSAY OPTIONS TO ANSWER. SUBMIT YOUR ESSAYS ON BLACKBOARD USING THE ASSIGNMENTS TOOL.

Essay Option 1. Answer either #1 or #2 or #3. Due by 11:59 pm on September 10

1. How new was the New South for African Americans in the decades following the Civil War? How do the documents in *For the Record* inform your answer to this question?
2. In the 1890s would you have voted for the Populist, Democratic, or Republican Party? Why?
3. Select two documents from Chapters 18 and/or 20 in *For the Record* and compare and contrast their claims, arguments, and points of view. Are they more similar or different in their perspectives on Gilded Age America?

Essay Option 2. Answer either #1 or #2 or #3. Due by 11:59 pm on September 17

1. You are a newly arrived and somewhat lonely immigrant in the United States at the turn of the twentieth century and have relatives back in Europe/Asia/South America who are thinking about joining you in the Land of Opportunity. You miss them and would like to have their good company, but you also have come to know well how different life is in the United States. Write a letter to your loved ones describing life as you have come to know it in the new country. You may assume that your letter will greatly influence their decision to stay in the old country or make the journey to the new one.
2. Were Washington Gladden, Jane Addams, Upton Sinclair and Jacob Riis more similar or different in how they thought about the poor? About immigrants? Were their motives for becoming involved in reform activities more similar or different?
3. Which side of the debate over woman suffrage would you have been on in the Progressive era?

Essay Option 3. Answer either #1 or #2. Due by 11:59 pm on October 8

1. How did Americans respond to the Great Depression? Who or what did people blame for hard times?
2. You are handling correspondence for the Roosevelts. How do you respond to the letters they receive from the “forgotten man” and the “forgotten woman”?

Essay Option 4. Answer #1 or #2 or #3. Due by 11:59 pm on October 27

1. Why do we often think of World War II as “the Good War” and those who fought it as “the Greatest Generation”? Can you reconcile the idealism of the Four Freedoms with tensions on the home front?
2. Were the views of Harry Truman, Joe McCarthy, William O. Douglas, and Henry Steele Commager on the Cold War more different or similar? What were the main differences, and were there any similarities, among their outlooks?
3. Did the Cold War and the fear of communism limit or increase people’s activism in the period from 1945 to 1960?

Essay Option 5. Answer #1 or #2. Due by 11:59 pm on November 19

1. Why did some critics call the leaders of the civil rights movement un-American while others considered the movement in the mainstream of American democratic traditions? How do the documents and the visual sources in *For the Record* help you to answer this question?
2. Write a letter to President Johnson or President Nixon expressing your opinion about his plans for winning the war in Vietnam. Use the point of view of one of the following people: an American soldier stationed in Vietnam; someone who believes the war should end immediately; someone who feels we should stay in Vietnam until the war is won.

Essay Option 6. Answer #1 or #2. Due by 11:59 pm on December 8

1. What was being contested in the “culture wars” of the 1980s and 1990s? Are the culture wars still being waged today?
2. Were the ideas of Barry Goldwater, Ronald Reagan, Phyllis Schlafly, and Pat Buchanan more similar or different? What were the main similarities and were there any differences among their conservative outlooks?

ACADEMIC INTEGRITY

Purdue University and this professor prohibit “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” (University Regulations, Part 5, Section III, B, 2, a). In this class it will lead to a failing grade (0) on the assignment. Depending on the severity of the incident it may lead to further consequences. And you should know that faculty members are required to report all cases of plagiarism to the Office of the Dean of Students. Please do your own work. For a set of helpful guidelines, see: <https://www.purdue.edu/odos/osrr/academic-integrity-brochure/>

DISABILITIES AND ADAPTIVE PROGRAMS STATEMENT

Students with disabilities must register with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with the instructor as soon as possible to discuss your needs.

UNIVERSITY EMERGENCY 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. Any changes will be posted, once the course resumes, on the course website. Here are ways to get information about changes in this course: my email address ngabin@purdue.edu, my office phone 765-494-4141, and the History Department main office phone: 494-4132. **You are expected to read your @purdue.edu email on a frequent basis.**

EMERGENCY PREPAREDNESS

Please review the Emergency Preparedness website for additional information. http://www.purdue.edu/ehps/emergency_preparedness/index.html