

UNITED STATES HISTORY SINCE 1877(W)

Fall 2018

Danielle Dumaine, she/her/hers

Danielle.dumaine@uconn.edu

Class Meetings: Mondays and Wednesdays, 4:40-5:55

Office Hours Mondays, 11-1

and by appointment

Wood Hall, 206



Words like "freedom," "justice," "democracy" are not common concepts; on the contrary, they are rare. People are not born knowing what these are. It takes enormous and, above all, individual effort to arrive at the respect for other people that these words imply.

-- James Baldwin, 1985

What does it mean to be a citizen of the United States? What have Americanism, patriotism, and citizenship meant in the past? Where do the boundaries of the U.S. begin and end? This course will examine these questions and more from 1877 to present day. This will require surveying the United States through the lenses of economic, cultural, social, and political history. In this process we will examine the roles of race, gender, sexuality, class, region, and national origin in shaping historical experiences.

Students in this class will learn how to:

- *Read and analyze primary sources (the raw materials of history)*
- *Converse knowingly about major themes and events in U.S. history since 1877*
- *Identify arguments about the past and evaluate their merits*
- *Write and speak clearly and effectively*
- *Plan, research, and complete a 10-page research paper*

Assignments:

Papers: You will be responsible for planning, researching, and writing a 10-page research paper for this course. We will begin planning research topics within the first few weeks. In order to guide you in this process you will complete a number of preliminary assignments which will count towards your W requirement and your paper grade. Details about these assignment will be handed out in class and posted on HuskyCT. All assignments should be handed in through google docs and hard copy (for assignments due on a non-class day, bring the hard copy to the next class meeting)

Quizzes: Each quiz will take one hour to complete and will be given in the final hour of class. All quizzes will be open note and open “book.” You will be given one (or several) primary sources that you have not seen before and will be asked to write an essay that: identifies the provenance (to the best that you are able) of the source, describes the source (who, what, where, when, description of argument, etc.), contextualizes the source given what you have learned in the course and drawing connections to any relevant course readings, and discusses the significance of the source.

Participation: Attendance and active participation is crucial to your success in this course. You are expected to attend all class meetings prepared to discuss all assigned materials and prepared to participate in any in-class writing and reading activities. Being a writing intensive course, our classes will be interactive and participatory. This means that classes will often resemble a workshop more than they do a traditional lecture course.

Absences: it happens. You get sick, family emergencies arise, a professional development opportunity emerges, and you miss class. It is not the end of the world. You will forfeit your participation grade for that day but you will have the opportunity to complete any in-class writing exercises for partial credit. In addition, I will drop your two lowest participation grades.

- a. Pre-planned absences: if possible, notify me via email if you are going to miss a class so that I can give you any planned in-class activities to complete on your own. I will not provide you with slides or notes but I can help you to arrange to get notes from a peer.
- b. Unplanned absences: check in when you can for assignments and notes. Excuses, reasons, and doctor’s notes are not necessary although please do let me know if a personal situation will keep you from multiple classes so we can make the best possible arrangements.

Grading:

Participation: 30%

Quizzes: 30%

Research Paper: 40%

Select Course Policies:

W Clause: According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

Accommodations for Students with Disabilities: Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.

Academic Integrity: In this course, we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside

of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's Responsibilities of Community Life: The Student Code and the Office of Community Standards: <http://www.community.uconn.edu/>.

Recording of Lectures: My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

Resources:

University Writing Center: Library Level 2, <http://writingcenter.uconn.edu>

Counseling and Mental Health: Arjona Building, 4th floor, near Mirror Lake, for immediate help call 860-486-4705 and ask to speak to the "On-Call Therapist" <http://counseling.uconn.edu>

Center for Students with Disabilities: Wilbur Cross Building, Room 204, phone: 860-486-2020, email: csd@uconn.edu, <http://csd.uconn.edu>

To report sexual harassment, sexual violence, relationship violence and/or stalking: <http://titleix.uconn.edu>

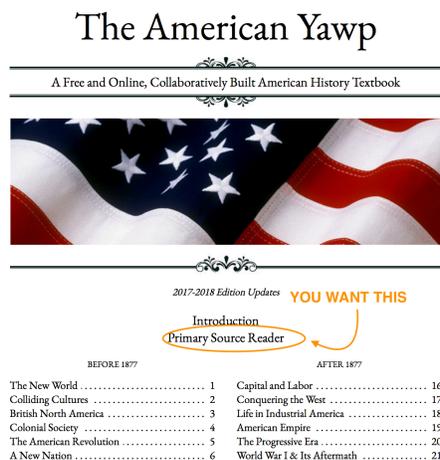
Required texts:

Willa Cather, *My Antonia* (this book contains sensitive content regarding suicide. Please speak to me if you require accommodations)

Jim Cullen, *Essaying the Past: How to Read, Write, and Think about History*

Both of these texts are available at Homer Babbidge Library on 3-hour reserve.

All additional class readings are on available on HuskyCT unless otherwise noted. Readings marked AY are available on *American Yawp* which is also the textbook for the class. <http://www.americanyawp.com>



Weekly Schedule:

Week 1: Reconstruction and the “New South”

8/27: In class reading: Jourdan Anderson writes his former master (1865)

8/29: Mississippi Black Codes (1865) in AY chapter 15, Frederick Douglass on Remembering the Civil War (1877) in AY chapter 15, Henry Grady on the New South (1886) from AY chapter 18

Week 2: The Many American Wests

9/3: Labor Day, no class

9/5: Frederick Jackson Turner “The Significance of the Frontier in American History” (1893) AY, Hin-mah-too-yah-lat-kekt “Chief Joseph” on Indian Affairs (1877) AY, Zitkála-Ša “...this semblance of civilization”

Week 3: The Many American Wests, Cont.

9/10: AY 19 (all)

9/12: Jill Lepore “How to Write an Essay for this Class” (HuskyCT); Cullen, intro and chapters 3 and 4 AND appendix D (the dangers of plagiarism)

Week 4: Labor and Capital in the Gilded Age pt. I

9/17: NO CLASS, WORK ON RESEARCH PROPOSAL

9/19: “Muller v. Oregon” (1908), Pauline Newman, “We fought and we bled and we died” (circa 1909), William Graham Sumner on Social Darwinism (1880) in AY 16, Omaha Platform (1892) in AY 16, Andrew Carnegie “Gospel of Wealth” (1889) in AY 16 **RESEARCH PROPOSALS DUE 9/21 (REVISIONS DUE 10/3)**

Week 5: The Progressive Era

9/24: Book 1 of Willa Cather, *My Antonia* (1918)

9/26: Ida B. Wells, “Lynch Law in America” (1900) AY 18; Alice Stone Blackwell, *Answering Objectives to Women’s Suffrage* (1917) AY 20; Jane Addams, “The Subjective Necessity for Social Settlements” (1892) AY 20

Week 6: Making the World Safe for Democracy

10/1: QUIZ #1

10/3: Books 2 & 3 of *My Antonia* and Cullen chapter 6

Week 7: The “New Era” and Great Depression

10/8: Hiram Evans on the Klan’s Fight for Americanism (1926) in AY 22, W.E.B. DuBois “Returning Soldiers” in AY 21,

10/10: “Bonus Army Routed” AY 23, and read and Hoover (1928) in AY 22

ANNOTATED BIBLIOGRAPHY DUE

Week 8: New Deal(s) and WWII

10/15: Franklin Delano Roosevelt, “First Fireside Chat” (1933), Lester Hunter “I’d Rather Not Be on Relief” (1938) AY 23

10/17: FDR “Executive Order No. 9066,” (1942) AY 24, Harry S. Truman Announcing the Atomic Bombing of Hiroshima” (1945) AY 24

Week 9: Affluent Society and the Early Cold War

10/22: NSC-68 (1950) AY 25, Allen Ginsberg “America” (1956), James Baldwin “Notes of a Native Son” (1963)

10/24: Lyndon Johnson on Voting Rights (1965) AY 27, Martin Luther King Jr. “Letter from Birmingham Jail” (1963), *Hernandez v. Texas* (1954) AY 26

PRIMARY SOURCE ANALYSIS DUE (REVISIONS DUE 11/7)

Week 10: The Long 1960s: Civil Rights to Liberation

10/29: QUIZ #2

10/31: NOW Statement of Purpose (1966) in AY, Students for a Democratic Society “Port Huron Statement” (1962) Young Americans for Freedom, “The Sharon Statement” (1960), Black Panther Party 10-point Program

Week 11: The Long 1960s Cont.: Vietnam and Deindustrialization

11/5: “The Alcatraz Proclamation” (1969), “The Thoughts of Mary Crow Dog” (1990/1973), “A Reporter’s Comments on the Deaths at Pine Ridge” (2000)

11/7: Statement by John Kerry (1971) in AY 28, George M. Garcia, Vietnam Veteran, Oral Interview in AY 27, Cullen chapters 7-9

Week 12: From the Cold War to the Culture Wars

11/12: all of AY Chapter 29 except Falwell and “Statement of AIDS...”

PAPER OUTLINE AND INTRODUCTION DUE (INTRO REVISION DUE 11/16)

11/14: Vito Russo “Why We Fight” (1988) and Falwell reading in AY 29

Week 13: Thanksgiving Recess ☺ work on papers and read Cullen 10-16

Week 14: Neoliberalism, Globalization, and the War on Terror

11/26: AY Chapter 30, pre-2015

11/28: DRAFT #1 DUE, PEER REVIEW DAY (no reading)

Week 15: HOPE AND CHANGE OR THE NEW JIM CROW?

12/3: QUIZ #3

12/5: AY 30, 2015-present

FINAL PAPER DUE ON 12/10/18