

**History 4994W.009**  
Fall Semester 2018  
**AMERICA IN THE WORLD**

**Tuesdays and Thursdays 3.30pm-4.45pm**  
Chemistry (CHM) Room T309

**Christopher Clark**

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The object of this course is to introduce students to current discussions by historians of America's past position in the world, and in global economies, society and culture. Through common readings and discussion, writing notes for discussion and short papers, and through their individual research projects based on primary sources, students should gain a long-term perspective on the character and patterns of American development and its international ramifications.

This course has a HuskyCT site, *which you should visit and check regularly*. The site will include:

- This syllabus
- Discussion threads for you to participate in each week, and space for you to share information, comments, and reflections with members of the class
- Announcements from me, including recommendations for further reading and links to certain source materials
- *If you e-mail me, please use my regular address, [c.clark@uconn.edu](mailto:c.clark@uconn.edu), NOT the mail facility in HuskyCT*

**Course requirements**

Attendance at all class meetings is required. Please be punctual. If you should be unavoidably delayed or prevented from attending, you must e-mail or speak to me about it as soon as you can (in advance unless that's impossible).

For each student the course's chief outcome will be researching and writing a substantial research paper (see below). Work for this paper will start early, and will occupy time throughout the semester; this is not an assignment that can be completed quickly, or at the last minute. Readings, discussions, and other assignments are equally important, however; they provide background knowledge and support for students' individual work.

Classes will be of two types. Those on September 11/13, 18/20, and 25/27, and on October 9/11 and 16/18 will be devoted to discussion of common **readings**. (See schedule of classes below). For each of these classes you must prepare by ensuring that you have done the assigned reading and are ready to take part in discussion. This will include contributing comments to the course's HuskyCT discussion board. (See below).

Other class meetings will focus on the preparation of your own **short papers** and **research topics**. You should be ready to speak in each of these meetings about the progress of your work and to share comments and suggestions with each other. Credit will be awarded at the end of the semester for good class participation.

Each student will complete **one 5-page paper** on a topic relating to class discussion during the first half of the course. These papers will be submitted in class on October 23. After they have

been returned with comments, they must be **revised and resubmitted** for final grading no later than November 29.

Early in the semester each student will identify and obtain approval from me for a topic to be the subject of a **20-page research paper**. This paper must be based on primary source materials and refer to relevant secondary literature. Guidance on research methods and on the preparation of the paper will be provided. Students must submit a draft version of the paper no later than the November 13 class meeting. After they have received comments on this, they will each give a short presentation of their topic to the seminar on November 29 or December 6, and will submit a final version of the paper for grading no later than 5pm on December 10, the first day of Exam Week. Research papers must be on the approved topic; any change in paper topic must be discussed with me and approved in advance.

### Preparing for classes

Five books are required for the course, and have been ordered for the UConn Bookstore (Textbook department):

- Caitlin Fitz, *Our Sister Republics: The United States in an Age of American Revolutions* (2016)
- Ian Tyrrell, *Reforming the World: The Creation of America's Moral Empire* (2010)
- Eric Rauchway, *Blessed among Nations: How the World Made America* (2006)
- Greg Grandin, *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City* (2009)
- Rachel St. John, *Line in the Sand: A History of the Western U.S. – Mexico Border* (2011)

Before the second in each pair of **Discussion of readings** classes (marked \* in the class schedule below) you must post to the HuskyCT site a comment, at least 250 words long, about the topic to be discussed. You are free to choose what form your comment takes – you may, for instance, list points you want to have discussed in class, suggest questions that occur to you from the reading, or comment on a particular author's interpretation of an issue – but you must contribute something *by no later than 9am on the day the class meets*. Timely participation in these discussion threads is a requirement, and will count towards the class participation element of the final course grade. Participation in class discussion is also expected, and will be reflected in that element of the final grade.

### Grades

Final grades will be based on the revised 5-page paper (20%), the draft 20-page paper (10%), the revised 20-page paper (40%), and class participation (30%). Failure to submit any piece of required work will result in the award of an F for the applicable proportion of the final course grade.

Grade **"A"** is for work of very high quality, demonstrating an accurate and insightful understanding of the topic, that states and develops a coherent line of argument which is well supported by evidence and attentive to historical context, and that is well written and free of major spelling or grammatical errors;

**"B"** is awarded for good-quality work that demonstrates an accurate understanding of the topic, develops a clearly identifiable line of argument, adequately supported by evidence and grasp of historical context, and is organized into coherent paragraphs and complete sentences with few errors of spelling or grammar;

**"C"** is for mediocre work that fulfils the requirements of the assignment, but is superficial or simplistic, shows incomplete understanding of the topic or of the historical context, or is poorly written or poorly organized;

“**D**” is for poor-quality work that falls short of fulfilling the requirements of the assignment because it lacks understanding, fails to attempt to make an argument, or is badly written or organized;

“**F**” is for work that demonstrates ignorance of the topic, or that is in any way plagiarized.

### ***A warning about plagiarism***

Academic misconduct is a violation of the University of Connecticut’s Student Code and will not be tolerated. Penalties range from an F for an individual piece of work to an F for the course according to the seriousness of any offense.

***Plagiarism in written work consists of presenting someone else’s words as if they were your own.*** Papers are checked to ensure that this has not happened.

Here are some general suggestions for avoiding plagiarism, which can be committed unintentionally as well as deliberately. Please read and follow them all:

When you are writing a paper, you may not copy any passage from a book, article, website, or any other person’s writing without indicating that you are doing so.

Direct quotations must be in quote marks, and the sources for all passages must be provided.

Cutting and pasting passages (from any source), paraphrasing them (by adding or cutting out words), or altering words to disguise the origin, is as unacceptable as direct copying without attribution, and will be treated similarly.

However, a paper that consists mainly of quoted passages from other sources is likely to earn a poor grade. ***Your aim when writing should be to express as much as possible of what you want to say in your own words.*** Quotations should usually be brief, and used mostly as evidence to illustrate or demonstrate what you intend to argue.

Take care when you make notes to indicate the sources you are using, and to place in quote marks any passages you copy directly into your notes.

When you use your notes to help compose what you are writing, do not copy directly from them, but find fresh ways of expressing what you are trying to say.

Do not draft a paper by cutting and pasting copied passages into it, even if you intend to delete these or place them in quotation marks and provide citations. In your hurry to finish the paper you might omit to remove or edit these passages.

If you have any questions, or doubts about how to proceed, ask me.

### Schedule of Class Meetings

August 28 August 30	<b>Introduction to the course</b> <b>Discussion of students' research topics</b>
September 4 September 6	<b>No class: students work on research topics</b> <b>Discussion of students' research topics</b>
September 11 September 13*	<b>Discussion of reading</b> Fitz, <i>Our Sister Republics</i> , 1-115 Fitz, <i>Our Sister Republics</i> , 116-248
September 18 September 20*	Tyrrell, <i>Reforming the World</i> , 1-119 Tyrrell, <i>Reforming the World</i> , 123-245
September 25 September 27*	Rauchway, <i>Blessed Among Nations</i> , 3-84 Rauchway, <i>Blessed Among Nations</i> , 85-173
October 2 October 4	<b>No class: students work on research topics</b> <b>**Preliminary research proposals and bibliographies due in class**</b>
October 9 October 11*	<b>Discussion of reading</b> Grandin, <i>Fordlandia</i> , Introduction, chapters 2-4, 6, 9-12, Grandin, <i>Fordlandia</i> , chapters 14-19, 21, 23, Epilogue
October 16 October 18*	St. John, <i>Line in the Sand</i> , 1-89 St. John, <i>Line in the Sand</i> , 90-208
October 23 October 25	<b>**Draft 5-page papers due in class**</b> <b>Discussion of students' research topics</b>
October 30 November 1	<b>Discussion of students' research topics</b> <b>No class: students work on research topics</b>
November 6 November 8	<b>No class: students work on research topics</b> <b>Discussion of students' research topics</b>
November 13 November 15	<b>**Draft 20-page papers due in class**</b> <b>No class: students work on research topics</b>
November 20/22	<b>***Thanksgiving Break***</b>
November 27 November 29	<b>Discussion of students' research topics</b> <b>Students' presentations</b> <b>**Revised 5-page papers due in class**</b>
December 4 December 6	<b>No class: students work on research topics</b> <b>Students' presentations</b>
December 10	<b>Deadline (5pm) for submission of revised 20-page papers</b>