

HIST 177: United States History since 1877
Fall 2021, Section 2
MWF 1pm-1:50pm
CCC 303

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Office Hours: Weds. 2-4pm and by appointment

Course Summary

This course is a general survey of the United States from 1877 to the present. During the course, students will analyze and discuss how the United States developed from a nation divided by civil war into a global superpower. In doing so, this course emphasizes some fundamental themes in American history regarding political power, international affairs, freedom, and definitions of citizenship. In particular, we will focus on questions regarding the diversity of our nation. How has the American experience differed based on race, gender, ethnicity, and socioeconomic status? Which groups have experienced discrimination or inequality, and how did they negotiate these conditions to better their circumstances? And how has diversity shaped the very fabric of American identity? Students will address these issues while considering the evolving meaning of American nationhood over the past 160 years.

Learning Outcomes

Students taking History 177 will develop skills necessary for basic historical understanding and analysis, focusing on the General Education requirements of Historical Perspectives and U.S. Diversity. Upon completing these requirements, students will be able to:

LO 1: GEP HISTORICAL PERSPECTIVES: Use primary sources as evidence to answer questions about historical change.
LO 2: GEP HISTORICAL PERSPECTIVES: Describe differences among interpretations of the past.
LO 3: GEP HISTORICAL PERSPECTIVES: Analyze institutional and cultural changes in one or more human societies over time.
LO 4: GEP US DIVERSITY: Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
LO 5: GEP US DIVERSITY: Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.
LO 6: GEP US DIVERSITY: Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States
LO 7: Course-level SLO: Identify major events, developments, and themes of United States history from Reconstruction to the present.
LO 8: Course-level SLO: Develop an argument about the past and use evidence to support those claims.
LO 9: Course-level SLO: Recognize, summarize, and interpret historical documents representing a diversity of perspectives.

Required Materials

Eric Foner, *Give Me Liberty!: An American History* 5th ed., vol. 2 (rental, available free of charge).

Eric Foner, ed, *Voices of Freedom: A Documentary History* 3rd ed., vol. 2 (rental, available free of charge).

Turning Point Cloud access, available for \$21.50 purchase from the bookstore (optional clicker devices are available at the UWSP Tech Service Desk, 1st Floor ALB)

Other readings and assigned materials will be posted on the Canvas site.

Assignments

Participation: Attendance will be taken at the beginning of each class. There are a number of in-class assignments, including small group discussions, short essay prompts, and debates. In order to fully participate, please bring your clickers (or cell phones) and *Voices of Freedom* to every class. I will grade any in-class assignments on a plus-check-minus system. A check-plus indicates exceptional work (10/10), a check represents basic competency (8.5/10), and a check-minus signals incomplete, inaccurate, or substandard work (7.5/10). Students who are absent will receive a zero for their participation grade that day and will not have an opportunity to make up the missing work. Students can drop their two lowest in-class assignments and can miss up to three classes before their grade begins to drop. Arriving late or leaving early from class will be counted as one-half an absence. Students who forget their clickers will also be penalized with one-half an absence. Students facing extenuating circumstances affecting their attendance (such as UWSP athletics, the birth of a child, military service, etc.) are encouraged to talk to me.

Review Essay: Students will write a critical analysis of a film (*The Pruitt Igoe Myth*) analyzing its interpretation of modern American history. Essays will be 3-4 pages in length (double spaced with one-inch margins) and will draw from materials covered in class to support its claims.

Exams: There are two midterm exams and one final exam over the course of the semester. The exams include multiple choice questions, term identifications, short answers and/or essay questions based on the lectures and assigned readings. With a valid, documented excuse, students may make up one missed regular exam. You must contact me by email within 24 hours of the missed exam to schedule the makeup. The final exam is cumulative and consists of multiple choice questions, term identifications, and/or essay questions that will ask you to draw conclusions from the material covered throughout the course.

Assessment Breakdown

Participation and In-Class Responses: 25%

Midterm Exam 1: 20%

Midterm Exam 2: 20%

Final Exam: 25%

Film Review Essay: 10%

Grading Scale

A: 93-100

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D+: 67-69

D: 60-66

F: 59 and below

Points you receive for graded activities will be posted to the Canvas Grade Book.

Classroom Policies

According to UWSP policy, “All students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice.” Please visit the Disability and Assistive Technology Center if you require accommodation.

This class uses “Turning Point Cloud” to do interactive polling. You will need to purchase a Turning Technologies code from the bookstore to participate in the class (\$21.50). You will be able to use your own device (a laptop, tablet, or smartphone) to respond to polling. You will need your UWSP Student ID to get your clicker. Check out of the clicker device (optional) is at the UWSP IT Service Desk on the first floor of Albertson Hall. Device checkout is free of charge.

Returning clickers: Clickers must be returned to IT Service Desk before the end of finals. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker.

For Service Desk hours: <http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

You will need to create or connect your Turning Point account through the Course in Canvas. Click on the Turning Point account activation link in the course in Canvas to get started. You can find help with Turning Point Cloud here: <https://help.turningtechnologies.com/>

Students are expected to arrive on time and to be attentive and engaged during class. This means you are not sleeping, reading/working on other materials, using electronic devices, talking to your neighbor, or disrupting class in any way. Students will raise their hands for questions and be respectful of fellow students and the professor. You may disagree with another person’s comment or position, but do so with courtesy and respect. For more information on classroom expectations, see: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

All forms of academic dishonesty including, but not limited to, cheating, plagiarism, fraud, and unauthorized access to tests and assignments are strictly prohibited. Any words or ideas

borrowed from another person or source, whether through a direct quotation or through paraphrasing, must be cited properly to avoid plagiarism. Please familiarize yourself with what constitutes plagiarism and how to avoid it. Violations of the university's code of conduct are subject to sanctions ranging from a failing grade for an assignment to disciplinary hearings or potential failure of the course. For more information on academic dishonesty, see: <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

If you have a learning or physical challenge that requires accommodation, please contact the Disability and Assistive Technology Center as early as possible. They will then notify me privately of the accommodations that will facilitate your success in the course. Their office is located on the 6th floor of ALB (library), Voice: 715-346-3365, TTY: 715-346-3362. The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, see: <http://www.uwsp.edu/dos/Pages/ADA.aspx>

Tips for Success

Students often ask me how they should prioritize lecture materials and course readings when studying for exams. Here are some suggestions for optimizing your study habits. Lectures are important. Students should take copious notes and utilize the outlines and slides posted on D2L. The *Give Me Liberty!* textbook is great for supplementing the information we cover in class and serves as a helpful study resource. However, the textbook is not an adequate substitute for lecture, which is why attendance is so critical to your success in the class. Equally important are the short readings assigned in *Voices of Freedom*. The excerpts typically take less than 5-10 minutes to read and serve as the basis for in-class responses, group discussions, and exam questions. Make sure to complete the readings and to bring *Voices of Freedom* to every class.

Outside of interactive polling, computers and other electronic devices are discouraged in class. Studies have shown that students learn more and perform better by writing down the main ideas of lecture versus typing them. For more information, see the article in *Scientific American* entitled "A Learning Secret: Don't Take Notes with a Laptop" (<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>).

For each lecture I provide an outline of the main ideas that you can locate on Canvas. Feel free to print the outlines prior to coming to class and use them as a template for taking notes. I post lecture slides after each class. The outlines and slides are helpful resources as you prepare for exams.

I hold regular office hours on Wednesdays from 2pm-4pm and by appointment. During this time, my priority is to talk to students about any questions or concerns they may have. I truly enjoy meeting with you to hear about how things are going. If you are struggling, stop by and let's chat. If you are unable to meet during office hours, email me and we will set up an alternative time.

Please note that the syllabus is subject to change and additional assignments may be added.

Schedule

Week 1:

September 3: Course Introduction and Syllabus Overview

Week 2:

September 6: NO CLASS- Labor Day

September 8: Reconstruction, *Give Me Liberty!* (hereafter GML) Chapter 15, pp. 550-587;
Voices of Freedom (hereafter VOF) A Sharecropping Contract, pp. 11-13

September 10: The New West, GML Chapter 16, pp. 602-619

Week 3:

September 13: Industrialization, GML Chapter 16, pp. 588-602; VOF A 2nd Declaration of Independence, pp.37-38

September 15: The Gilded Age, GML Chapter 16, pp. 620-637; VOF William G. Sumner on Social Darwinism, pp. 32-36

September 17: Populism, GML Chapter 17, pp. 638-648

Week 4:

September 20: The New South, GML Chapter 17, pp. 648-656

September 22: Redefining Citizenship, Chapter 17, pp. 657-663

September 24: Imperialism Part 1, GML Chapter 17, pp. 664-677

Week 5:

September 27: Imperialism Part 2, VOF Emilio Aguinaldo on American Imperialism in the Philippines, pp. 69-71 and Rudyard Kipling, "The White Man's Burden," pp. 71-72

September 29: Urbanization, Chapter 18, pp. 678-689

October 1: Social Progressivism, GML Chapter 18, pp. 690-700; VOF Charlotte Perkins Gilman, Women and Economics, pp. 77-80

Week 6:

October 4: Political Progressivism, GML Chapter 19, pp. 701-717

October 6: World War I Abroad, GML Chapter 19, pp. 718-730; VOF Woodrow Wilson A World "Safe for Democracy," pp. 107-109

October 8: World War I on the Home Front, GML Chapter 19, pp. 730-749; VOF Eugene Debs, Speech to the Jury, pp. pp. 117-121

Week 7:

October 11: **Midterm Exam #1**

October 13: Wilson, GML Chapter 19, pp. 749-759

October 15: The 1920s, GML Chapter 20, pp. 760-792

Week 8:

October 18: Great Depression, GML Chapter 20, pp. 792-801

October 20: The New Deal, GML Chapter 21, pp. 802-845; VOF WEB Du Bois, "A Negro Nation within a Nation," pp. 186-190

October 22: World War II Abroad, GML Chapter 22, pp. 846-857; VOF Franklin D. Roosevelt on the Four Freedoms, pp. 191-193

Week 9:

October 25: World War II on the Home Front, GML Chapter 22, pp. 858-889

October 27: The Cold War, Part I, GML Chapter 23, pp. 890-912; VOF NSC-68 and the Ideological Cold War, pp. pp. 218-222

October 29: The Cold War, Part II, GML Chapter 23, pp. 912-923

Week 10:

November 1: 1950s Politics and Culture, GML Chapter 24, pp. 924-954

November 3: The Civil Rights Movement, GML Chapter 24, pp. 954-969 and Chapter 25, pp. 970-975; VOF Southern Manifesto, pp. 253-255 and MLK, Jr., and the Montgomery Bus Boycott, pp. 262-266

November 5: Kennedy and Johnson, GML Chapter 25, pp. 975-985

Week 11:

November 8: Vietnam, GML Chapter 24, pp. 950-951; Chapter 25, pp. 991-993; Chapter 26, pp.1022-1024 VOF Paul Potter on the Antiwar Movement, pp. 286-288

November 10: **Midterm Exam #2**

November 12: Social Movements of the Late 1960s, GML Chapter 25, pp. 985-1013

Week 12:

November 15: Nixon, GML Chapter 26, pp. 1014-1026

November 17: 1970s Politics and Culture, GML Chapter 26, pp. 1026-1039; VOF Brochure on the Equal Rights Amendment (on Canvas) and Phyllis Schlafly, "The Fraud of the Equal Rights Amendment," pp. 315-317

November 19: The Reagan Revolution, GML Chapter 26, pp. 1039-1051

Week 13:

November 22: The End of the Cold War, Chapter 27, pp. 1052-1055

November 24: *The Pruitt-Igoe Myth*

November 26: NO CLASS- Thanksgiving Break

Week 14:

November 29: George H.W. Bush, Chapter 27, pp. 1052-1055

December 1: Clinton, GML Chapter 27, pp. 1056-1084; VOF Bill Clinton, Speech on Signing of NAFTA, pp. 323-325 and Declaration for Global Democracy, pp. 325-326

December 3: George W. Bush, GML Chapter 28, pp. 1090-1113

DUE: Film Review Essay (Canvas)

Week 15:

December 6: Global Terrorism & the US, GML Chapter 27, pp. 1084-1089; VOF National Security Strategy of the United States, pp. 341-344

December 8: The Wake of 9/11, GML Chapter 28, pp. 1090-1113

December 10: Election of Obama, GML Chapter 28, pp. 1114-1133

FINAL EXAM: December 14, 2021, 12:30pm-2:30pm, CCC 303