

HIST 177: United States History since 1877
Fall 2016, Sections 1 and 2
Section 1:T/TH/F 9-9:50, CCC 321
Section 2:T/TH/F 10:00-10:50, CCC 227

Dr. Sarah Scripps
Department of History

Email: sscripps@uwsp.edu
Office: CCC 461

Office Hours: T/TH 2-3:30pm and by appointment

Course Summary

This course is a general survey of the United States from 1877 to the present. During the semester, students will analyze, discuss, and consider 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 been marginalized, and how have they negotiated 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 150 years.

GEP Learning Outcomes

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

- Describe events from past cultures, societies, or civilizations.
- Recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past.
- Identify the role of human agency in shaping events and historical change.
- Explain historical causality.
- Evaluate competing historical claims that frequently inform the present.
- Describe the various dimensions of diversity and marginalization within the United States.
- Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

Course Learning Outcomes

Upon completing this course, students will be able to:

- Identify major events, developments, and themes of United States history from Reconstruction to the present.
- Develop an argument about the past and use evidence to support those claims.
- Recognize, summarize, and interpret historical documents representing a diversity of perspectives.
- Compare the experiences of marginalized groups and explain how American diversity has shaped the development of the nation.

Required Materials

Eric Foner, *Give Me Liberty!: An American History*, Seagull 4th ed., vol. 2 (rental)

Eric Foner, ed, *Voices of Freedom: A Documentary History* 4th ed., vol. 2 (available for purchase at the bookstore. If you choose to buy a copy elsewhere, make sure it is the correct edition)

Clicker, available for lease (\$8) from the UWSP Help Desk, 027 LRC (library)

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 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, a check represents basic competency, and a check-minus signals incomplete, inaccurate, or substandard work. 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 four classes before their grade begins to drop. Missed classes beyond that will result in two points subtracted from your participation grade for each additional absence. Alternatively, students who miss one or fewer in-class assignments will receive two extra credit points added to their participation grade. 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 serious health issues, UWSP athletics, the birth of a child, military service, etc.) are encouraged to talk to me.

Exams: There are three 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 take one missed regular exam on Reading Day (time and location TBD). You must contact me by email in advance of Reading Day to schedule the makeup exam. 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. There is no makeup for the final exam, so make sure that you are available the date the final is scheduled (Wednesday, December 21 for section 1 and Friday, December 16 for section 2).

Assessment Breakdown

Exam 1: 15%

Exam 2: 15%

Exam 3: 15%

Participation: 25%

Final Exam: 30%

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

Classroom Policies

This class uses “Clickers” to do interactive polling and attendance. You are required to lease a clicker from the UWSP Help Desk in room 027 LRC, located in the basement of the UWSP Library. You will need your UWSP Student ID to get your clicker. An \$8 semester lease fee will be automatically added to your UWSP student bill. Your clicker may be used in any class that requires clickers for the semester. Clickers must be returned to the UWSP's IT Help 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.

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 the LRC (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 for 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.

Computers and other electronic devices are not allowed in class without getting permission from me in advance. 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 D2L. 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 Tuesdays and Thursdays from 2-3:30pm (461 CCC). 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 6: Course introduction: Legacies of the Civil War

September 8: Reconstruction, *Give Me Liberty!* (hereafter GML) Chapter 15, pp. 554-590;
Voices of Freedom (hereafter VOF) A Sharecropping Contract, pp. 11-13

September 9: The New West, GML Chapter 16, pp. 602-616

Week 2:

September 13: Industrialization, GML Chapter 16, pp. 592-602; VOF A 2nd Declaration of Independence, pp. 36-38

September 15: The Gilded Age, GML Chapter 16, pp. 616-634; VOF William G. Sumner, pp. 31-36

September 16: Populism, GML Chapter 17, pp. 637-648

Week 3:

September 20: The New South, GML Chapter 17, pp. 648-657; “Without Sanctuary” (in class)
September 22: Redefining Citizenship, Chapter 17, pp. 658-664; VOF Manuel Gamio, pp. 73-76
September 23: Imperialism, GML Chapter 17, pp. 664-678; VOF Emilio Aguinaldo, pp. 68-70
and Rudyard Kipling, pp. 70-72

Week 4:

September 27: Urbanization, Chapter 18, pp. 681-694
September 29: Social Progressivism, GML Chapter 18, pp. 694-706; VOF Charlotte Perkins
Gilman, pp. 77-80
September 30: Political Progressivism, GML Chapter 19, pp. 706-722

Week 5:

October 4: Exam #1
October 6: World War I Abroad, GML Chapter 19, pp. 725-737; VOF Woodrow Wilson, pp.
100-102
October 7: World War I on the Home Front, GML Chapter 19, pp. 737-744; VOF Eugene Debs,
pp. 110-114

Week 6:

October 11: Wilson, GML Chapter 19, pp. 744-766
October 13: The 1920s, GML Chapter 20, pp. 768-798
October 14: Great Depression, GML Chapter 20, pp. 798-804; VOF John Steinbeck, pp. 161-163

Week 7:

October 18: The New Deal, GML Chapter 21, pp. 807-847; VOF WEB Du Bois, pp. 182-186
October 20: World War II Abroad, GML Chapter 22, pp. 850-861; VOF FDR, pp. 187-189
October 21: World War II on the Home Front, GML Chapter 22, pp. 861-892

Week 8:

October 25: The Cold War, Part I, GML Chapter 23, pp. 894-916; VOF NSC-68, pp. 216-220
October 27: The Cold War, Part II, GML Chapter 23, pp. 916-927
October 28: Exam #2

Week 9:

November 1: 1950s Politics and Culture, GML Chapter 24, pp. 929-957
November 3: The Civil Rights Movement, GML Chapter 24, pp. 957-970 and Chapter 25, pp.
972-978; VOF Southern Manifesto, pp. 254-256 and MLK, Jr. pp. 263-267
November 4: Kennedy, GML Chapter 25, pp. 978-981

Week 10:

November 8: Johnson, GML Chapter 25, pp. 981-993

November 10: Vietnam, GML Chapter 25, pp. 993-1000; VOF Paul Potter, pp. 288-290

November 11: *The Pruitt-Igoe Myth* (viewing)

Week 11:

November 15: *The Pruitt-Igoe Myth* (discussion- on D2L Dropbox)

November 17: Social Movements of the Late 1960s, GML Chapter 25, pp. 1000-1018; VOF The International 1968, pp. 298-300

November 18: Nixon, GML Chapter 26, pp. 1020-1033; VOF Jerry Falwell, 311-315

Week 12:

November 22: US Diversity: Special Assignment (on D2L Dropbox)

November 24: NO CLASS

November 25: NO CLASS

Week 13:

November 29: 1970s Politics and Culture, GML Chapter 26, pp. 1033-1047; VOF Brochure on the ERA, pp. 301-303 and Phyllis Schlafly, pp. 316-318

December 1: Exam #3

December 2: The Reagan Revolution, GML Chapter 26, pp. 1047-1058

Week 14:

December 6: The End of the Cold War and George H.W. Bush, GML Chapter 27, pp. 1061-1068

December 8: Clinton, GML Chapter 27, pp. 1068-1094; VOF Bill Clinton, pp. 326-328 and Declaration for Global Democracy, pp. 328-330

December 9: George W. Bush, GML Chapter 27, pp. 1094-1100

Week 15:

December 13: Global Terrorism & the Wake of 9/11, GML Chapter 28, pp. 1103-1119; VOF National Security Strategy, pp. 341-344

December 15: Review for the Final Exam

December 16: NO CLASS (final exam for section 2)

Week 16:

FINAL EXAM: Section 1: Wednesday, December 21, 12:30pm-2:30pm

Section 2: Friday, December 16, 8:00am-9:00am