

HIST 152: AMERICAN HISTORY SINCE 1877

TUES, THURS 12:00-1:15, SC 239

Professor: **David C. Atkinson**

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Office Hours: Tues, 10:00am-11:00am

Thurs. 10:00am-11:00am

Or by appointment

Teaching Assistant: **David Cambron**

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Teaching Assistant: **Molly Mersmann**

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Office Hours: Tues., 8am-10am

Or by appointment

COURSE OVERVIEW

This course explores the major *political, economic, social, cultural* and *international* issues facing the United States following the end of Reconstruction in 1877. We will focus on the domestic challenges facing the American people during the twentieth century, and the solutions that politicians and ordinary people found for those problems, as well as Americans' growing and complex engagement with the world, and vice versa. We will explore the local, regional and national reform movements of the late nineteenth and early twentieth centuries, responses to the growth of American cities and the consolidation of American business, and assess the dangers and opportunities that Americans perceived in the increasing volume and changing character of immigration. We will trace the evolving debates on race and gender that these forces engendered. In many different ways, the United States became a truly global power in the twentieth century, and we will see how America's engagement with the world, in both war and peace, shaped and defined the country, and how the world shaped and defined the United States. Finally, from Franklin D. Roosevelt's New Deal to the presidency of George H. W. Bush, we will investigate the changing nature and political fortunes of American liberalism and American conservatism, and explore often heated debates about the appropriate role of government, the extension of civil rights, and the challenges of globalization.

LEARNING OUTCOMES

The course is designed to help you understand how and why the United States transformed from a divided, pre-industrial, and relatively minor regional power in the nineteenth century into the global power we recognize today. This course will also emphasize the often competing and conflicting nature of historical interpretation and encourage you to assess various forms of primary source evidence to form your own conclusions about Americans' historical experience at home and abroad.

REQUIRED TEXTS

- Michael Schaller et al, *American Horizons: U.S. History in a Global Context, With Sources* Volume II Since 1865, Second Edition (2016)

COURSE REQUIREMENTS

GRADE BREAKDOWN: The following elements will constitute your final grade:

Quizzes	(25%)
Exam One	(25%)
Exam Two	(25%)
Exam Three	(25%)

CLASS ATTENDANCE

We will not be taking attendance in this class, but you are **expected** to come to class. The quizzes and exams will be based on class readings and lectures, so you will not perform well unless you attend class. There will be **no extra credit** assignments in this class.

You must turn off your cell phone before class begins. Laptop computers are permitted for note-taking only. We will be happy to answer any questions you have so do not hesitate to email us (after class...), or better yet, come to our office hours.

EXAMINATIONS

There will be **three** examinations this semester. The first examination will be administered in class on **Thursday, February 9** and will be 1 hour and 15 minutes long. The second examination will be administered in class on **Thursday, March 9** and will be 1 hour and 15 minutes long. Exams will begin at exactly 12:00pm. The date and time of the final examination will be announced once the schedule is published. It will be two hours long. All three examinations will consist of **short identification questions** reflecting upon the significance of specific individuals or events from the class readings and lectures, and a **longer analytical essay(s)** on a broader theme. The final exam will require you to write two essays. You will be given choices within each section. We will provide further guidelines and information as the semester progresses. If you miss an examination, you must contact us as soon as possible. In the event of a **legitimate documented emergency** you will be permitted to take a makeup exam, but only in the event of a legitimate documented emergency. **You must bring your own blue book to each exam.**

In order to prepare for these exams (and quizzes) I strongly advise you to **take legible, constructive notes** throughout the semester, to regularly attend class, and to consistently reflect upon the main themes and issues raised in the course readings. Only **lecture outlines will be posted** on Blackboard. Lecture text and PowerPoint slides will not be posted online so do not assume that lectures will be made available to you if you miss class; they will not. If you do miss class, you are encouraged to attend our office hours to discuss the material you missed.

QUIZZES

There will be **five** quizzes over the course of the semester. Each quiz will be worth **30 points**. At the end of the course your lowest score will be discarded, and your total score will be converted to a percentage for a total of **100 points**. Quizzes will begin at exactly 12:00pm and last **ten minutes**. There will be **no makeups** for quizzes, except in the case of a **legitimate documented emergency**. Each quiz will be based on that week's readings. This is an incentive to make sure that you are always up to date. The quizzes will consist of **three short identification** questions reflecting upon the significance of specific individuals or events. The dates of the quizzes are posted in the readings section of the syllabus.

CHEATING / PLAGIARISM

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. **You are expected to produce your own work and to accurately cite all necessary materials**. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office. Please make sure that you are familiar with Purdue's academic integrity policies:

<http://www.purdue.edu/odos/aboutodos/academicintegrity.php>

DISCLAIMER

In the event of a major campus emergency, the above requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Blackboard or can be obtained by contacting me via email.

COURSE EVALUATIONS

On Monday of the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation. Your participation in this evaluation is an integral part of this course. Your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system. All evaluations are completely anonymous and instructors do not see the results until after final grades are released.

PART ONE: MODERNIZATION AND REFORM, 1877-1917

Week of Jan. 9: **Introduction & Reconstructing the Nation, 1877-1900**

READINGS: *American Horizons*, pp. 541-575
Primary Sources, S16-1—S16-9

Tues. Jan. 10: Introduction

Thurs. Jan. 12: The “New” South & the “New West,” 1877-1900

Week of Jan. 16: **The Gilded Age I: The Second Industrial Revolution, 1877-1900**

READINGS: *American Horizons*, pp. 577-611
Primary Sources, S17-1—S17-9

Tues. Jan. 17: The Triumph of Industrial Capitalism, 1877-1900

Thurs. Jan. 19: **QUIZ #1**
The Struggles of Industrial Labor, 1877-1900

Week of Jan. 23: **The Gilded Age II: Responses to Industrial Revolution, 1877-1898**

READINGS: *American Horizons*, pp. 613-649
Primary Sources, S18-1—S18-9

Tues. Jan. 24: The Problems and Possibilities of Urban and Rural
America, 1877-1900

Thurs. Jan. 26: Culture in the Gilded Age, 1877-1900

Week of Jan. 30: **An Imperial Republic? America in the World, 1898-1908**

READINGS: *American Horizons*, pp. 651-679
Primary Sources, S19-1—S19-9

Tues. Jan. 31: A New Imperial Power, 1880-1901

Thurs. Feb. 2: **QUIZ #2**
Americans in the World, 1880-1914

Week of Feb. 6: **The Progressive Era: Reforming Government & Society, 1900-1917**

READINGS: *American Horizons*, pp. 681-715
Primary Sources, S20-1—S20-9

Tues. Feb. 7: The Progressive Era, 1900-1917

Thurs. Feb. 9: **EXAM ONE IN CLASS**

PART TWO: YEARS OF CRISIS, 1917-1945

Week of Feb. 13: **America and the Great War, 1914-1919**

READINGS: *American Horizons*, pp. 717-751
Primary Sources, S21-1—S21-9

Tues. Feb. 14: The United States in Neutrality & War, 1917-1918

Thurs. Feb. 16: Wilson & the Paris Peace Conference, 1919

Week of Feb. 20: **The Roaring Twenties: From “Normalcy” to Disaster, 1920-32**

READINGS: *American Horizons*, pp. 753-787
Primary Sources, S22-1—S22-9

Tues. Feb. 21: A New Era in Society and Government, 1920-1924

Thurs. Feb. 23: **QUIZ #3**
The Coming Depression, 1920-1932

Week of Feb. 27: **The Great Depression & the New Deal, 1932-1941**

READINGS: *American Horizons*, pp. 789-823
Primary Sources, S23-1—S23-9

Tues. Feb. 28: FDR & the First New Deal, 1933-1938

Thurs. Mar. 2: The Second New Deal & the U.S. & the World,
1933-1941

Week of Mar. 6: **World War Two: From Isolation to Intervention, 1933-1945**

READINGS: *American Horizons*, pp. 825-861
Primary Sources, S24-1—S24-9

Tues. Mar. 7: The Second World War, 1941-1945

Thurs. Mar. 9: **EXAM TWO IN CLASS**

Week of Mar. 13: **Tues. Mar. 14:** **SPRING BREAK: NO CLASS**

Thurs. Mar. 16: **SPRING BREAK: NO CLASS**

PART THREE: THE UNITED STATES IN THE WORLD, 1945-1993

Week of Mar. 20: **The Cold War: Containment at Home & Abroad, 1945-1960**

READINGS: *American Horizons*, pp. 863-937
Primary Sources, S25-1—S26-13

Tues. Mar. 21: The Cold War Begins, 1945-1952

Thurs. Mar. 23: Cold War Politics & Culture, 1945-1960

Week of Mar. 27: **New Frontiers: Dangers and Opportunities, 1961-1969**

READINGS: *American Horizons*, pp. 944-946; 975-991
Primary Sources, S27-1—S27-3

Tues. Mar. 28: **QUIZ #4**
The Crises of John F. Kennedy, 1961-1963

Thurs. Mar. 30: Guns: The Vietnam War, 1945-1969

Week of Apr. 3: **New Frontiers: Dangers and Opportunities, 1961-1969 Continued**

READINGS: *American Horizons*, pp. 939-944; 947-973
Primary Sources, S28-1—S-28-5

Tues. Apr. 4: Butter: The Great Society, 1936-1969

Thurs. Apr. 6: Civil Rights, 1945-1965

Week of Apr. 10: **Rebellion and Reaction: “Silent Majorities” & “Noisy Minorities,” 1969-1974**

READINGS: *American Horizons*, pp. 991-1007

Tues. Apr. 11: The Triumphs & Trials of Richard Nixon, 1969-1974

Thurs. Apr. 13: Cold War Countercultures, 1960-1974

Week of Apr. 17: **“Morning in America”: The Reagan Revolution & the Conservative Ascendancy, 1974-1985**

READINGS: *American Horizons*, pp. 1009-1043
Primary Sources, S29-1—S-29-9

Tues. Apr. 18: **QUIZ #5**
Carter & Ford, 1974-1980

Thurs. Apr. 20: The Reagan Revolution, 1981-1985

Week of Apr. 24: **Triumphs & Tragedies: The Perils and Possibilities of a Global United States, 1985-1993**

READINGS: *American Horizons*, pp. 1045-1056; 1075

Tues. Apr. 25: The Reagan Revolution, 1985-1989

Thurs. Apr. 27: George H. W. Bush & The New World Order, 1989-1993

Final Exam Date and Time to be Announced

GRADE SCALE

A	93-100
A-	92-90
B+	88-89
B	83-87
B-	82-80
C+	78-79
C	73-77
C-	72-70
D+	67-69
D	60-66
F	0-59

UNIVERSITY POLICIES

GRIEF ABSENCE POLICY

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). Students will be excused from classes for funeral leave and given the opportunity to complete missed assignments or assessments in the event of the death of a member of the student's family.

STUDENTS WITH DISABILITIES

Purdue University is committed to providing equal access and equal opportunity to university courses, activities, and programs for students with disabilities. Students with documented disabilities that substantially limit a major life activity, such as learning, walking, or seeing, may qualify for academic adjustments and/or services. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three weeks of the semester in order to discuss any adjustments. It is the student's responsibility to notify the Disability Resource Center of any impairment/condition that may require accommodations and/or classroom modifications. To request information about academic adjustments, auxiliary aids, or services, please contact the Disability Resource Center in the Office of the Dean of Students, 830 Young Hall, (765) 494-1247 (V/TTY), drc@purdue.edu.

NONDISCRIMINATION POLICY STATEMENT

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed

by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

VIOLENT BEHAVIOR POLICY

Purdue University is committed to providing a safe and secure campus environment. Purdue strives to create an educational environment for students and work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any university facility or while participating in any university activity.