

**United States History II  
1877 to Present**

**(HIST 15200-012 LEC)**

**Prof. Tina A. Irvine  
Fall 2023**

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Office Hours: University Hall, Room 307  
(third floor)

- Drop-in Tuesdays, from 1:30-3pm
- Appointments as needed, on Wednesday afternoons (any time between 12pm and 4:30 pm)



Class Meeting:

In-person, Tuesday and Thursday (T/R), 12:00-1:15 pm. BEERING HALL, B222. (This is in the BASEMENT.)

*“History, as nearly no one seems to know it, is not merely something to be read. And it does not refer merely, or even principally, to the past. On the contrary, the great force of history comes through the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do. It could scarcely be otherwise, since it is to history that we owe our frames of reference, our identities, and our aspirations.”*

—James Baldwin in *Ebony* magazine, August 1965

**Course Description.** America experienced massive social, political, intellectual, and economic changes since the conclusion of the Civil War in 1865, but what did those developments mean for contemporaries? How did they react to those changes? What did they fear, and what brought them hope?

This course seeks to answer these questions by providing students an overview of the most significant moments, trends, and developments in American history from the conclusion of the Civil War to the 1980s. Through a combination of lectures and readings, students will think thematically about the changing nature and role of the federal government, conceptions of citizenship and rights, and the United States’ expanding international role.

**Course Goals.** By the end of the course, you should have a basic understanding of the history of the United States from 1877 to present, knowledge of the experience of different groups in American societies from 1877 to present, and knowledge of the changing nature and role of the federal government, Americans’ conceptions of citizenship and rights, and the United States’ expanding international role. You should also be able to interpret primary sources— considering authorship, timing, audience, purpose, and perspective, as well as to appreciate silences in the historical record— and use basic historical concepts such as place, time, continuity and change as well as useful categories such as race, class, and gender. Finally, you will use these skills, and this knowledge of the American past, to communicate historical interpretation in written form.

**The BIG questions.** All too often, history classes are taught in a way that makes them seem like it is one boring event after the next. Rest assured, that is NOT how I teach this class! Instead, we look at themes. Patterns. Change over time. How things sometimes really *don't* change, all that much. To do that, I have designed each lecture to address one or more of the following questions. Look out for them! Each student will also be assigned one of these driving questions to become an expert on. It is your job to note and share with the class when we address material related to your theme.

Big Question 1- What is the role of the federal government in individuals' lives? (What about protecting civil liberties? What about regulating the economy?)

Big Question 2- "Who" is an American? (Who is in, who is out?)

Big Question 3- How have gender, race, class, and religion shaped Americans' perspectives and lives?

Big Question 4- How and when have the boundaries of America's empire changed? With what consequences?

**Attendance.** Class meets Tuesday and Thursday at 12:00 sharp. Please arrive on time. Lectures, other students' questions, and in-class discussions are critical components of your learning. Class attendance is graded to help you perform better on written assignments: performance on papers and tests are highly correlated with attendance. Your signature on the daily sign-in sheet is your pledge to stay for the full class.

Note: Since this class is during the lunch hour, please plan to eat before or after class. Meals are not allowed during class time as they are a distraction. (Ask me sometime about the student who tried to bring cereal to class.) However, I don't mind if you discreetly eat a granola bar or something small if you are truly famished.

### Grades.

Participation	10% of grade/ 100 points (assessed at 8 and 16 weeks)
Primary Document Analysis	15% of grade/ 150 points
In-Class Quizzes	15% of grade/ 150 points
Exam #1	20% of grade/ 200 points
Exam #2	20% of grade/ 200 points
Exam #3	20% of grade/ 200 points

Note: FERPA (the Family Educational Rights and Privacy Act) prohibits me from discussing students' grades via email. *However, I can talk about grades via scheduled Zoom meetings or through Brightspace.* You are welcome to reach me for non-grade related inquiries at my email, [tirvine@purdue.edu](mailto:tirvine@purdue.edu). Please remember to write using proper email etiquette.

**Absences.** If forces truly beyond your control—such as illness, family emergency, religious observance, disrupted travel, job interviews, and so on—prevent you from attending a class, you

need to report the circumstances to me **within 24 hours of the absence**. I will consider excusing your absence without penalty if you do this *and complete a make-up assignment*. This will normally take the form of a 3-page written assignment. (Note: It is therefore possible to get credit for a missed class, but you will have to work hard for it; this is to disincentivize students from doing this often.)

If you need to miss class because of a “university sanctioned curricular” or “extracurricular activities,” you must bring the absence to my attention by writing (email is preferred) at the start of the semester or at least two weeks before the absence. If you have an emergency that will prevent your attendance and participation in the class for an extended period, please communicate with me so that I can help you in any way possible.

You will be allowed ONE unexcused absence in the semester, and every unexcused absence after that will result in a deduction of your overall course grade, unless you reach out to me and complete all necessary assignments according to established deadlines.

If you miss a class, it is your responsibility to obtain lecture notes and any written materials from that day from another student. Other than what I normally post on Brightspace, I will not make my lecture notes or slides available.

**Participation.** This is a large lecture class, but that does not mean you are a passive learner. Your active participation in class— shown to me through verbal participation as well as eye contact, nods, and quizzical looks— contributes to 15% of your grade.

**Lectures.** In most classes, I will be working from PowerPoint slides. Slides provide the structure of a lecture, along with important sources and images. While the slides also list the key concepts, sitting in class passively is not a substitute for taking good notes. You should also note my extemporaneous comments during the lectures, as they will provide the best explanation of the important concepts and the fullest development of the major themes of the course. You’ll need good notes to do your best on the tests. Although you can share your notes with classmates for free, you are not free to sell notes to anyone else: you do not own the lectures and their content.

**Quizzes.** During the semester, you will take 10 scheduled quizzes on the lectures and assigned readings. Your lowest quiz score will be dropped in calculating your final grade. You can miss one quiz, then, for unexcused reasons or penalty, but you should plan ahead and allow for unexpected events in your life. These quizzes are worth 15% of your final grade.

Note: There are no make-up quizzes. If you miss class on a day there is a quiz, you will get a 0. Remember, I will drop each student’s lowest quiz score over the course of the semester, but you should plan ahead for unforeseen circumstances.

**Exams.** You’ll take three in-class exams— one in Week 5, one in Week 10, and one during Finals week (Week 17.) Each exam will have similar kinds of questions and have roughly the same format: you might answer several IDs and short answer questions— and will always analyze a new primary source or two.

Makeups will not be given before the scheduled date for an exam under any circumstance. The exams are each worth 20% of your grade.

**Textbook.** Textbooks are expensive– the leading one many professors use clocks is over \$75. To help mitigate that financial stress, I use a free, online textbook, *The American Yawp*. (<https://www.americanyawp.com>). You should bookmark this on your computer as you will need to read from it each week. This textbook is designed to expand on lecture material and help you understand the broader context and content that we cannot cover fully in lecture due to time constraints. This textbook will help you frame your essay assignments and study for the exams, as well.

**Primary Sources.** Each week you will read primary sources in addition to the textbook. These are marked with an asterisk on the syllabus, and can be found on Brightspace. Primary sources are materials that produced by people in the past *at the time of the event in question*. These are fun, but often tough, texts. You will understand them better– and we will have better discussions– when you have read them as hard copies. Please print and bring to class all readings that are posted online, ready to think and to participate: I WILL ask you questions about the sources and expect you to verbally engage with them.

A tip about reading primary sources: You should plan to read these texts, which are normally 1-2 pages, a total of three times.

- 1<sup>st</sup> read: Get a general understanding of the text.
- 2<sup>nd</sup> read: Examine the language and structure of the text. Underline main ideas, key points, write a “?” next to anything that is confusing (such as unfamiliar words or unclear information), circle key words or phrases, and put an “!” next to surprising or important information that helps you make connections.
- 3<sup>rd</sup> read: Read with a “red pen” in hand; think critically. Mark it up and make inferences, craft opinions, and make inter-textual connections.

**When to read.** You are expected to have done the readings for the assigned day before lecture begins. You will not understand what I am talking about if you have not read the textbook *and* the primary sources. You will also not be able to keep up with the fast pace of the class if you have not read the primary source CAREFULLY. I reference the readings in lecture a great deal.

**Primary Document Analysis Forms.** Learning how to read primary sources critically and deeply is a learned skill that takes practice. I have created a template– a Primary Source Analysis Sheet– to use as you read the sources that guides you through the thought process historians use as they critically evaluate materials in the archive.

This template should be filled out for EVERY primary document reading assigned in this course and brought to class. I will collect these from you at 13 scheduled times over the course of the semester to ensure they are complete and that you are intelligently engaging with the sources. You will know in advance that it is a day I will collect one of these homework assignments, but you will not know *which one*.

If you miss a class on a day when I collect a document sheet, you will not receive credit for that assignment. These assessments will count for 15% of your grade.

A note about grades on this assignment: don't fret if you do poorly on these at the beginning! Students always struggle for about 4 or 5 weeks, and then BAM! Something clicks. I promise if you keep trying, you will learn this skill and then you will flourish. I am also always available to help you practice the skill via office hours or personal Zoom appointment. I will also drop your lowest grade in this category at the end of the semester.

**Brightspace.** You are expected to check Brightspace regularly for announcements about the course. This will primarily be how I communicate with you.

**Email.** Please use ONLY your Purdue email to write to me, and HISTwrite email using accurate and appropriate greetings and language. (Ie: Dear Professor Irvine, Dear Dr. Irvine, and/ or Best, Cheers, Warmly etc... in closing.) Emails are read daily and will be responded to within 24 hours. I do not check my email after 5 pm. Do not expect responses to email messages in answer to questions readily answerable from the syllabus or the course materials on Brightspace.

**Laptops and cell phones.** Please turn off and put away their cellphones and laptops and smart watches when you arrive in class. Texts are distracting, and I talk quickly. You *will* miss something. I make this policy with regret, but the distractions of social media, internet news, etc. are now becoming distractions to everyone, students and faculty alike. I ask that for 75 minutes, twice a week, for you to be mentally present, focused on the task at hand, and engaged with each other. Learning is a collective human endeavor, and we meet in person for a reason. Most of all, your eye contact, nods, and quizzical looks help me teach.

**Recording and Sharing Policy.** I do not permit audio or visual recording in the classroom. If you require an audio recording of lectures as a learning accommodation, please contact Disability Services, and I will coordinate with them to arrange a workable solution. As the instructor teaching this course, I hold the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission from myself. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

**Student Services.** If you need help with writing, note-taking and critical reading, contact Purdue's On-Campus Writing Lab, located at 1198 Third Street. (765) 494-3723. They are open 9 am-5 pm, M-F, and offer in-person, online, and e-tutoring.

**Academic Honesty.** Course work must be performed in accordance with the University's Code of Academic Integrity. Violations of this code— including cheating, plagiarism, fabrication, and facilitating the academic dishonesty of others— range from a failing grade for the assignment, an F in the class, and/or a report filed with the Dean.

This includes ChatGPT and similar text-generators. Submitting AI-generated writing or research **as your own** is academic dishonesty and carries the same penalties as plagiarism. If any portion of your assignment was generated by a chatbot, you are in violation of the academic integrity expectations of this course and the university. Your case will be reported to the Office of Student Rights and Responsibilities for further review of your status at this University.

**Disabilities.** This class complies with all University policies supporting students with disabilities. If you feel that you may be entitled to special provisions for taking notes or writing papers and exams, you must obtain a memo from the Office of Disability Services for Students <https://www.purdue.edu/drc/>. Unless you provide this memo, you cannot receive extra time or other special considerations.

**Bias Reporting.** As your instructor, it is my responsibility to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus.

**A final note.** This is a working document that may be changed depending on developing circumstances. I will communicate all changes to students via Brightspace announcements, and students are expected to keep up with the changes.

## SCHEDULE OF LECTURES, QUIZZES, AND TESTS

### **Week 1: Reconstruction- The Second Founding**

Tuesday August 22: Introduction and Welcome

Thursday August 24: The Broken Promises of Reconstruction

Reading Due:

1. AY, Ch 15 (all)
2. \*Mississippi's Black Code, 1865

### **Week 2: Capital and Labor in the Gilded Age**

Tuesday August 29: The March of Capital and the Rise of Inequality

Reading Due:

1. AY, Ch 16 (Introduction, March of Capital, Rise of Inequality)
2. William Graham Sumner on Social Darwinism (1880s)
3. Andrew Carnegie's Gospel of Wealth, 1889

Quiz #0- Informal Intellectual Autobiography due to Brightspace

Thursday August 31: **The People Respond**

Reading Due:

1. AY, Ch 16 (Labor Movement, Populist Movement, William Jennings Bryan and Politics of Gold, Conclusion)
2. \*The "Omaha Platform" of the People's Party, 1892

In Class- Quiz #1

### **Week 3: The American West**

Tuesday September 5: The American West- Myth and Fact

Reading Due:

1. AY Ch 17 (Introduction, Post-CW Migration, Western Economic Expansion, Rodeos, Wild West Shows, and Mythic American West, The West as History: the Turner Thesis)
2. \*Frederick Jackson Turner, "Significance of the Frontier in American History" (1893)

In-class: Mystery Primary Source Collected (1)

Thursday September 7: Allotment and Resistance in the Native West

Reading Due:

1. AY Ch 17 (The Indian Wars and Federal Peace Policies, Allotment Era and Resistance in Native West)
2. \*Chester A. Arthur on American Indian Policy, 1881
3. \*Captain Richard Henry Pratt Speech, "Kill the Indian, and Save the Man," 1892

In Class- Quiz #2

**Week 4: Life in Industrial America**

Tuesday September 12: Immigration and the Changing Face of America

Reading Due:

1. AY Ch 18 (Introduction, Immigration and Urbanization, Gender, Religion, and Culture). AY Ch 19, (Immigration).
2. \*Jacob Riis, *How the Other Half Lives*, 1890

In-class: Mystery Primary Source Collected (2)

Thursday September 14: The New South and the Problem of Race

Reading Due:

1. AY Ch 18 (The New South and the Problem of Race, Conclusion)
2. \*Henry Grady on the New South, 1886
3. \*Ida B. Wells-Barnett, "Lynch Law in America," 1900

In Class- Quiz #3

**Week 5: American Empire**

Tuesday September 19: EXAM #1

Thursday September 21: American Empire/ TR and Latin American imperialism

Reading Due:

1. AY Ch 19 (Introduction, Patterns of American Intervention, TR and American Imperialism, Conclusion)
2. \*Rudyard Kipling, "The White Man's Burden," 1899
3. \*William McKinley on American Expansionism, 1903
4. \*William James on "The Philippine Question," 1903

In-class: Mystery Primary Source Collected (3)



**Week 6: The Progressive Era**

Tuesday September 26: Progressive Era and Reform

Reading Due:

1. AY, Ch 20 (Introduction, Mobilizing for Reform, Women's Movements). AY Ch 16 (The Socialists)
2. \*Jane Addams, "The Subjective Necessity for Social Settlements," 1892
3. \*Eugene Debs, "How I Became a Socialist," April 1902
4. \*Walter Rauschenbusch, *Christianity and the Social Crisis*, 1907

In-class: Mystery Primary Source Collected (4)

Thursday September 28: Paradoxes of Southern Progressivism

Reading Due:

1. AY Ch 20 (Jim Crow and African American Life, Conclusion)
2. \*Booker T. Washington on Black Progress, 1895
3. \*W.E.B. DuBois on Black Progress, 1903

In Class- Quiz: #4

**Week 7: WWI and the Roaring 20s**

Tuesday October 3: Global Empires Collide- WWI

Reading Due:

1. AY Ch 21 (All, with special attention to The 14 points and the League of Nations)
2. \*W.E.B. DuBois, "Returning Soldiers," (May 1919)

In-class: Mystery Primary Source Collected (5)

Thursday October 5: After the War: Americans and the 'New Era' of the 1920s

Reading Due:

1. AY Ch 22 (All)
2. Marcus Garvey, Explanation of the Objects of the Universal Negro Improvement Association, 1921

In Class- Quiz #5

**Week 8: The Great Depression**

Tuesday October 10: **October Break- No Classes**

Thursday October 12: The Great Depression

Reading Due:

1. AY Ch 23 (Introduction, Origins of GD, Hoover, Lived Experience of the Depression, The Bonus Army)
2. \*Short Newsreel, "Bonus Army Routed," 1932 (1:34 min)

In-class: Mystery Primary Source Collected (6)

**Week 9: The New Deal**

Tuesday October 17: FDR and the New Deal

Reading Due:

1. AY Ch 23 (FDR and The "First" New Deal, The New Deal in the South, Voices of Protest, The "Second" New Deal (1935-1936), Equal Rights and The New Deal.)
2. \*Herbert Hoover on the New Deal, 1932
3. \*Huey P. Long, "Every Man a King" and "Share our Wealth," 1934

In Class- Quiz #6

Thursday October 19: The End of the New Deal (1937-1939)

Reading Due:

1. AY Ch 23 (The End of the New Deal (1937-1939), The Legacy of the ND)

In-class: Mystery Primary Source Collected (7)

**Week 10: WWII**

Tuesday October 24: EXAM #2

Thursday October 26: WWII Begins

Reading Due:

1. AY Ch 24 (Introduction, Origins of Pacific War, Origins of European War)
2. \*FDR, Executive Order No. 9066, 1942

**Week 11: WWII Ends; Cold War Begins**

Tuesday October 31: WWII Ends

Reading Due:

1. AY Ch 24 (The US and the European War, The US and the Japanese War, Wartime Economy, Women and WWII, Race and WWII)

In-class: Mystery Primary Source Collected (8)

Thursday November 2: The Cold War

Reading Due:

1. AY Ch 24 (Toward a Postwar World, Conclusion). AY Ch 25 (All)
2. \*The Truman Doctrine, 1947
3. \*NSC-68, 1950

In Class Quiz- #7

**Week 12: An Affluent Society?**

Tuesday November 7: The Affluent Society

Reading Due:

1. AY Ch 26 (Introduction, Rise of Suburbs, Gender and Culture in Affluent Society, Politics and Ideology)
2. \*Richard Nixon on the American Standard of Living. (Kitchen Debate, 1959)

In-class: Mystery Primary Source Collected (9)

Thursday November 9: The Early CRM (1940s and 1950s)

Reading Due:

1. AY Ch 26 (Civil Rights in Affluent Society, Conclusion)
2. \**Brown v. Board of Education of Topeka* (1954)

In-Class Quiz- #8

**Week 13:**  
 Tuesday November 14: **The Crisis of the 1960s**  
 CRM Continues (1960-1965)

Reading Due:

1. AY Ch 27 (Civil Rights Movement Continues, LBJ's Great Society)
2. \*LBJ, "We Shall Overcome": The Voting Rights Speech, 1965
3. \*LBJ, "Remarks at the University of Michigan," May 22, 1964

In-class: Mystery Primary Source Collected (10)

Thursday November 16: Liberalism Unravels  
 Reading Due:

1. AY Ch 27 (Culture and Activism, Beyond Civil Rights), AY Ch 28, (The Strain of Vietnam, Racial, Social, and Cultural Anxieties)
2. \*Black Panther Party- 10 point Program

In Class Quiz - #9 AND In-class: Mystery Primary Source Collected (11)

**Week 14:** **Thanksgiving Break**

Tuesday November 21: Thanksgiving Break- No Classes (my treat)

Thursday November 22: Thanksgiving Break- No Classes (Purdue's treat)

**Week 15:** **The End of an Era– and Start of a New One**

Tuesday November 28: Crisis of 1968

Reading Due:

1. AY Ch 28 (The Crisis of 1968, Rise and Fall of Richard Nixon)
2. \*Young Americans for Freedom, The Sharon Statement, 1960
3. \*Alabama Governor George Wallace, "Segregation Forever" Speech (1963) (See Brightspace)
4. \*"The First Civil Right," Nixon Political Ad, 1968:  
<http://www.livingroomcandidate.org/commercials/1968/the-first-civil-right#4026> (You will need Flash on your computer to view this.)
5. \*"Crime," Nixon Political Ad, 1968:  
<http://www.livingroomcandidate.org/commercials/1968/the-first-civil-right#4026>

In Class Quiz- #10

Thursday November 30: Pivotal Decade: The 1970s  
 Reading Due:  
 1. *AY* Ch 28 (Deindustrialization and the Rise of the Sunbelt, Politics of Love, Sex, and Gender, The Misery Index); *AY* Ch 29 (Conservative Ascendance, Election of 1980)

In-class: Mystery Primary Source Collected (12)

**Week 16: The End of Liberalism and the Triumph of the Right**

Tuesday December 5: Triumph of the Right (Reagan to Trump)

Reading Due:

1. *AY* Ch 28, (The New Right in Power, Morning in America, Bad Times and Good Times, Culture Wars of the 1980s, The New Right Abroad, Conclusion)
2. \*"Evangelicals for Social Action Offer Guidance on Voting Biblically" 1980.

Thursday December 7: In-Class Review; wiggle room for lecture content the day before (it's a lot....)

In-class: Mystery Primary Source Collected (13)

**Finals Week:**

December 11-15:

Exam #3 during our scheduled exam time (TBA)