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**HIST 152:**

 **American History Since 1877**

**Spring 2018**

**T/Th 1:30-2:45**

**Wetherill Lab of Chemistry 104**



Dr. Brownell

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Office Hours: Wednesdays 1-3PM and by appointment

Teaching Assistants:

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Office Hours: Tuesday & Thursday, 10-11AM and by appointment

**COURSE DESCRIPTION:**

This course will survey the major political, economic, social, and cultural developments in American history from the end of Reconstruction to the present. Required readings are at the University bookstore. You will also find course materials posted on the Blackboard website.

In this course, you will become familiar with the dynamic processes that shaped modern America. You will also acquire the ability to interpret primary sources and to craft written historical interpretations. You will do well in class if you (1) attend class consistently; (2) complete the reading the week it is scheduled; (3) listen carefully during lectures and understand that they will not repeat the reading, but will provide supplementary contexts and alternative interpretations; (4) take notes during lecture and review your notes before the next class meeting; (5) budget time to complete the writing assignments and to study for the exams; (6) meet with your Teaching Assistants to discuss your papers and the exam questions in advance of deadlines.

**REQUIRED COURSE MATERIALS:**

All books can be purchased at the University Book Store, Follett’s, or through Amazon.

Glenda Gilmore and Thomas Sugrue, *These United States*. W. W. Norton, 2015. ISBN-13: 978-0393239522

William Riordan, *Plunkitt of Tammany Hall,* ed. Terrence J. McDonald, Bedford/St. Martin. ISBN: 9780312084448

John Lewis, *Walking with the Wind: A Memoir of the Movement,* Mariner Books. ISBN: 0156007088

Students will be required to read articles from the “Made By History” section of the *Washington Post* and are expected to keep up to date with current events as discussed from a historical lens through the section. Students can subscribe for free with a .edu email address. Directions are posted on Blackboard.

**ASSIGNMENTS:**

* Quizzes: We will not take attendance during lectures, but quizzes on the previous lecture are always a possibility, so it is in your interest to attend lectures consistently and to review your notes from the previous lecture before arriving. No make-up quizzes will be administered, but we will discard your lowest score whether due to poor performance or absence from the class. Please see below (regarding cell phone use in class) for an important exception to this policy.
* Storied Lives Project:To help you develop an empathetic understanding of the past, you will create a historical character. Three times during the semester, you will hand in short (400-600-word) testimonies written in the first person from the perspective of your character. These texts must be structured as either entries in a diary, fragments of a memoir, letters, poems, or songs. You are free to explore different genres over the course of the term. Expectations, requirements, and deadlines for this assignment are posted under the “Storied Lives Assignment” document on Blackboard.
* Hollywood and History Essay Assignment: There is one essay assignment that requires an original analysis of the assigned course readings and an assigned film. Expectations and requirements, and deadline for this assignment are posted under the “Essay Assignment” on Blackboard. We will grade only hard copies of the essays; no email submissions will be accepted. Students are required to upload their papers via *Safe Assign* and also turn in a hard copy.
* Made By History Group Assignment: During the last week of classes, students will work in small groups to identify a pressing contemporary issue that needs historical analysis. They will work with their peers in a small group to historicize a contemporary issue, and prepare a presentation of this issue to the larger class. Expectations and requirements for this assignment are posted under “Made By History Assignment” on Blackboard.
* Exams: There will be two in-class exams—a midterm and a final exam during exam week. A week before each exam, study guides intended to help you prepare for the exams will be passed out and posted on Blackboard.
* Exam grades will be posted on Blackboard but only after exams have been returned in class. It is your responsibility to review your returned exam and verify that the grade posted on Blackboard matches the paper copy of your exam.

**EVALUATION:**

Students will be evaluated on the basis of:

* Pop Quizzes (15%): Administered randomly throughout the semester.
* Storied Lives Assignment (15%): Due in three installments throughout the semester.
* Essay Assignment (15%): Due in class on March 27.
* Made By History Group Project (10%): Presentations the final week of the semester.
* Midterm Exam (20%): In class on February 22.
* Final Exam (25%): Time and date TBA during exam week.

Late policy:

Late papers will be penalized **one-third grade per day** (example: a B paper that is one day late becomes a B-). All students are required to keep copies of their graded essays and exams until the end of the semester.

General notes re: grades:

* Final grades in the course **will** be assessed according to the plus/minus scale.
* Neither exam grades nor final grades in the course will be provided or discussed via email. If you would like to discuss your exams, grades, and/or your coursework in general, please do not hesitate to see me during office hours. I will be happy to go over your grades with you at any point in the semester.
* **You must complete all assignments to pass the course. This means that if you have a zero in any category—essay, quizzes, group project or exams—you WILL FAIL the course.**

**CLASSROOM POLICIES:**

* **No computers, tablets, i-Pads, phones, or recording devices are allowed in class.** You are expected to take notes with paper only. I do not allow my lectures to be recorded or reproduced, unless you have my permission. Cell phones are also not to be used in class at any time. No reading papers, engaging in lengthy conversations with a classmate, taking walks during class, or other such distracting material. We meet for 75 minutes a day and I expect your attention and focus for all of these 75 minutes. If you violate any of these policies, your previous quiz score will revert to a zero. If your previous quiz score is already a zero, the quiz before that will become a zero. These zeros will not be dropped.
* You should arrive in class familiar with both the textbook reading and any documents assigned for that day. You may expect quizzes and examinations to cover all material presented in class and in the assigned readings. Each Thursday we will discuss assigned primary sources. These sources are listed on the syllabus and are available on Blackboard. It is important that you read the source BEFORE class on Thursday so that you may participate in discussion (and be prepared for a potential quiz on it.)
* Lecture outlines handed out during each class. Please note: good note-taking is essential for your success in this class. You should not rely solely on the materials I provide, and you should regularly review your notes.
* This class is intended to encourage open, informed discussions and I hope to protect and foster a classroom atmosphere that will encourage an open and enlightened discourse in the class. Ultimately I would hope that you take those ideas and informed discussions with you beyond the classroom. Respect, open-mindedness and tolerance will be the standard for all classroom discussions. I encourage you to ask questions you may have on this topic either in the class or during office hours.
* Any changes to the syllabus will be announced in class or via email, as circumstances allow.
* Email will be the preferred mode of contact outside of regular classroom hours and office hours. Please feel free to contact me directly (i.e., not via Blackboard’s email option) at any point. I will also create a class email list which I will use to send course-related announcements as needed. **For this reason, I expect you to check your Purdue email account at least once a day.**
* I will not take attendance at lectures; however, regular attendance is absolutely critical, as the exams will be based upon the material covered in class. Quizzes count for 15% of your final grade.
* If you miss a class, it is your responsibility to obtain lecture notes and any written materials from that day. Other than what I normally post on Blackboard, I will not make my lecture notes available.
* In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes as necessitated by a revised semester calendar or other circumstances. Any necessary changes will be announced via email and/or the class Blackboard page.
* During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and my teaching. You will receive an official email from evaluation administrators with a link to the online evaluation site, and you will have two weeks to complete this evaluation. I consider your feedback vital, as does Purdue University. Your professors have access to these online evaluations only after grades are due.

**ACADEMIC INTEGRITY**

* As a student in this class and at Purdue, you are expected to uphold the standards of academic integrity. 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.

* Academic dishonesty includes, but is not limited to, the following: the use of papers or books not authorized by the instructor during examinations, quizzes, and other written assignments; giving or receiving answers during or in preparation for examinations and quizzes; and failing to cite sources employed for writing assignments.
* Those who engage in such practices should expect to fail the course and have their behavior referred to the Dean of Students. This is non-negotiable: if I find that you have plagiarized, you will fail the assignment and potentially will fail the entire course—period. Please do not put yourself in this situation.

**STUDENTS WITH DISABILITIES:**

* If you need any special accommodations to participate fully in class, please see me as soon as possible. I will keep all discussions confidential as long as the situation permits. Please not that, in order for Purdue University to accommodate your needs, you will need to provide appropriate written documentation and have it on file with Student Services. Students should be aware that Services for Student Disabilities are available at 494-1247 if you need further assistance.

**EMERGENCY NOTIFICATION PROCEDURES**

**If you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.**

• **Indoor Fire Alarms** mean to stop class or research and immediately **evacuate** the building. Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

• **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (**Shelter in Place**) in a safe location within the closest building. “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency\*. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

*\*In both cases, you should seek additional clarifying information by all means possible…Purdue Home page, email alert, TV, radio, etc…review the Purdue Emergency Warning Notification System multi-communication layers at http://www.purdue.edu/ehps/emergency\_preparedness/warning-system.html*

**EMERGENCY RESPONSE PROCEDURES:**

Review the **Emergency Procedures Guidelines** https://www.purdue.edu/emergency\_preparedness/flipchart/index.html

Review the **Building Emergency Plan** (available from the building deputy) for: o evacuation routes, exit points, and emergency assembly area

* when and how to evacuate the building.
* shelter in place procedures and locations
* additional building specific procedures and requirements.

**EMERGENCY PREPAREDNESS AWARENESS VIDEOS**

 "Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident.

Reference the Emergency Preparedness web site for additional information: <http://www.purdue.edu/emergency_preparedness>

**READING AND LECTURE SCHEDULE**

 NOTE: The reading for the week appears *under* the lecture. You should have all reading material completed by the Thursday lecture and be prepared to discuss the material during class and on pop quizzes.

Material posted on Blackboard is denoted with a \*\*. You will find all reading assignments and posted PDF excerpts under each week’s “Readings, Assignments, and Expectations” folder on Blackboard. Each week you will also have an assigned Made By History (MBH) piece. As new pieces appear throughout the semester, I may add another piece to the week’s reading, and will notify the class about this addition.

**Week 1: Reunion and Reconciliation**

January 9: Course Introduction

 January 11: Winning the Peace and the Memory

 ASSIGNED READING:

1. MBH: Gregory P. Downs, [“Why the second American Revolution deserves as much attention as the first.”](https://www.washingtonpost.com/news/made-by-history/wp/2017/07/19/why-the-second-american-revolution-deserves-as-much-attention-as-the-first/) \*\*

**Week 2: The Gilded Age**

January 16: The Gilded Age and Industrialization in the North

January 18: Yellow Journalism and the Spanish American War

 ASSIGNED READING:

1. *Plunkitt of Tammany Hall,* pp.1-41 (required)
2. Gilmore and Sugrue, *These United States,* Chapter 1
3. Thursday Primary Source discussion: Rudyard Kipling “The White Man’s Burden”
4. MBH: Christopher Petrella, [“The ugly history of the Pledge of Allegiance—and why it matters.”](https://www.washingtonpost.com/news/made-by-history/wp/2017/11/03/the-ugly-history-of-the-pledge-of-allegiance-and-why-it-matters/?utm_term=.952e16ae4ec2)

**Week 3: The Progressive Era**

 January 23: Progressive Impulses

 January 25: The Election of 1912

 ASSIGNED READING:

1. “The Story of 1912: ‘A Year of Supreme Possibilities’” \*\*
2. Gilmore and Sugrue, *These United States,* Chapter 2
3. Thursday Primary Source Discussion: 1912 Party Platforms
4. MBH: Bruce J. Schulman, [“The United States needs more bureaucracy, not less.”](https://www.washingtonpost.com/news/made-by-history/wp/2017/08/09/america-needs-more-bureaucracy-not-less/)

**Week 4: World War I**

January 30: Woodrow Wilson and Making the World Safe for Democracy

February 1: Making Americans during and after War

 ASSIGNED READING:

1. Gilmore and Sugrue, *These United States,* Chapter 3
2. Thursday Primary Source Discussion: Hiram W. Evans, “The Klan’s Fight for Americanism”
3. MBH: Marc-William Palen. [“Protectionism 100 years ago helped ignite a world war. Could it happen again?”](https://www.washingtonpost.com/news/made-by-history/wp/2017/06/30/protectionism-100-years-ago-helped-ignite-a-world-war-could-it-happen-again/)

**Week 5: Into the Modern: The 1920s**

February 6: Sex and the City in the 1920s

 February 8: The Harlem Renaissance

 ASSIGNED READING:

1. Gilmore and Sugrue, *These United States,* Chapter 4
2. Lewis, *Walking With the Wind,* Part I
3. Thursday Primary Source Discussion: Selections from the Harlem Renaissance
4. MBH: Lauren Maclvor Thompson, [“A century ago, women fought for access to contraception. The Trump administration threatens to undo their work.”](https://www.washingtonpost.com/news/made-by-history/wp/2017/09/15/a-century-ago-women-fought-for-access-to-contraception-the-trump-administration-threatens-to-undo-their-work/)

**Week 6: The Great Depression and the New Deal**

 February 13: The Promise of a New Deal

 February 15: The New Deal Realities (exam questions handed out)

ASSIGNED READING:

1. Levine, *The People and the President,* introduction \*\*
2. Gilmore and Sugure, *These United States,* Chapter 5
3. Thursday Primary Source Discussion: Letters to FDR
4. Andrew Hartman, [“The millennial left’s war against liberalism”](https://www.washingtonpost.com/news/made-by-history/wp/2017/07/20/the-millennial-lefts-war-against-liberalism/)

**ASSIGNMENT: Storied lives testimony #1 due in class on February 13**

**Week 7: Midterm Exam:**

February 20: America on the Eve of War

 February 22: In class Midterm Exam

 ASSIGNED READING:

1. Gilmore and Surgure, *These United States,* Chapter 6

**Week 8: World War II**

 February 27: World War II: At Home and Abroad

 March 1: America at the Summit of the World

ASSIGNED READING:

1. John Lewis, *Walking with the Wind,*  Part II
2. Gilmore and Sugrue, *These United States,* Chapter 7
3. Thursday Primary Source Discussion: Cold War Perspectives
4. MBH: Alexandra Levy, [“The test that changed the world.”](https://www.washingtonpost.com/news/made-by-history/wp/2017/07/16/the-test-that-changed-the-world/)

**Week 9: The Cold War, Anticommunism and 50s America**

March 6: Containment Abroad and at Home

March 8: Consent and Dissent in Cold War America

ASSIGNED READING

1. John Lewis, *Walking with the Wind,* Part III- IV
2. Gilmore and Sugure, *These United States,* Chapter 8
3. Thursday Primary Source Discussion: Youth Rebellion
4. MBH: Jennifer Delton, [“When ‘free speech’ becomes a political weapon](https://www.washingtonpost.com/news/made-by-history/wp/2017/08/22/when-free-speech-becomes-a-political-weapon/).”

ASSIGNMENT: **Storied lives testimony #2 due in class on March 8.**

**Week 10: NO CLASS- Spring Break**

ASSIGNED READING:

1. Gilmore and Sugure, Chapter 9

**Week 11: Civil Rights**

March 20: Building a Movement

March 22: The Promise and Limitations of the Great Society

 ASSIGNED READING

1. John Lewis, *Walking with the Wind,* Part V-VI
2. *Backstory with the History Guys*, radio broadcast on *Selma* \*\*
3. Gilmore and Sugure, *These United States,* Chapter 10
4. Thursday Primary Source Discussion: Presidential Recordings
5. MBH: Ibram X. Kendi, [“The Civil Rights Act was a victory against racism. But racists also won.”](https://www.washingtonpost.com/news/made-by-history/wp/2017/07/02/the-civil-rights-act-was-a-victory-against-racism-but-racists-also-won/)

ASSIGNED MOVIE

1. *Selma* (2014) This movie is available on Amazon, Netflix, and in HSSE Library.

**Week 11: Vietnam and the Silent Majority**

 March 27: Vietnam

March 29: The New Left and the Counterculture

ASSIGNED READING

1. Gilmore and Sugrue, *These United States,* Chapter11
2. John Lewis, *Walking with the Wind,* Part VII
3. Thursday Primary source discussions: The New Left
4. MBH: David Kieran, [“Why American’s still can’t move past Vietnam.”](https://www.washingtonpost.com/news/made-by-history/wp/2017/10/10/why-americans-still-cant-move-past-vietnam/)

ASSIGNMENT: Hollywood and History Essay Due in Class on March 27th

**Week 12: The Me Decade**

April 3: Richard Nixon and the Silent Majority

April 5: Modern Feminism

ASSIGNED READING:

1. Gilmore and Sugrue, *These United States,* Chapter 12.
2. Thursday Primary Source Discussion: Feminism Documents
3. MBH: Michelle Nickerson, [“The end of the conservative Republican.”](https://www.washingtonpost.com/news/made-by-history/wp/2017/10/29/the-end-of-the-conservative-republican/)

**Week 13: “Morning in America”?**

April 10: The Reagan Revolution: Rhetoric v. Reality

 April 12: Group Workshop

ASSIGNED READING:

1. Gilmore and Sugrue, *These United States,* Chapter 13-14
2. Thursday Primary Source Discussion: Conservatives in Power Documents
3. MBH: Max Felker-Kantor, [“The 1984 Olympics fueled L.A.’s war on crim. Will the 2028 Games do the same?”](https://www.washingtonpost.com/news/made-by-history/wp/2017/08/06/the-1984-olympics-fueled-l-a-s-war-on-crime-will-the-2028-games-do-the-same/?utm_term=.cc8bb9f44245)

**Week 15: America as a Global Power**

April 17: The End of the Cold War

 April 19: “One Nation, Divisible?”

ASSIGNED READING:

1. David Brooks, “One Nation, Divisible?” *The Atlantic Monthly,* December 2001 \*\*
2. Gilmore and Sugrue, *These United States,* Chapter 15.
3. MBH: Jeremy Suri, [“How 9/11 triggered democracy’s decline.”](https://www.washingtonpost.com/news/made-by-history/wp/2017/09/11/how-911-triggered-democracys-decline/?utm_term=.a9c8861be1cf)

ASSIGNMENT: **Storied lives testimony #3 due in class on April 19**

**Week 16: Made By History**

April 20: Group Presentations

 April 22: Group Presentations

**Final Exam (TBA)**