

HIST 152: United States Since 1877
Monday, Wednesday, Friday, 8:30AM-9:20AM
Wilmeth Active Learning Center 2127

Instructor: Zachary Logsdon

Email: zlogsdon@purdue.edu

Office Hours: Monday and Wednesday, 12:00PM-2:00PM, via Zoom
Also by appointment via Zoom

COURSE OVERVIEW

This course will survey the major political, economic, social, and cultural developments in American history from the end of Reconstruction to the present. The course textbook may be acquired at the University bookstore. You will also find course materials posted on the course Brightspace page.

In this course, you will become familiar with the dynamic processes that shaped modern America. 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.

Learning Outcomes

Through lectures, readings, written work, and participation in class discussions, students will, by the end of the semester, be able to:

1. Explain the general trajectory of American history in the 150 years between America's centennial and now.
2. Identify the social, economic, and political forces with transformed the United States during this period.
3. Highlight the numerous ways in which the United States has shaped the modern world and been shaped by it in turn.
4. Understand the contingent nature of history and why events unfolded in the way they did.

Outside of historical understandings, students will also:

1. Sharpen their analytical abilities by employing both lecture and readings to complete the course assignments.
2. Develop improved writing skills by drafting and revising their reading responses.
3. Enhance their critical thinking by developing their own opinions in answer to open-ended questions posed in the reading responses and exams.

REQUIRED TEXTS

- Gilmore, Glenda and Thomas Sugrue. *These United States: A Nation in the Making, 1890 to the Present* (New York, Norton, 2015).
- Assorted articles and book chapters

The textbook will serve to complement the lectures by providing further information while the lectures cover different material. There will generally be a reading from the textbook for each week that you are encouraged to complete before each Friday. The textbook can be found in the campus bookstore or on Amazon. Shorter articles, generally primary sources from the period we are studying, may be assigned each week and will serve as the basis of reading responses and class discussions. These shorter readings will be posted to Brightspace under the week for which they are assigned.

CLASS ATTENDANCE & LECTURES

This is an in-person course and I expect everybody to be in attendance when you are healthy. Do not come to class if you are feeling ill. Email me at with the subject line: HIST 152 absence I do not need details about your symptoms. Just let me know you are feeling ill and cannot come to class. If it is an emergency, please follow the University regulations on emergency medical care.

Other things to keep in mind with attendance:

1. Unless it falls under the University excused absence regulations (see below), any work due should be submitted on time via our course Brightspace.
 - a. Anyone who is absent on a day a reading response opportunity is due is still eligible to submit a response, even if absent.
2. If that day's class involves assessed work such as a test or presentation, you and I will plan if and how you can make up the work, following the assignment guidelines. This plan must be done before the next class period, so again, email me immediately when you know that you will miss class.

For cases that fall under **excused absence regulations**, you or your representative should contact or go to the [Office of the Dean of Students \(ODOS\) website](#) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted by ODOS for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent medical care. The processes are detailed, so plan ahead.

Electronic Devices Policy

Laptop computers are permitted for note-taking. However, it is important that they be used only for note-taking, and not for texting, internet browsing, and other distracting purposes. Persistent engagement in such behavior may result in a reduction of your overall grade. I will be happy to answer any questions you have so do not hesitate to email me (provided you do so after class).

I do not permit the recording or broadcast of my lectures without my prior and express written permission.

Coursework

Grading Scale

The grading scale is:

Excellent:

A+ (97-100)

A (94-96)

A- (90-93)

Above average:

B+ (87-89)

B (84-86)

B- (80-83)

Average:

C+ (77-79)

C (74-76)

C- (70-73)

Below average:

D+ (67-69)

D (64-66)

D- (60-63)

Below 60 fails.

Note: there is no curve in this class. Students are encouraged to keep a close eye on Brightspace to keep track of their grades.

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

Reading Responses	(5 for a total of 25%)
1st Midterm Exam	(25%)
2nd Midterm Exam	(25%)
Final Exam	(25%)

READING RESPONSES

Five reading assignments will account for 25% of your final grade. There will be **ten opportunities** to choose from over the course of the semester. You will input your responses directly into Brightspace. **They will relate to that week's readings or ask you to consider that week's readings and a previous week's readings together.**

You will have multiple opportunities over the course of the semester to complete these reading responses. You only need to complete five of these over the course of the semester, and it is entirely your choice when you complete these assignments, as long as you complete a total of five.

Each one should be 200-250 words in length and is worth 5% of your overall grade. Your responses are **due through Brightspace by 9am** on the days marked in the syllabus. The purpose of these responses is to stimulate thinking about issues, questions, and problems raised by the readings we are discussing that week. The goal is for you to discover, develop, and clarify your own ideas. You should do the appropriate reading; then sit down and write in response to the question for 20-30 minutes. I will be looking for evidence that you are thinking seriously about the course materials. Your responses should show that you are wrestling with concepts explained in the reading and in lectures and that you have done your reading and thinking before attempting your responses. For the most part, you will be rewarded for the process of thinking rather than for the end product you deliver. Specifically, you will be graded on the quality of your analysis, your engagement with the specific readings and lecture materials, and your attention to the specifics of the question posed in the prompt.

EXAMINATIONS

There will be three examinations this semester. The dates for these exams may be found in the schedule detailed below. The date of the final examination will be announced once the schedule is available. Each examination will consist of short identification questions reflecting upon the significance of specific individuals or events from the class readings and a longer analytical essay on a broader theme. I will provide further guidelines and information as the semester progresses. If you miss an examination, you must contact me as soon as possible.

In order to prepare for these exams, I strongly advise you to take legible, constructive notes throughout the semester, to regularly engage with the course lectures, and to

consistently reflect upon the main themes and issues raised in the course readings and lectures. I will share more details as we get closer to the exams.

Late Work

Assignments or other work submitted late without an official reason may suffer a penalty of 10% per day the work is late. All students are encouraged to follow the Syllabus schedule and to check Brightspace for when assignments are due.

Other Course Policies Communications:

I endeavor to respond to all emails within 24 hours. I expect students to check their email accounts at least once a day and to carefully read the emails and other communications I send.

*Note: I cannot discuss grades via email. If you would like to discuss a grade, please contact me for an appointment and I will schedule one with you.

Accessibility:

Purdue University strives to make learning experiences accessible to all participants. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone at 765-494-1247.

Students with disabilities whose DRC Course Accessibility Letter (CAL) includes test accommodations must first release their CAL to me and then schedule to take their exams with the Purdue Testing Services at <https://www.purdue.edu/studentssuccess/testing-services/accommodated-testing/student.php>. You must do this at least one week before the exam date listed on the syllabus. In the case of finals week, you must do this at least four weeks before the start of finals week (or insert the relevant date for the semester). I will provide the Purdue Testing Services with your exam and they will administer it and provide the result to me for grade reporting. Students must inform me immediately of cases where the Purdue Testing Services does not have space so that I can make other arrangements. Students who fail to follow this process and these deadlines risk not being able to have their accommodations for that exam.

CHEATING / PLAGIARISM

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contain 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 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:

<https://www.purdue.edu/provost/teachinglearning/honor-pledge.html>

“As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.”

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace under University Policies and Statements.

I expect you all to abide by the Academic Regulations and the Student Code of Conduct, which can be found here: [University Catalog](#).

AI Use

The use of **generative artificial intelligence**, such as ChatGPT, in the completion of any course assignments is **forbidden**. I expect you to produce your own original work. The purpose of writing assignments is for you to sharpen your own analytical and argumentative skills. The use of generative AI would defeat this purpose. Students should also be aware that ChatGPT and other generative AIs are known to create references to non-existent sources. All assignment submitted via Brightspace will be checked with Turnitin software. **Those caught in violation of this policy will be held to have committed academic dishonesty and will be treated accordingly.**

The use of spellchecking programs is permissible, but you should make me aware if you do so.

Nondiscrimination:

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A

hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies and Statements.

Further information may be found here: [Nondiscrimination Policy Statement](#)

Emergency Preparedness:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting me via email. You are expected to read your @purdue.edu email on a frequent basis.

A link to Purdue's Information on [Emergency Preparation and Planning](#) is located on our Brightspace under "University Policies and Statements." This website covers topics such as Severe Weather Guidance, Emergency Plans, and a place to sign up for the Emergency Warning Notification System. I encourage you to download and review the *Emergency Preparedness for Classrooms document (PDF) or (Word)*.

Our classroom is WALC 2127. The first day of class, I will review the Emergency Preparedness plan for our specific classroom, following Purdue's required [Emergency Preparedness Briefing](#). Our specific classroom emergency information can also be found here:

- In the event of a fire alarm or other emergency requiring us to evacuate, students will proceed to the southeast corner of Potter Engineering Center (POTR). In the case of bad weather, students will proceed to the lounge inside the Southeast corner of Potter Engineering Center
- In the event of a tornado warning, students will proceed to the basement of WALC and take shelter in its interior corridors, bathrooms, and offices.
- In the event of a need to shelter in place due to an active threat, students will remain in the classroom and lock the door. All students in hallways must go into an office or classroom. All such doors have locks.
 - In the event of the HAZMAT release, students will remain inside in spaces with doors and windows closed.

Copyright:

See the University Policies and Statements section of Brightspace for guidance on Use of Copyrighted Materials. Effective learning environments provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students and instructors are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university's right to use those works for educational purposes. Students may not copy, reproduce, or post to any other outlet (e.g.,

YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

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 Brightspace or can be obtained by contacting me via email.

University Policies and Statements

Students may find links to all other policies on the course Brightspace page under “Content” and “University Policies and Statements. This course will adhere to all university policies and statements. Links to these policies and statements are also listed here:

Academic Regulations and Student Code of Conduct: [University Catalog](#).

[Purdue's Student Guide for Academic Integrity](#)

[Nondiscrimination Policy Statement](#)

[Office of the Dean of Students: Class Absences](#)

[Academic Regulations: Attendance](#)

[Amorous Relationships](#)

[Emergency Preparedness](#)

[Violent Behavior Policy](#)

[Use of Copyrighted Materials](#)

Student Support and Resources

[Mental health, Wellness and Basic needs security](#)

[Engaging in Your Learning](#)

[Purdue's Web Accessibility Policy](#)

[Accessibility Standards in Brightspace](#)

LECTURE TOPICS & READING ASSIGNMENTS

Week 1: The American Civil War

Readings: South Carolina Proclamation of Secession (B), Cornerstone Speech (B) Emancipation Proclamation (B), Mississippi and South Carolina Black Codes (B), Charles Schurz on the Condition of the South (B), Ku Klux Klan Act of 1871 (B), and the Civil Rights Act of 1875 (B)

Mon., Jan. 13: Introduction and Themes

Wed., Jan. 15: Rebellion

Fri., Jan. 17: Reconstruction
Reading Response 1 Due at 8:30 AM

Week 2: The West

Reading: Homestead Act of 1862 (B) Treaty of Fort Laramie (B), New York Herald and Helena Herald on the Battle of Little Big Horn (B), The Dawes Act (B), Chinese Exclusion Act of 1882 (B)

Mon., Jan. 20: **Martin Luther King Jr. Day: No Class**

Wed., Jan. 22: From Ocean to Ocean

Fri., Jan. 24: From Fort Laramie to Wounded Knee
Reading Response 2 Due at 8:30 AM

Week 3: Jim Crow and Big Business

Reading: Gilmore and Sugrue, 1-39, Plessy v Ferguson (B) Benjamin Tillman on the Use of Violence Against Southern Blacks (B), Ida B Wells "Lynch Law in America," 1900 (B)

Mon., Jan. 27: From Reconstruction to "Redemption"

Wed., Jan. 29: The Gilded Age and the Industrialization of America

Fri., Jan. 31: Discussion
Reading Response 3 Due at 8:30 AM

Week 4: the United States in the World, 1890s

Readings: Gilmore and Sugrue 41-58, De Lomé Letter (B), McKinley Defends U.S. Expansionism (B), Aguinaldo's Case Against the United States (B), Foraker Act of 1900 (B)

Mon., Feb. 3: Liberty Enlightening the World

Wed., Feb. 5: The Spanish-American War

Fri., Feb. 7: An American Empire
Reading Response 4 Due at 8:30AM

Week 5: The Progressive Era

Reading: Gilmore and Sugrue 58-99, Excerpts from Andrew Carnegie's *the Gospel of Wealth* (B), Jane Addams "Why Women Should Vote" (B) Theodore Roosevelt's Acceptance Speech of 1912 (B), The New Freedom (B)

Mon., Feb. 10: Industrial Capitalism and the Politics of Reform

Wed., Feb. 12: National Politics and the Election of 1912
Reading Response 5 Due at 8:30AM

Fri., Feb. 14: **1st Exam**

Week 6: The Great War

Reading: Gilmore and Sugrue 99-120, Wilson's "Too Proud to Fight" Speech (B) Wilson's War Message to Congress (B), Wilson's Fourteen Points (B), Theodore Roosevelt on "Hyphenated Americans" (B)

Mon., Feb. 17: The United States and World War I

Wed., Feb. 19: The Wilsonian Moment

Fri., Feb. 21: Discussion

Reading Response 6 Due at 8:30 AM

Week 7: The Roaring Twenties

Reading: Gilmore and Sugrue 123-151

Mon., Feb. 24: Independent Internationalism

Wed., Feb. 26: Sex and the City in the 1920s

Fri., Feb. 28: Prohibition

Week 8: The Dirty Thirties

Reading: Gilmore and Sugrue 151-212, Franklin Roosevelt on the "Forgotten Man," (B), Huey Long's "Share Our Wealth" Speech (B), Franklin Roosevelt's Second Inaugural Address (B) Fr. Charles Coughlin "Roosevelt and Ruin" (B)

Mon., Mar. 3: Franklin Roosevelt and the New Deal

Wed., Mar. 5: The New Deal's Realities

Fri., Mar. 7: Discussion

Reading Response 7 Due at 8:30 AM

Week 9: World War II

Reading: Gilmore and Sugrue 212-280, F. Roosevelt's Speech on the Outbreak of War (B), F. Roosevelt's "Arsenal of Democracy" Speech (B), F. Roosevelt's "The Four Freedoms," (B), Japanese American Citizens League Letter to President Roosevelt (B)

Mon., Mar. 10: The March to War

Wed., Mar. 12: V for Victory: the Domestic Politics of World War II

Fri., Mar. 14: An American Century

Reading Response 8 Due at 8:30 AM

Week 10: Spring Break

Mon., Mar. 17: **No Class**

Wed., Mar. 19: **No Class**

Fri., Mar. 21: **No Class**

Week 11: Iron Curtains and Baby Booms

Reading: Gilmore and Sugrue, 283-363

Mon., Mar. 24: Containment at Home and Abroad

Wed., Mar. 26: Urban America to Suburban America

Fri., Mar. 28: **2nd Exam**

Week 12: Civil Rights and 1960s America

Reading: Gilmore and Sugrue 367-405, SNCC Statement of Purpose (B), Inaugural Address of George C. Wallace, Martin Luther King's Letter from a Birmingham Jail (B), Malcolm X "Ballot or Bullet" Speech (B)

Mon., Mar. 31: Building a Movement

Wed., Apr. 2: JFK and Camelot

Fri., Apr. 4: The Promise and Limitations of the Great Society
Reading Response 9 due at 8:30AM

Week 13: The Vietnam War and America in the World

Reading: Gilmore and Sugrue 409-444, The Port Huron Statement (B), Lyndon Johnson's "Great Society" Speech (B), SNCC Statement on Vietnam (B), Tonkin Gulf Resolution (B)

Mon., Apr. 7: All the Way with LBJ: America in Vietnam

Wed., Apr. 9: The New Left and Counterculture

Fri., Apr. 11: Beyond Vietnam
Reading Response 10 due at 8:30AM

Week 14: The Me Decade

Reading: Gilmore and Sugrue 447-517, Lyndon Johnson
“Declines to Run for Reelection” Speech (B), Richard Nixon
“Cambodia” Speech (B), National Organization for Women
Statement of Purpose (B),

Mon., Apr. 14: Nixonland: Vietnamization, Deindustrialization,
and the Politics of the 1970s

Wed., Apr. 16: Women’s Liberation and the other Civil Rights
Movements

Fri., Apr. 18: Conservatism Rebounded: The Silent Majority

Week 15: “Morning in America”?

Reading: Gilmore and Sugrue 518-545, James E.
Carter “Malaise” Speech (B), Ronald Reagan First
Inaugural Address (B)

Mon., Apr. 21: Mad as Hell: Carter and the No-Longer Silent Majority

Wed., Apr. 23: The Reagan Revolution: Rhetoric v. Reality

Fri., Apr. 25: Discussion

Week 16: The American Century

Reading: Gilmore and Sugrue 545-576, Ronald Reagan “Evil
Empire” Speech (B), George H.W. Bush “A Whole Europe” Speech
(B)

Mon., Apr. 28: At the Ebb of American Power

Wed., Apr. 30: The End of the Cold War

Fri., May 2: Review for Final Exam

FINAL EXAM: TBD

Note: Lecture Topics subject to change at instructor’s discretion. Any such changes
will be announced both in class and on Brightspace. Syllabus may also otherwise

change as instructor's discretion, with any changes being announced both in class and on Brightspace.

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 maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies.

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.

BASIC NEEDS SECURITY POLICY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed, and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday.