

History 1201---: The History of the United States since 1896

St. Francis College

T/Th 1:10-2:45, Room 5401

Dr. Sara Haviland shaviland@sfc.edu

Office: 7005 Office Hours: Tuesdays: 2:45-4:15; Thursdays: 11-12; 2:45-4:15

Course Description

This course examines the social, political, economic, and cultural developments in modern United States history. Beginning with progressivism, we will trace the development of the lives of Americans through the twentieth century. We will explore politics, social movements, culture, and labor. This course will emphasize race, gender, class, religion, sexuality, internationalism, and region as key categories of analysis. We will examine the ways in which regional, national, and international politics influenced the everyday lives of ordinary American men and women. In addition to covering the narrative of U.S. history since 1896, we will explore history as an academic discipline. In other words, what does it mean to be an historian, and what is it that historians do?

As a member of this section of History 1201, you are fortunate to have the opportunity to participate in an exciting project funded by the U.S. Department of Education, along with other St. Francis students, students at Long Island University, and City Tech. This funding allows us to spend several weeks utilizing the vast resources available at the Brooklyn Historical Society. The core project in this class, described in the "Course Requirements" section, includes additional details.

This syllabus constitutes a contract between the instructor and the student. By being a student in this course, you agree to uphold your obligations and responsibilities to the best of your ability. Any changes to the syllabus will be announced in class and on Angel, and will only be made in order to benefit you and the flow of the course.

Required Text:

William H. Chafe, *The Rise and Fall of the American Century: The United States from 1890-2009*, to be provided by St. Francis College.

Additional readings are available on Angel.

Requirements:

- Attend and participate in class
- Complete assigned readings on time
- Write SHORT weekly reading responses, posted to a class blog
- Complete all components of SAFA-Brooklyn CORE term project
- Complete one midterm exam
- Complete one final exam

Goals

Students who take this course will learn:

- The narrative arc of twentieth century American history.
- Key methods, ideas, and analytical frameworks in American history.
- How historical interpretations change over time.
- The difference between primary and secondary sources.
- Critical thinking and communication skills.

Objectives

At the end of this class, students should be able to:

- Explain the causes and consequences of the defining events in the twentieth century, including the World Wars, the Great Depression and New Deal, the Cold War, the Civil Rights Movement, the Vietnam War, and various culture wars.
- Identify the defining features, successes, and failures of significant political movements, including Progressivism, Liberalism, and Conservatism, and explain how those movements influenced party politics.
- Summarize the major economic developments during the twentieth century and their impact on the average American worker.
- Compare and contrast the historical experiences of diverse groups in American society during the twentieth century and analyze these groups' roles in shaping American society.
- Situate social movements and cultural trends in their contexts, and identify the factors that created and influenced them.
- Analyze the United States' foreign policy and stature in the world over the course of the twentieth century and describe the relationship between world and U.S. affairs.
- Explain the influence twentieth century U.S. history has had on current political affairs, social movements, and cultural trends.
- Interpret primary and secondary sources, and understand how historians utilize both to create an analysis.

Attendance Policy

- Students are required to attend class. You should arrive on time and be ready to participate. Three unexcused absences are allowed; each additional unexcused absence will result in the lowering of your grade by half a letter grade. It is your responsibility to talk to me if you believe an absence meets the conditions for being excused. These conditions typically include documented illness, family emergencies, and participation in college activities. If you have a foreseeable absence, it is your responsibility to present it to me ahead of time. In addition, students are expected to arrive to class on time. Every three late arrivals will count for one unexcused absence.

Appropriate uses of tablets, cell phones, and laptops in the classroom include note taking, looking up class material on Angel or the class blog to reference in discussion, and using Internet services for looking up words.

Inappropriate uses of these devices include texting, chatting, social network sites, games, and other non-class related activities. Students seen using devices for these purposes will not be given participation credit for the day.

Assignments and Grading

Please note: Some readings for the course are on Angel and you are expected to come to class having read them. If you have trouble accessing the files, it is your responsibility to get help in a computer lab and/or email me. Some of the files will open needing to be rotated because of how they were scanned. Download and save the file, open it in Adobe, and rotate it there.

Participation

10% OF FINAL GRADE

This class includes discussion, and your engagement in the material during class sessions is essential to your success in this class. Small group work, large group discussion, and overall engagement in the material will be assessed. In addition, commenting on the class blog (see below) counts toward class participation, and you will not receive full credit for participation if you do not participate in both class discussion and blog commenting.

Reading Response blog

15% OF FINAL GRADE

Each week, students in this course are required to post a reading response to a class blog that everyone will have access to.

The URL is: <http://safa.brooklynhistory.org/haviland-f12/>

Responses should be SHORT. A well-constructed paragraph will do.

Your response should do ONE of the following:

1) Answer the question “What is interesting about the assigned reading, and why is it historically important?”

2) Ask an analytical question about the assigned reading. An analytical question draws on specific content and calls for critical thinking on a given theme.

Your responses will be graded on whether or not they were adequately completed (check minus, check, check plus).

Midterm exam

20% OF FINAL GRADE

- The first exam will be in class on October 16. It will consist of five short identifications and one essay. It will cover all of the material addressed to date in this class.

Brooklyn Historical Society/SAFA Website project

25% OF FINAL GRADE

- This class has the exciting opportunity to participate in a Students and Faculty in the Archives project utilizing the archive at the Brooklyn Historical Society. For three consecutive Tuesdays after the midterm, we will meet at BHS (two blocks from SFC) and spend time exploring several sets of documents related to racial discrimination in Brooklyn housing and community responses during the 1960s, all of which come out of the Arnie Goldwag Brooklyn Congress of Racial Equality collection.

Each group will have one document from the Brooklyn CORE collection that they will analyze. Each group will discuss and determine components of the document that need further explanation, and each individual within the group will take on one of the three components to explain as their own research project. All five groups in the class will have access to the five main documents as well as supplemental documents from the archive.

The goal of this project is to provide the class with an understanding of and appreciation for the archive, as well as hands-on exposure to the work historians do.

Students will conduct archival research and write a 4-6 page paper, **due 11/27**, on their research. Students will work in 5 groups of 3, and each group will have individual components. Grading will be on an individual basis. In addition to the research paper, students will be required to post to the class blog before, during, and after the visits on their experiences.

A detailed outline of assignments and the project as a whole will follow.

Final exam

30% OF FINAL GRADE

- The final exam will consist of five short identifications and two essays. The IDs will cover material addressed since the midterm, and the essays will be cumulative. **Please discuss any scheduling conflicts with me well in advance of the final.**

Plagiarism Policy: When you use the words or ideas of other scholars, authors, or students in your written work without giving them appropriate credit in your citations, you are committing plagiarism. A sheet offering examples of appropriate and inappropriate usage is attached to the end of this syllabus. Plagiarism is a serious violation of academic integrity and will result in a failing grade on the assignment. In the event of severe plagiarism cases or repeated plagiarism, your case will be presented for formal inquiry to the Committee on Academic Integrity.

If you have any questions or are confused in any way about what constitutes plagiarism, please discuss it with me. I am more than willing to address any question you may have, but I have a zero tolerance policy on plagiarism. It is in your best interest to communicate any questions or concerns you have with me before an issue arises.

All of your written work must contain the following statement:

“I understand the definition of plagiarism and I certify that the material handed in constitutes my original work.”

COURSE OUTLINE

- 9/6 - Introduction
- 9/11 - The Gilded Age
Readings: *Rise and Fall of the American Century* Introduction
- 9/13 - Imperialism
Readings: selections from Sarah Vowell, *Assassination Vacation* ON ANGEL
- 9/18 - Progressivism part 1
Readings: *Rise and Fall 2*
- 9/20 - Progressivism part 2
Selections from W.E.B. Du Bois, *The Souls of Black Folk*, ON ANGEL
- 9/25 - World War I
Readings: *Rise and Fall 3*

- 9/27 - The Roaring Twenties
Readings: *Rise and Fall* 4
- 10/2 - The Great Depression and the New Deal
Readings: *Rise and Fall* 5
- 10/4 - World War II
Readings: *Rise and Fall* 6
- 10/9 - World War II part 2
Readings: Readings: Selections from Ronald Takaki, *Double Victory* ON ANGEL
- 10/11 - In Class Review
- 10/16 - Midterm
- 10/18 - SAFA INTRO/Civil Rights Intro
Readings: Notes from Brooklyn Historical Society on CORE Collection
- 10/23 - Brooklyn Historical Society
MEET IN THE LOBBY AT 1:20 SHARP.
- 10/25 - The Civil Rights Movement
Readings: Melba Patillo Beals, *Warriors Don't Cry*, Ch 7-12, ON ANGEL
- 10/30 - Brooklyn Historical Society
MEET IN THE LOBBY AT 1:20 SHARP.
- 11/1 - Civil Rights in the North
Readings: Brian Purnell, "Drive Awhile for Freedom" in Woodard, *Groundwork*, ON ANGEL
- 11/6 - Brooklyn Historical Society
MEET IN THE LOBBY AT 1:20 SHARP.
- 11/8 - The Postwar World
Readings: *Rise and Fall* 7
- 11/13 - Cultures of the 1950s
Readings: *Rise and Fall* 8
- 11/15 - The Sixties
Readings: *Rise and Fall* 9
- 11/20 - The New Right
Readings: *Rise and Fall* 10
- 11/27 - Reagan and Eighties Culture

Readings: *Rise and Fall* 11

11/29 - The 1990s
Readings: *Rise and Fall* 12

12/4 - The Twenty-First Century
Readings: *Rise and Fall* 13 and Epilogue

12/6 - Course Wrap Up and Review

PLAGIARISM GUIDE

Examples of acceptable use of source material and unacceptable uses of source material. Use these as guidelines to avoid plagiarism.

From Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*, New York: Basic Books, 1988, 151.

“Postwar policies fostered the construction of the vast majority of new housing in the suburbs. Housing starts went from 114,000 in 1944 to an all-time high of 1,692,000 in 1950. The cold war made a profound contribution to suburban sprawl.”

Acceptable ways to use this material:

As Elaine Tyler May illustrates, suburban sprawl increased in the postwar era, as government policies allowed for rapid construction of new suburban housing (May, 151).

Elaine Tyler May states that, “Postwar policies fostered the construction of the vast majority of new housing in the suburbs.”¹ She points out that new housing constructions increased from 114,000 in 1944 to 1,692,000 in 1950.²

You may also use the entire quote encompassed by quotations in the body of the text, followed either by a parenthetical or a footnote.³

All essays must have a bibliography or works cited page.

Unacceptable uses of this material:

Copying any of the words **or phrases** in their entirety without quotation marks **AND** citations.

Policies after the war led to the building of the large majority of new homes in suburban areas. New housing constructions grew from 114,000 in 1944 to the highest number ever, 1,692,000 in 1950. This was part of the cold war’s contribution to the sprawling suburbs. (WITH NO CITATION THIS WOULD BE PLAGIARISM)

HISTORY ESSAYS USE THE CHICAGO MANUAL OF STYLE FOR CITATION.

http://www.chicagomanualofstyle.org/tools_citationguide.html

Follow the link for a quick reference guide.

¹ Author, Title, (city: publisher, date), page.

² Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era* (New York: Basic Books, 1998), 151.

³ Author, short title, page