

## **History 1201-10: The History of the United States since 1896**

### **St. Francis College**

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Tuesday, Thursday 09:35AM - 11:00AM

Office: Room 7005; Office Hours: TTH 11-1 and by appointment

### **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 1986, 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.

### **Required Text:**

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

**Additional readings are available on Angel.**

### **Course Requirements**

**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.**

### **It is your responsibility to communicate with me.**

#### *Attendance Policy and Classroom Etiquette*

- 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. In addition every three late arrivals will count for one unexcused absence. It is your responsibility to talk to me if you believe an absence meets the conditions for being excused, and to notify me in advance if you have any foreseeable absences, tardiness, or if you need to leave early.
- Any student seen using a cell phone during class will automatically lose credit for participation and any other activity done during class that day. Silence your cell phones before coming to class and do not use them. Texting is also disruptive, not only to me, but to your classmates, and it indicates that you are not intellectually present in class.
- If you intend to use your computer during class, please do so only to take notes. Do not use any websites or social media during class. Students seen doing so will lose credit for participation and activities that day.

### ***Keeping up with the reading***

**--- 10% OF FINAL GRADE**

Success in this class means that you will engage with U.S. history outside of the classroom by keeping up with the reading. Lectures and reading assignments will overlap, but will include different content, details, and interpretations. Each Thursday we will spend 5-10 minutes on one graded activity (quiz, discussion exercise, or short writing assignment) that will assess how well you have done the reading.

**Please note: Some readings for the course are on Angel. 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.

### ***Midterm exam***

**--- 25% OF FINAL GRADE**

- The first exam will be in class on February 28. 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 (SAFA) project utilizing the archive at the Brooklyn Historical Society. For three consecutive Tuesdays after spring break, 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 those 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 based on their work, **due 4/24**. Grading will be on an individual basis. In addition to the research paper, students will be required to write three short reflections on archive visits. These will be posted on a class blog.

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 ten short identifications and one essay. The IDs will cover material addressed since the midterm, and the essay 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.”**

### **Class Schedule**

1/19 - **Introduction**

1/24 - **The Gilded Age**

Readings: *Rise and Fall of the American Century* Introduction

1/26 - **Imperialism and Race**

Readings: Selections from W.E.B. Du Bois, *The Souls of Black Folk*, **ON ANGEL**

1/31 - **Progressivism in society and culture**

Readings: *Rise and Fall 2*

2/2 - **Progressivism in politics**

Readings: selections from Sarah Vowell, *Assassination Vacation* **ON ANGEL**

2/7- **World War I**

Readings: *Rise and Fall 3*

2/9 - **The Roaring Twenties**

Readings: *Rise and Fall 4*

2/14 - **The Great Depression and the New Deal**

Readings: *Rise and Fall 5*

2/16 - **World War II**

Readings: *Rise and Fall 6*

2/21 - **World War II part 2**

Readings: Selections from Ronald Takaki, *Double Victory*

2/23 - **IN CLASS REVIEW**

No new readings: CATCH UP!

- 2/28 - **MIDTERM IN CLASS**
- 3/1 - **The Postwar World**  
Readings: *Rise and Fall* 7
- 3/6 - **Cultures of the 1950s**  
Readings: *Rise and Fall* 8
- 3/8 - **The Civil Rights Movement**  
Readings: Melba Patillo Beals, *Warriors Don't Cry*, Ch 7-12, ON ANGEL
- 3/14 - **Civil Rights in the North**  
Readings: Brian Purnell, "Drive Awhile for Freedom" in Woodard, *Groundwork*, ON ANGEL
- 3/16 - **The Sixties**  
Readings: *Rise and Fall* 9
- 3/27 - **Visit to Brooklyn Historical Society**  
Readings: Notes from Brooklyn Historical Society on CORE Collection  
We leave the lobby at 9:35 am SHARP! DO NOT BE LATE!
- 3/29 - **Nixon and New Right**  
Readings: *Rise and Fall* 10
- 4/3 - **Visit to Brooklyn Historical Society**  
We leave the lobby at 9:35 am SHARP! DO NOT BE LATE!
- 4/10 - **Visit to Brooklyn Historical Society**  
We leave the lobby at 9:35 am SHARP! DO NOT BE LATE!
- 4/12 - **Reagan and Eighties Culture**  
Readings: *Rise and Fall* 11
- 4/17 - **The 1990s**  
Readings: *Rise and Fall* 12
- 4/19 - **The 21<sup>st</sup> Century**  
Readings: "Entertainment Wars: Television Culture after 9/11" by Lynn Spigel, *American Quarterly* 56 (Jun., 2004), 235-270
- 4/24 - **Reflections on the American Century**  
Readings: *Rise and Fall* 13 and Epilogue  
**SAFA Project Due**
- 4/26 - **IN CLASS REVIEW SESSION**  
No readings due. Catch up!

## 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.” She points out that new housing constructions increased from 114,000 in 1944 to 1,692,000 in 1950.<sup>1</sup>

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

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](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Follow the link for a quick reference guide.

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<sup>1</sup> Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era* (New York: Basic Books, 1998), 151.