

## **History 1201—11: The History of the United States since 1896**

St. Francis College

T/Th 9:35-11, Room 3401

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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 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 Students and Faculty in the Archives (SAFA), 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 class sessions 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.

Any changes to the syllabus will be announced in class and online, and will only be made in order to benefit you and the flow of the course.

### **Required Text:**

Nancy Hewitt and Steven Lawson, *Exploring American Histories: A Brief Survey with Sources*, v2, 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. Four or more unexcused absences will result in a failing 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. Every three late arrivals will count for one unexcused absence. If you arrive late it is your responsibility to check in at the end of class. Leaving class frequently or for large blocks of time will result in being marked absent as well.

**Appropriate use 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. Be respectful: using these devices inappropriately distracts you, your classmates, and me.**

### **Assignments and Grading**

#### **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.

#### **Reading Response blog**

**20% OF FINAL GRADE**

Each week, students in this course are required to post a to a class blog that everyone will have access to. The class will be divided into three groups:

Last name Albers-Fusco = Group 1

Last name Gleba-Khalique= Group 2

Last name Kroczyński-Termini = Group 3

When your group's week is indicated on the syllabus, you are responsible for an original post that answers the question "What is interesting about the assigned reading from this week, and why is it historically important?"

The other two groups that week are required to select a post and write a comment on it. Comments must be substantive and engage with the reading in a concrete way.

The goal of this assignment is to generate conversation about the readings out of class as well as in class, to provide you with an opportunity to hone analytical writing skills, the skills to write for an audience, and the ability to write both clearly and succinctly, and to ensure that you are keeping up with the assigned reading.

New posts will be due on Wednesdays and comments will be due on Friday.

The URL is: [safa.brooklynhistory.org/Haviland-s13](http://safa.brooklynhistory.org/Haviland-s13). You will receive an invitation at your sfc.edu email address, and if you have trouble setting your blog access up, you must come talk to me. I will be flexible in the first week, but after that, any missing/late responses will be marked zero. Responses should be short. A well-constructed paragraph will do.

#### **Midterm exam, in class, 3/5**

**20% OF FINAL GRADE**

This exam will assess your ability to interpret and contextualize documents in American history from 1896-1945.

#### **Brooklyn Historical Society/SAFA project Due 4/25**

**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 several

classes 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 4/25, on their research. Students will work in 5 groups of 3 for discussion, but all work turned in will be done independently. 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.

### **Final exam**

### **25% OF FINAL GRADE**

This exam will assess your ability to interpret and contextualize documents in American history from 1945-2012.

### **Grade Scale**

A Outstanding 100-94 percent

A- Excellent 90-93 percent

B+ Very good 89-87 percent

B Good 86-84 percent

B- Strong 80-83 percent

C+ Above Average 79-77 percent

C Average 76-74 percent

C- Below Average but acceptable 70-73 percent

D Poor 70-60 percent

F Failing below 60 percent

**Students will receive periodic grade reports from me over the course of the semester. It is your responsibility to confirm the accuracy of the report and get in touch with me if you have any questions. I will not make any grade changes after the semester is over unless there is an extenuating circumstance.**

**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 will not grade plagiarized work.**

## **Class Schedule**

**YOU ARE REQUIRED TO BRING YOUR BOOK TO CLASS.**

**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.**

Week 1

1/22 - **Introduction**

1/24 - **Urbanization**

Readings: *EAH* 18 - entire

Week 2 - **Progressivism and the Search for Order - group 1**

1/29 - *EAH* 19 narrative

1/31 - *EAH* 19 documents

Week 3 - **Empire and Wars - group 2**

2/5 - *EAH* 20 narrative

2/7 - *EAH* 20 documents

Week 4 - **An Anxious Affluence - group 3**

2/12- *EAH* 21 narrative

2/14 - *EAH* 21 documents

Week 5 - **Depression, Dissent, and the New Deal - group 1**

2/21- *EAH* 22 entire

Week 6 - **World War II - group 2**

2/26 - *EAH* 23 narrative

2/28- *EAH* 23 documents

Week 7 - **The Opening of the Cold War**

3/5 - **MIDTERM**

3/7 - EAH 24 narrative - Group 3

**Week 8 - The Opening of the Cold War**

3/19 - EAH 24 documents

3/21 - Dr. Haviland out of town - no class - complete an assigned activity

**Week 9 - Troubled Innocence -group 1**

3/26 - EAH 25 entire

**Week 10 – Civil Rights – EVERYONE BLOGS ON SAFA VISITS**

4/2 - **Civil Rights Reading – Purnell, “Drive a While for Freedom,” on Angel**

4/4 - **SAFA VISIT 1 – CORE collection description**

**Week 11 - The Liberal Consensus and its Challengers - EVERYONE BLOGS ON SAFA VISITS**

4/9 - **SAFA VISIT 2**

4/11 – **SAFA VISIT 3**

**Week 12 - Liberalism and Conservatism - Group 2**

4/16 - EAH 26 entire

4/18 - EAH 27 entire

**Week 13 - Ending the Cold War - Group 3**

4/23 - EAH 28 - narrative

4/25 - EAH 28 - documents

**Week 14 - America at the turn of the 21st century - Make up post**

4/30 - EAH 29 - narrative

5/2 - EAH 29 - documents ----- **Research Paper Due!**

## 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.**

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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.

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Follow the link for a quick reference guide.