

# *The United States from 1877 to Present*

## **History 102**

Drew University

Spring, 2022

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**Instructor:** Dr. James Carter ([jcarter1@drew.edu](mailto:jcarter1@drew.edu))

**Time:** 11:50-1:05, MW

**Location:** SEM 101

**Office No.:** Gilbert House 14

**Office hours:** Both before and after class each day. Beyond that, feel free to talk with or email me to schedule a conversation.

### Course Description:

No century has witnessed greater change than the twentieth. This is certainly true of the United States during the period. From the late 19<sup>th</sup> century to the end of the 20<sup>th</sup>, the United States witnessed enormous change, both domestically and in its international role & ambitions. At home, industrialization, immigration, social conflict, economic depression, and wars all influenced the course of American history. While abroad the United States went from a largely undeveloped, debtor state to a 'super power' with extraordinary influence and obligations.

This class will examine the major topics and themes in U.S. history from the end of Reconstruction up to the present (or as close as we get) and attempt an overarching explanation of these changes. The material will be presented in a topical manner, but will also represent a synthesis of major historical interpretations. The course will introduce students to a wide range of historical experience touching on politics, economics, social history, foreign policy, the government, and labor. Because the course is cast so broadly and covers so much, students are very much encouraged to participate in class as we explore more than a century of the American past.

### Learning Outcomes:

In this course you will learn to:

- Read historically and critically by synthesizing the vocabulary, content, master narratives, and historical approaches to modern U.S. history
- Articulate the social, political, economic, & ideological changes for the period under review
- Synthesize material from readings, lectures, and other sources in essay form
- Integrate the intellectual conversation and the give-and-take common to the study of history into your own writings for the course.

The objective for the student is to leave this class with a broad and useful general understanding of the American past for the period under review. If all goes well, you will hear things you haven't before and might even have to re-evaluate some basic assumptions. For this reason, students are also encouraged to participate and ask questions.

## Required readings:

Readings/documents are listed weekly in the schedule below and posted to Moodle

## Assignments & grading:

**60 percent: Exams:** There will be TWO essay exams during the course of this semester—a midterm and final exam. They will NOT be cumulative. Each will count 30 percent toward your final grade. We will cover what is expected on these exams in considerable detail prior to the first exam. Review questions and/or terms will also be provided for each exam.

**30 percent: Reading responses:** Throughout the semester there will be periodic and brief writing assignments (c. 200 words) based on our readings. These writing assignments are intended to reinforce the readings and promote discussion in class. In composing them, organize them according to the following:

1. What is the overall topic/theme?
2. What is the specific point or interpretation?
3. What are the implications of this?

**10 percent: Attendance/Participation:** I will take regular attendance as well as take note of student engagement and participation in each class. This remaining ten percent of the overall final grade will reflect that.

**100 percent total**

## Course schedule:

**Week one:** (Jan 19) course introduction

**Week two:** (Jan 24 & 26) **The North & the South after Reconstruction**

**Week three:** (Jan 31 & Feb 2) **The “Gilded Age” America: The Rise of Corporation Capitalism**

Reading: “Robber Barons and Rebels”

**Week four:** (Feb 7 & 9) **Domestic Crisis & Imperial Expansion, 1870s-1900**

Reading: “The Empire and the People”

**Week five:** (Feb 14 & 16) **International Crisis: World War I**

Readings: “War is the Health of the State”

**Week six:** (Feb 21 & 23) **Postwar America and the Coming ‘Great Depression’**

Reading: “Self-Help in Hard Times”

**Week seven:** (Feb 28 & Mar 2) **The New Deal, Saving the System**

Wednesday: **Midterm exam**

**Week eight:** (Mar 7 & 9) **spring break**

**Week nine:** (Mar 14 & 16) **From War to Cold War**

Reading: "A People's War?"

**Week ten:** (Mar 21 & 23) **Communism & the Nuclear Nightmare: The Cold War on the Home Front**

Reading: Marty Jezer, "Anti-Communism as a Political Tactic," Paul Robeson, "Old Man River," "Joe Hill," Allen Ginsberg, "America"

**Week eleven:** (Mar 28 & 30) **Classlessness in an Affluent Society: America in the 1950s**

Reading: Roland Marchand, "Visions of Classlessness"

**Week twelve:** (Apr 4 & 6) **Post-war America & the Origins of the 'Sixties'**

Reading: "Or Does it Explode?," The Port Huron Statement, Joan Baez, "Birmingham Sunday," Bob Dylan, "Only a Pawn in Their Game," "The Times, They Are 'A Changin'," Phil Ochs, "Here's to the State of Mississippi,"

**Week thirteen:** (Apr 11 & 13) **America & the war in Vietnam**

Reading: Christian Appy, "Mapping the Losses"

**Week fourteen:** (Apr 18 & 20) **Winter in America?: 1968-1976**

Reading: "The Reddening of America," Neil Young, "Southern Man," Lynyrd Skynyrd, "Sweet Home Alabama," Bruce Springsteen, "Youngstown," Gil Scot Heron, "Winter in America"

**Week fifteen:** (Apr 25 & 27) **The American Political Tradition, the 1980s and Beyond**

Reading: "Carter-Reagan-Bush: The Bipartisan Consensus"

**Week sixteen:** (May 2) **last day of class**

**Final Examination: To Be Announced**

### Course/University Policies:

**1. Make-up Examinations** For students who miss a scheduled exam, a make-up exam will be arranged if you are able to document the legitimacy of your absence. The makeup will come from the same materials and review guides as the regular exams. Because of the nature of the course, however, students are strongly advised to take the exams at the originally scheduled times.

**2. Extra Credit** You have enough to do in the regular assignments for this course. No extra credit will be available.

**3. Assistance** Office hours are intended to make this course less forbidding. Feel free to come by and talk with me about your work or about history in general during the office hours listed. If you cannot make these times, ask me for an appointment.

**4. Freedom of Speech** Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service if you ask for clarification.

**5. Academic etiquette** Universities must maintain standards of academic etiquette in order to create and perpetuate an atmosphere conducive to learning. You are expected to demonstrate courtesy toward each other in and out of the classroom. Talking to one's neighbor(s) during class lectures or general discussions, chronic lateness, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to the opportunity to learn. As such, it is unacceptable in a university classroom. Students who are unable to abide by these rules of academic etiquette and normal civility will be removed from the class.

**6. Academic Integrity** All students are required to uphold the highest academic standards. Any case of academic dishonesty will be dealt with according to the guidelines and procedures outlined in Drew University's "[Standards of Academic Integrity: Guidelines and Procedures](#)," which is located in the academic policies section of the catalog.

In an online environment, academic policies indicate that you are also expected to:

- seek permission if video capturing a course, a faculty member, or a student
- use only allowable resources on exams or other related assignments
- refrain from using professional online tutoring services for exams or similar assignments
- submit only work that is generated by you for evaluation or grading purposes

**7. Dropping a Class** I hope no student needs to drop this course. However, events sometimes occur that make dropping a course necessary or wise. The University has set March 29 as the last day to drop a course for the semester with an automatic grade of "W."

**8. Late assignments** I will not accept late assignments for full credit. Those submitted after the due date must also be accompanied by a reasonable, legitimate excuse. These will then be graded down *at least* one letter grade for tardiness. **NOTE:** on turning assignments in, *never* turn in to me your only copy of anything! Make sure you have a back up.

**9. Academic Accommodations Statement** Your experience in this class is important to me. If you have already established accommodations with the Office of Accessibility Resources (OAR), please provide me with a copy of your accommodation letter at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through the Office of Accessibility Resources (OAR), but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are encouraged to contact OAR. OAR offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions.

Although a disclosure may take place at any time during the semester, students are encouraged to do so early in the semester, because, in general, accommodations are not implemented retroactively.

Students are eligible for accommodations for online courses.

**Office of Accessibility Resources contact information:** Director-Dana Giroux

Location-Brothers College, Room 119B Phone: 973-408-3962 Email:

dgiroux@drew.edu, [disabilityserv@drew.edu](mailto:disabilityserv@drew.edu)

**10. Drew COVID-19 Safety Protocols and Policies for In-Person Attendance** Do not attend in person if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, or if you have been asked to quarantine. Students who are not able to attend class due to the above conditions will not be penalized for their absence and will not be asked to provide formal documentation from a healthcare provider. If you are unable to attend class, notify the instructor as soon as possible. To the extent possible, students should submit due assignments electronically, stay up to date with readings, and request notes from classmates. Students experiencing extended illnesses (i.e., greater than one week), due to either the coronavirus, or other medical conditions, should contact the Associate Provost at cae-admin@drew.edu to discuss the best course of action.

Face masks must fit properly and cover your nose and mouth at all times. Students not wearing a mask properly will be given a warning. If the situation continues they may be asked to leave the classroom immediately. Repeated violations will result in a student conduct process. Eating and drinking is not allowed in classrooms.