

History 314, Fall 2013
US History and Historiography, 1877 – Present
Section 01, 12:30 – 1:20 MWF, Violette Hall 1146

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Office Hours: 1:30 – 2:30 MW, 1:30 – 3:00 T Th, or by appointment
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We need the past as a storehouse of the possibilities of being human, for the present always contains only a limited range of what humans have done and can do. Without the past, the content of the present seems inevitable. Without history, we are left with simple ascriptions to a changeless human nature. The paradox of the past is that the most valuable things we find there may be dead, but they are not useless. Certain arrangements of present circumstances might enable some of it to live again. The past becomes a kind of Jurassic Park in which the vanished becomes once more visible. We cannot go backward, and I know enough about the past never to want to, but parts of the past, for better or worse, may join us in the future.

-Richard White, 2007

COURSE DESCRIPTION

This course focuses on American history from the end of Reconstruction in 1877 to the very recent past. We will consider such key themes as industrialization, urbanization, the rise and decline of American world hegemony, and the impact of race, ethnicity, gender, and class on American society, culture, and politics.

As the second of two required U.S. courses for majors in the field, it differs from the LSP version of the U.S. history survey in important ways. First, it includes regular consideration of historiography. Students will not only consider the “nuts and bolts” and major themes of American history, but also the different interpretive lenses that historians have used to explain the American past. In the process, students will learn how historical interpretation is shaped by theory, scholarly method, and the application of methodologies drawn from other disciplines such as psychology, sociology, and anthropology. Second, students will complement their study of history and historians with substantial analysis of primary materials. This will provide opportunity for the individual interpretation of evidence, as well as critical engagement with peers. Students, in other words, must learn history *and* how to think historically. Finally, students will be introduced to the process of historical writing. They will learn the Chicago style of writing and notation; the rules of good grammar and style; and the conventions of modern

scholarly writing—developing a thesis, writing an effective introduction, and communicating the results of historical research clearly and effectively.

REQUIRED BOOKS

Michael Schaller, et al., *American Horizons: U.S. History in a Global Context*, Volume II: Since 1865. Oxford University Press, 2012. 978-0195369533

Michael Schaller, et al., *Reading American Horizons: Primary Sources for US History in a Global Context*, Volume 2: Since 1865. Oxford University Press, 2012. 978-0199768509

Bundled text and source reader (added \$5), 978-0199933716

Elizabeth Cobbs-Hoffman, Edward J. Blum, and Jon Gjerde, eds. *Major Problems in American History, Volume II: Since 1865* (Major Problems in American History Series). Wadsworth, 2011. 978-1111343163

Mary Lynn Rampolla. *A Pocket Guide to Writing in History*, Sixth Edition. New York: Bedford/St. Martin's, 2010. 978-0312535032

Anne Stilman. *Grammatically Correct: The Essential Guide to Spelling, Style, Usage, Grammar, and Punctuation*, Second Edition. Cincinnati, OH: Writers Digest Books, 2010. 978-1582976167

CLASS ORGANIZATION AND GRADING

Working Through <i>American Horizons</i> , Major Leading	15%
Primary Sources: Vietnam, 1968, Watergate	20%
Short Historiographical Paper: <i>Major Problems</i> , Chap 14	25%
Long Historiographical Paper	40%

More than three absences will lower student's course grade. Class participation is essential. Assignments turned in after the due date will be penalized one letter grade per day late. Successful completion of all assignments is required to receive credit for this class.

Students are responsible for announcements and assignments made in class. If you are in doubt about any course requirement, please consult with me before attempting to complete it. Instructions for the papers will be provided in class.

In Blackboard, complete the quizzes, study the "flash card" terms, and review the short essay questions at the end of each chapter. Lead class discussion on one chapter of *Major Problems*, and turn in a short paper ONLY on your chapter (3-4 pages) on the use or absence of the primary sources provided in the text in the essay excerpts, and identify the main issues that are similar or different between the two essays.

The primary sources assignment consists of reading the assigned sources and locating more. Contribute at least one entry to the Blackboard Wiki page, "Vietnam, 1968, and Watergate." Write a 5-page paper evaluating the primary sources.

The short historiographical paper builds on the primary source assignment. Evaluate the conversation in the two essays in *Major Problems*, Chapter 14, in light of

the primary sources provided in the text and your study of primary sources. Include the Zinn and Schweikert/Allen sections, and contribute an annotation of at least one additional secondary source to the Blackboard Wiki page, "Historiography One." This paper should be 8-10 pages with accurate History Department formatting and citation.

The long historiographical paper is based on the *Major Problems* chapter discussion you lead. Start with the two essays in the text, and choose further readings from the final section of your chapter and from the Schaller text, and search for additional books and articles that engage in this conversation. This paper should be at least 20 and no more than 30 pages in length, and should utilize at least 10 books (three articles equals one book).

This class will be accessible to everyone. All students with disabilities of any type are welcome in this class and in all my classes and will be accommodated in full compliance with the ADA/AADA (Americans with Disabilities Act; revised ADA); please let me know what type of access or accommodation you need, or if you develop a need for accommodation through the semester. Ms. Vicky Wehner, our official Disability Services Officer and a member of our Disability Studies Steering Committee, is knowledgeable and skilful, and she will work with you so that this class and all your classes are accessible to you. Ms. Wehner's e-mail address is <vwehner@truman.edu>; her phone is 660-785-4478.

Please familiarize yourself with TSU's guidelines for academic honesty (they are in the TSU catalog, in print and on line) and adhere to them so that you do not have to face the consequences for academic dishonesty (also enumerated in the catalog).

SCHEDULE AND ASSIGNMENTS

<u>Day</u>	<u>Reading</u>	<u>Topic</u>
8/23	Syllabus	Introduction to Course
Unit I. Industrialization and its Discontents, 1877-1914		
8/26,28,30	Schaller, 540-575 Schaller, 576-613 Hoffman, Chapter 2	Reconstruction Work, Done and Undone Incorporating the West

9/4,6	Schaller, 614-635 Schaller, 635-667 Hoffman, Chapter 3	Global Economies and Migrations The Rise of Labor

9/9,11,13	Schaller, 667-680 Schaller, 680-699 Hoffman, Chapter 4	Conflicts of Capitalism and Cities Gilded Age Politics
9/13	PAPER I DUE, PRIMARY SOURCE ANALYSIS	

9/16,18,20	Schaller, 699-721 Schaller, 722-747 Hoffman, Chapter 5	Imperial Expansion and Geopolitics Progressive Era Reform

9/23,25,27	Schaller, 747-785 Hoffman, Chapter 6	Progressive Way of War

Unit II. The Modern State & Society, 1914-1945

9/30;10/2,4 Schaller, 785-831 Partial Peace Normalcy
Hoffman, Chapter 7 New Era and Dissenters
10/4 PAPER II DUE, CHAPTER 14/VIETNAM-1968-WATERGATE

10/7,9,11 NO CLASS, MIDTERM BREAK, WORK ON PAPERS

10/14,16,18 Schaller, 832-863 Reconstructing Depression
Hoffman, Chapter 8

10/21,23,25 Schaller, 863-917 War Theaters and Home
Hoffman, Chapter 9

Unit III. The Cold War and its Aftermath, 1945-2010

10/28,30;11/1 Schaller, 918-951 Cold/Hot War
Hoffman, Chapter 10

11/4,6,8 Schaller, 952-983 The Fifties
Hoffman, Chapter 11

11/11,13,15 Schaller, 983-1014 Movements and Politics
Hoffman, Chapter 12

11/18,20,22 Schaller, 1014-1080 The Sixties and Vietnam
Hoffman, Chapter 13

11/25,27,29 NO CLASS, THANKSGIVING WEEK

12/2,4,6 Schaller, 1081-1143 Watergate Legacy, Eighties and On
Hoffman, Chapter 15

12/6 PAPER III DUE, HISTORIOGRAPHY

FINAL EXAM: 11:30 – 1:20 Friday, December 13