

Professor Bruce Schulman
History Department, Boston University
226 Bay State Road (HIS), Rm. 407
353-8306
bjschulm@bu.edu

Office Hours:
T 1-2:30
TH 1:30-3 or by appt.

Teaching Fellows:

Jamie Grischkan--jgrisch@bu.edu, HIS 501, Hours: W 1:30-3 or by appt.
Nina Martin--nmmartin@bu.edu, HIS 509, Hours: T 12:30-2:30 or by appt.
Ryan Shaver--shaver@bu.edu, HIS 506, Hours: W 1-3 or by appt.

HISTORY 152 **The United States, 1865-2017**

Objectives: Students will gain historical perspective on the development of the modern United States. Specifically, students will investigate a series of historical questions. They will gain understanding of how the national government shaped and channeled cultural developments, and also in which ways social currents transformed the government and its everyday relation with the people. Students will also consider the following questions: how did the United States evolve into a truly plural, mixed society? What drove the development of the modern American economy—the rise of giant corporations, the invention of advertising, of department stores and shopping malls, the consumer society and the corresponding changes in the nature of work in America and the character of the workforce? How did the nation mature into a world power in international affairs and how did Americans transform their popular culture between the late 19th century and the present, so much so that many of us largely derive and define our identities by which mass-produced products we watch, wear, listen to and consume?

In addition, students should develop a set of skills and habits of mind that derive from serious study of history, including:

- appreciation for how a historical perspective can enrich understanding of contemporary problems;
- the ability to analyze the value and limitations of various sources as evidence;
- a capacity to weigh multiple perspectives and evaluate the merits of competing interpretations,
- research skills using both primary and secondary sources, and
- proficiency in constructing persuasive and evidence-based arguments in written, oral, and digital formats.

Required Readings:

All required books are available in paperback at the Bookstore. Students can find additional assignments at the Blackboard Learn (Blackboard 9) website (marked with an asterisk * on the schedule below) and primary sources from the free online *Documentary Companion to the American Yawp* (those sources are listed as links below).

The following books are available for purchase at the BU bookstore (and many other booksellers).

1. [Documentary Companion to *The American Yawp*](#) (Free Online Primary Source Reader)
2. Glenda Gilmore and Thomas Sugrue, *These United States*.
3. Shane Hamilton and Sarah Phillips, *The Kitchen Debate*.
4. John Lewis, *Walking With the Wind*, (Simon& Schuster Reissue Edition 2015).

Plagiarism:

Plagiarism -- the presentation of another's work as your own, even by mistake -- is an abomination and will not be tolerated. In journalism, truth and candor are the bedrock of our work. Plagiarism will result in failing this course and possible further penalties. Never do it, and never tolerate it in others. If you are in doubt, consult the professor.

BE SURE TO READ AND COMPLY WITH B.U.'s UNIVERSAL ACADEMIC CONDUCT CODE FOR UNDERGRADUATE STUDENTS. It is available at:
<http://www.bu.edu/academics/resources/academic-conduct-code/>

“Please note that classroom proceedings for this course may be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Note also that you may not use a recording device in the classroom except with the instructor's permission.”

Use of laptops (and other digital devices) is not permitted in class.

COURSE REQUIREMENTS:

1. Essay (Due February 14)	15%
2. Storied Lives Assignment	25%
3. Team Research Project	40%
--Proposal	5%
--Bibliography	5%
--Participation	5%
--Final project	20%
--Reflection	5%
 Final Exam (May 11, 2017)	 20%

1. **Short Paper.** On Thursday, February 2, I will post questions for a short historical essay, covering topics from the first five weeks of the course. In class, on Tuesday, February 14, students will turn in a paper of approximately six double-spaced, typewritten pages (1500 words), analyzing one of the questions in an intelligent and coherent essay. You should print a copy of your essay in 12-point font, in pages numbered at the upper right corner, and submit it in class. Late papers will be penalized one half grade per day. The essay will account for 15% of your final grade in the course.

2. Storied Lives Project.¹ To help you develop an empathetic understanding of the past, you will create a historical character. Three times during the semester, you will hand in short (400-600-word) testimonies written in the first person from the perspective of your character. These texts must be structured as either entries in a diary, fragments of a memoir, letters, poems, or songs. You are free to explore different genres over the course of the term. Start by deciding the following traits about your character:

- Name
- Age
- Gender
- Occupation
- Nationality
- Religion
- Class

In addition you must adhere to the following rules:

- Your character must be born some time between 1890 and 1912 (and able to write in 1920) and must survive until at least 1980.
- Once decided, you cannot change the basic criteria about your character (their age, gender, etc.) You may change their attitudes, occupations, countries of residence, etc.
- Your texts must strive to be as historically accurate as possible. You will invent personality traits, attitudes, and experiences for your person, but they must all be factually accurate and historically plausible. Your 3 texts must be internally consistent. Each installment should cite lectures, readings, and slides from which you have drawn information and inspiration.
- You must write a minimum of 3 installments. 1 must come from the period between 1898 and 1928, 1 from period between 1929 and 1960, and 1 the from post-1960 era. The first installment is due by 5PM on February 9; the second by 5PM on April 13, and the third by 5PM on May 3 (which is the Wednesday after our final class meeting).
- Want to write MORE installments? You will have the option to expand your texts into a longer saga and as part of your final exam.
- Collectively, your Storied Lives texts will account for 25% of your final grade in the course. For further instructions, consult the “Storied Lives Assignment” document on the Assignments page of the Blackboard website.

3. Team Research Assignment. Working in teams of approximately five students, each student in HI 152 will complete a significant work of original research. Following the guidelines on the Team Research Assignment instruction sheet (posted under assignments on the course website), each team will identify an important historical problem related to modern U.S. history, research that problem, select, curate and annotate primary sources, and present their conclusions in written, oral, and/or digital formats.

¹ This assignment is a modified version of the “Creating Lives Project” created by Kathryn Ciancia of the University of Wisconsin-Madison and Edith Sheffer of Stanford University, and adapted to BU by Alexis Peri of the BU History Department.

Professor Schulman will form the teams during Week 2, after which students will develop and submit their projects in a series of stages:

--On February 21, each team will submit a brief proposal (250-500 words), describing its research question, explaining the significance of the problem, and indicating the form the final project will take (i.e. virtual exhibition, website, film, podcast, annotated slide show, essay). The proposal will account for 5% of your final grade in the course.

--On March 16, each team will turn in a preliminary bibliography. The bibliography should list at least ten sources that the team is consulting for its project, group them by category (categories depend on the question being researched; in some cases, the categories might be type of source, in some cases subject areas, in some cases time periods), and provide a brief description (one to three sentences of each category). The bibliography will account for 5% of your final grade in the course.

--Four times during the semester (on January 31, February 23, March 2, and April 6), the class will break into smaller groups for workshops. These workshops will include discussion of the readings, tips for completing the assignments, and assistance with the group projects. In addition, each group will meet privately with their TF at least twice during the semester to discuss progress on their team projects. Participation in the workshops and team meetings will account for 5% of your final grade in the course.

--By 5PM on Friday, April 28, students will submit the final project. It will account for 20% of your final grade in the course.

--By 5PM on Friday, May 5, 2017, students will complete and turn in the reflection worksheet (posted on the Assignments page). It asks a series of short questions about what you learned in the course of the research project. The reflection will account for 5% of your final grade in the class.

4. Final Examination. The Final Examination will take place from 3:00-5:00 PM on Thursday, May 11, 2017. The exam will count for 20% of your final grade in the course.

SCHEDULE OF LECTURES AND READINGS

Week 1

Jan 19 Introduction to the Course

Read By the End of Week 1:

1. Gilmore and Sugrue, *These United States*, ch. 1.

PART I: How did Turn-of-the-Century Americans Remake American Nationhood and Construct the Modern United States? (1880-1920)

Week 2

Jan 24 Name Brand America: Remaking American Nationhood at the End of the 19th Century
 Jan 26 Bigness: The Rise of the City, the Crowd and the Monster Corporation

Read and View By the End of Week 2

1. [Andrew Carnegie's Gospel of Wealth](#) (June 1889)
2. [Grover Cleveland's Veto of the Texas Seed Bill](#) (February 16, 1887)
3. "[Mulberry Street, circa 1900](#)"
4. [Jacob Riis, excerpts from *How The Other Half Lives*](#) (1890)

Week 3

Jan 31 Workshop 1
 Feb 2 The Progressive Eye

Read and View By the End of Week 3

1. [Jane Addams, "The Subjective Necessity for Social Settlements"](#) (1892)
2. Gilmore and Sugrue, *These United States*, ch. 2.
3. Charlotte Perkins Stetson, "When Socialism Began." (1897)*
4. Reform Photographs*

Week 4

Feb 7 Bully Pulpits: The Progressives and the Making of the Modern Presidency
 Feb 9 "Banned in Boston": Movies, Culture and Politics
(First Storied Lives Installment Due)

Read and View By the End of Week 4:

1. Theodore Roosevelt, *Autobiography* (1913), p. 388-390, 395-400.*
2. William Howard Taft, *Our Chief Magistrate And His Powers* (1916), pp. 139-145.*
3. Theodore Roosevelt on the Great Corporations (1901).*
4. Digital Archive of Cartoons and Short Films.*

Week 5

Feb 14 The March of the Flag: The US and the World at the Turn of the Century (**Essay Due**)
 Feb 16 The Great War

Read and View By the End of Week 5:

1. Gilmore and Sugrue, *These United States*, ch. 3.
2. Walter Hines Page, "The War with Spain and After" (1898).*

3. Platform of the Anti-Imperialist League (1899).*
4. [Woodrow Wilson Requests War](#) (1917).
5. [Emma Goldman on Patriotism](#) (1917)
6. Wilson, Fourteen Points Speech (1918).*
7. Digital Archive of Carttons and Images.*

PART II: How Did Ethnic and Racial Diversity Become the Defining Feature of Modern American Culture and Society? (1865-1930)

Week 6

Feb 21 Monday Schedule on Tuesday/No Class Meeting (**Proposals Due**)
Feb 23 Workshop 2

Read and View By the End of Week 6

1. Gilmore and Sugrue, *These United States*, ch. 4.
2. William R. Merriam et al., *Twelfth Census of the United States, taken in the Year 1900*, (Washington: U.S. Census Bureau, 1900), pp. xcix, clxxxvii-cxc.*
3. John F. Fitzgerald, "Bigger and Better Boston," Address at the Franklin Exercises, January 17, 1906, in *Letters and Speeches of the Honorable John F. Fitzgerald*, pp. 1-4.*
4. Fitzgerald, "Public Spirit," Address Before the Committee on Metropolitan Affairs, March 21, 1906, in *Letters and Speeches of the Honorable John F. Fitzgerald*, p. 7.*

Week 7

Feb 28 "The World is a Large Home": Reform, Suffrage and the Grounding of Modern Feminism
Mar 2 Workshop 3

Read and View By the End of Week 7:

1. Rita Childe Dorr, *On the Role of American Women* (1910).*
2. Feminism and Suffrage Images Folder (including *Muller v. Oregon* (1908) NAWSA, "Women in the Home" (1910), Handbill, "What is Feminism?," (1914)*, and NAWSA, "Do It Now" (1918).*

Week 8

Mar 7 Spring Break
Mar 9 Spring Break

Week 9

Mar 14 The Crucible of Race I: “We Ain’t What We Ought to Be”

Mar 16 The Crucible of Race II: Race and Culture, 1900-1930 (**Bibliographies Due**)

Read and View By the End of Week 9

1. [Booker T. Washington and W.E.B. DuBois on Black Progress \(1895, 1903\)](#).
2. [W.E.B. DuBois, “Returning Soldiers” \(1919\)](#)
3. Marcus Garvey, [The Objects of the UNIA](#) (1921)
4. Crucible of Race Folder (including Ida B. Wells, Southern Horrors (1892),* *Plessy v. Ferguson* (1896),*Alain Locke, *The New Negro* (1925),* Langston Hughes, Poems*).
5. Lewis, *Walking With the Wind*, Part I

PART III: How Did Depression and War Reshape the Relations Between the American People, the U.S. Government, and the World?

Week 10

Mar 21 Rhapsodies in Red, White, and Blue: Immigrants, Nativism and American Society

Mar 23 Into the Modern: the 1920s

Read and View By the End of Week 10

1. Gilmore and Sugrue, *These United States*, ch. 5
2. [Hiram W. Evans, The Klan’s Fight For Americanism” \(1926\)](#)
3. Digital Archive--Images of the 1920s*

Week 11

Mar 28 The Great Depression and The New Deal

Mar 30 WWII

Read and View By the End of Week 11

1. Gilmore and Sugrue, *These United States*, chs 6-8.
2. Digital Archive: Film and Images of Depression America*

Week 12

Apr 4 The Cold War, Anti-Communism and 50s America

Apr 6 Workshop

Read By the End of Week 12:

1. Gilmore and Sugrue, *These United States*, chs. 9.
2. Hamilton and Phillips, *The Kitchen Debate*, pp. 1-62.

PART IV: Which Forces Produced the Contemporary United States?

Week 13

Apr 11 Civil Rights
 Apr 13 The Triumph and Agony of American Liberalism
 (Second Storied Lives Installment Due)

Read By the End of Week 13:

1. Gilmore and Sugrue, *These United States*, chs. 10-11.
2. Hamilton and Phillips, *The Kitchen Debate*, pp. 75-128.

Week 14

Apr 18 Vietnam
 Apr 20 The New Left and the Counterculture

Read By the End of Week 14

1. Gilmore and Sugrue, *These United States*, ch.12
2. Lewis, *Walking With The Wind*, Parts II and III.

Week 15

Apr 25 From Margin to Mainstream: Feminism Since 1945
 Apr 27 From the Wilderness to the Reagan Revolution (and Beyond):
 Conservatism, 1955-2004

Read and View By the End of Week 15

1. Gilmore and Sugrue, *These United States*, ch. 12-13.
 2. Lewis, *Walking With the Wind*, Part IV.
 3. Digital Archive: Postwar Boston
- April 28@5PM (Team Research Project Due)**

Week 16

May 2 “Years of Sabbatical, Days of Fire”: Boston, the United States and the New Millenium

Read and View By the End of Week 16

1. Gilmore and Sugrue, *These United States*, chs. 14-15.

2. Lewis, *Walking With the Wind*, Pats V and VI.

May 3 @5PM (Third Storied Lives Installment Due)

May 5@5PM (Reflection Due)

May 11@3PM FINAL EXAMINATION