HISTORY 152
The United States, 1865-2019

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.

BU_HUB Objectives: This course will meet BU_Hub_Learning_Outcomes for Historical Consciousness and for Research and Information Literacy (BU_HUB_LEARNING_OUTCOMES
IN_BOLD BELOW)

In particular, students will:

-- complete a series of writing assignments that ask them to create historical narratives, evaluate interpretations based on historical evidence, and construct historical arguments.
Lectures and readings will model these skills and class discussions will also ask students to think in these ways.

--In class (and in the writing assignments), **students will demonstrate an ability to interpret primary source material (textual, visual, or aural) using a range of interpretive skills and situating the material in its historical and cultural context.**

--In their assessments of sources and writing assignments, **students will demonstrate knowledge of religious traditions (such as Roman Catholicism, evangelical Protestantism, and the Social Gospel), forms of political organization (different forms of voter mobilization, political communication, governmental structures, interest group politics), and socio-economic forces (including industrialization, mass immigration, consumer culture, social movement activity), and how these have changed over time.**

--In their site analysis, research proposal, historiography assessment, bibliography and final research paper, students will learn and **demonstrate the ability to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.**

--By producing a substantial research project in a series of iterative phases, students will **demonstrate understanding of the overall research process and its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.**

**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)
4. Anne Moody, *Coming of Age in Mississippi* (1968)

**Plagiarism:**

Plagiarism -- the presentation of another’s work as your own, even by mistake -- is a violation of university policy and academic honesty. 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. Site Analysis (DUE February 7) 10%
2. Historiography Assignment (DUE February 28) 10%
3. Essay (DUE March 21) 15%
4. Research Project 35%
   --Proposal (DUE Feb. 21) 5%
   --Bibliography(DUE Mar. 28) 4%
   --Brief Lit. Review (DUE Apr. 9) 5%
   --Final project (DUE May 2) 20%
   --Research Reflection (DUE May 6) 1%

5. Final Exam (May 9, 2019) 20%
6. Section Participation 10%

1. Site Analysis: On the Assignments page on the Blackboard website, you will find instructions for the Site Analysis Assignment. Students will choose a Boston-area location from the list of suggested sites, visit the site (attach a selfie of you at the site to the completed assignment) and answer a series of short questions about them (1 or 2 paragraphs each; the total will be no more than two pages). The completed assignment is due in class on Thursday, February 7. Late papers will be penalized one-third of a grade per day. The Site Analysis Assignment will account for 10% of your final grade in the course.

2. Historiography Assignment: On the Assignments page on the Blackboard website, you will find instructions for the Historiography Assignment. Students will choose a historical controversy, analyze the changing interpretations over time, and answer a series of short questions about them (1 or 2 paragraphs each; the total will be no more than three pages). The completed assignment is due in class on Thursday, February 28. Late papers will be penalized one-third of a grade per day. The Historiography Assignment will account for 10% of your final grade in the course.

3. Essay. On Thursday, March 7, I will post questions for a short historical essay, covering topics from the first seven weeks of the course. In class, on Thursday, March 21, students will turn in a paper of approximately five to six double-spaced, typewritten pages (1,250-1,500 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.
3. Research Assignment. Each student in HI 152 will complete a significant work of original research. Following the guidelines on the Research Assignment instruction sheet (posted under “Assignments” on the course website), each student will identify an important historical problem related to modern U.S. history, research that problem, and present their conclusions in the form of a research paper, an alternative freedom trail, or virtual exhibition (you will find specific instructions for each option on the Assignments page). To develop their research students will work with the Instructor, the Teaching Fellows and the research librarians at Mugar Library (twice during the semester discussion sections will travel to Mugar).

Students will develop and submit their projects in a series of stages:
--On February 21, students will submit a brief proposal (250-500 words), describing their research question, explaining the significance of the problem, and indicating the form the final project will take (i.e. virtual exhibition, essay, alternative freedom trail). The proposal will account for 5% of your final grade in the course.
--On March 28, you will turn in a preliminary bibliography. The bibliography should list at least ten sources that you are consulting for the project, group the sources 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 for each category). The bibliography will account for 4% of your final grade in the course.
--On April 9, students will turn in their brief literature review. Following the instructions on the Assignments page, students will answer a series of brief questions about the secondary sources related to their research topic (1 or 2 paragraphs each; the total will be no more than three pages). The Literature Review will account for 5% of your final grade in the course.
--By 5PM on Thursday, May 2, students will submit the final project. It will account for 20% of your final grade in the course.
--By 5PM on Monday, May 6, 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 1% of your final grade in the class.

4. Final Examination. The Final Examination will take place from 12:30-2:00 PM on Thursday, May 9, 2019. The exam will count for 20% of your final grade in the course.

5. Section Participation. Section Attendance is mandatory and participation forms a central component of this course. There will be no unexcused absences from section meetings. Participation in section will account for 10% of your grade in the course.
SCHEDULE OF LECTURES, READINGS AND SECTION MEETINGS


Week 1

Jan 22  Introduction to the Course
Jan 24  Name Brand America: Remaking American Nationhood at the End of the 19th Century

Read and By the End of Week 1:
2. Riordan, *Plunkitt of Tammany Hall*, pp. 1-42.
3. Grover Cleveland’s *Veto of the Texas Seed Bill* (February 16, 1887)
4. “*Mulberry Street, circa 1900*”

Week 2

Jan 29  Bigness: The Rise of the City, the Crowd and the Monster Corporation
Jan 31  The Progressive Eye

Read and View By the End of Week 2
2. Andrew Carnegie’s *Gospel of Wealth* (June 1889)
5. Assorted Reform Photographs*

Week 3

Feb 5  Bully Pulpits: The Progressives and the Making of the Modern Presidency
Feb 7  “Banned in Boston”: Movies, Culture and Politics (SITE ANALYSIS DUE)

Read and View By the End of Week 3
1. Theodore Roosevelt on the Great Corporations (1901)
4. Riordan, *Plunkitt of Tammany Hall*, pp. 82-102, 117-134.
5. Digital Archive of Cartoons and Short Films.*

Week 4

Feb 12  The March of the Flag: The US and the World at the Turn of the Century
Feb 14  What Do I Know and How Do I Know It?  Research and Info Literacy with the Mugar Library Staff
Read and View By the End of Week 4:

1. Gilmore and Sugrue, *These United States*, ch. 2
2. Walter Hines Page, “The War with Spain and After” (1898).*
3. Platform of the Anti-Imperialist League (1899).*
5. *Emma Goldman on Patriotism* (1917)
6. Wilson, Fourteen Points Speech (1918).*
7. Digital Archive of Carttons and Images.*

Week 5
Feb 19  MONDAY SCHEDULE ON TUESDAY NO CLASS
Feb 21 The Dark & Bloody Ground of Historiography: Progressivism and 1898 as Case Studies of How Historians Revise and Refute Each Other (Proposals Due)

Read By the End of Week 5:

3. Glenda Gilmore, Introduction to Who Were the Progressives?**
4. 1898 Historiography Folder: Read One (1) of the Following Articles in the Folder:
   -- Thomas Bailey, *Diplomatic History of the American People* (1940), excerpt.
   -- Bonnie Miller, *From Liberation to Conquest* (2011), excerpts

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

Week 6
Feb 26  The Great War
Feb 28 “The World is a Large Home”: Reform, Suffrage and the Grounding of Modern Feminism (Historiography Assignment Due)

Read and View By the End of Week 6

2. Rita Childe Dorr, On the Role of American Women (1910).*
3. 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).*
We  ek 7
Mar 5 The Crucible of Race I: “We Ain’t What We Ought to Be”
Mar 7 The Crucible of Race II: Race and Culture, 1900-1930

Read and View By the End of Week 7:
3. Marcus Garvey, The Objects of the UNIA (1921)

Week 8
Mar 12 Spring Break
Mar 14 Spring Break

Week 9
Mar 19 Rhapsodies in Red, White, and Blue: Immigrants, Nativism and American Society
Mar 21 Into the Modern: the 1920s (Essay Due)

Read and View By the End of Week 9
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*

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

Week 10
Mar 26 The Great Depression and The New Deal
Mar 28 WWII (Bibliography Due)

Read and View By the End of Week 10
1. Gilmore and Sugrue, These United States, chs 6-7.
2. Digital Archive: Film and Images of Depression America*

Week 11
Apr 2 The Cold War, Anti-Communism and 50s America
Apr 4 Civil Rights

Read and View By the End of Week 11
2. David Farber, Rise and Fall of Modern American Conservatism, pp. 1-76.
PART IV: Which Forces Produced the Contemporary United States?

Week 12
Apr 9 The Triumph and Agony of American Liberalism (Lit Review Due)
Apr 11 Vietnam

Read By the End of Week 12:
2. Anne Moody, *Coming of Age in Mississippi*, Part I.

Week 13
Apr 16 The New Left and the Counterculture
Apr 18 From Margin to Mainstream: Feminism Since 1945

Read By the End of Week 13:
2. Moody, *Coming of Age in Mississippi*, Parts II-IV.

Week 14
Apr 23 From the Wilderness to the Reagan Revolution (and Beyond): Conservatism, 1955-2004
Apr 25 “Years of Sabbatical, Days of Fire”: Boston, the United States and the New Millennium

Read By the End of Week 14

Week 15
Apr 30 Reinterpreting Recent US History in the Age of Trump
May 2 Conclusion (Research Project Due)

Read and View By the End of Week 15

May 6@5PM (Reflection Due)

May 9@12:30PM FINAL EXAMINATION