History 104: Development of the United States, 1877-Present
Spring 2016

This course examines the development of American society from the end of Reconstruction to the present. Emphasis is on the institutions, ideas and movements that have shaped modern American society. Using both primary and secondary material, the course discusses the chronological development of and changes in American society as well as such topics as industrialization, urbanization, consumption and popular culture, the United States as a world power, the civil rights and women’s movements, the Vietnam War, Watergate and the end of the Cold War. We will be particularly concerned with the nation’s response to three periods of great economic instability, each of which led to significant social upheaval and political realignment: 1873-1900; 1929-1941; and 1973-2012. (Dept. Description)

In this section of H104, we will also explore the nature of historical inquiry, and the way in which our popular understandings of our history continue to shape our national identity. History has become a central battlefront in our ongoing culture wars. This class will attempt to foster a critical perspective towards the very different interpretations of our history that you will encounter internationally and within American political discourse and popular culture.

H104-01: MWF 11:40-12:40 Atwood Hall 22
H104-02: MWF 12:50-1:50 Atwood Hall 22

Instructor:
Lawrence (Larry) Boyette
Noble Center 007  x5190  (rarely Bewkes 318  x5229)  lboyet@stlawu.edu
Hours: (tentatively) 2-2:30pm MWF and by appointment.

Texts: (Required)
Recommended, esp. if you intend to major in History:
Additional Readings will be posted on Sakai.

Grading:
Midterm(3/11) and Final Exams( 5/10)@ 15% and 20%=35% of final grade
Review of Bell (2/29) and Civil Rights Essay (4/29) @ 15% = 30%
Weekly reading quizzes or responses = 20%
In-class participation and weekly participation-response worksheets = 15%
Please Note Attendance Policy
Course Policies

Academic Honesty:
Please carefully read the *History Dept. Common Statement on Academic Honesty*, which appears on the final page of the syllabus.

I’m very well aware that there is a large amount of pre-processed historical information online: summaries, college-level essays, outlines. The point of this course is to develop your ability to build historical understanding and interpretations from texts that approach that history from different perspectives and at greater depth than generally-available online information. Please do not attempt to substitute online information for assigned course reading. If done in violation of the rules of academic honesty, this substitution would constitute plagiarism. Even if the information were fully cited, over-reliance on pre-processed information undermines the learning goals of the course.

Attendance Policy:
I will take roll daily by passing around a sign-in sheet. It is your responsibility to sign the roll sheet. Three absences are allowed without penalty; these three absences should take care of the semester’s colds or appointments or early rides for spring break. Absences beyond the three allowed, unless absolutely unavoidable and documented, will result in .25 deduction (on 4.0 scale) from your final course average. No makeup of scheduled, in-class work, such as presentations, is allowed unless your absence is well justified. You are responsible for in-class announcements regarding changes in assignments or other class responsibilities.

If your participation on an athletic team or other University-sponsored activity will require that you miss more than 3 classes, please check in with me early in the semester so that we can engineer a program of make-up work that will substitute for missed time. UNLESS YOU contact me and arrange for this work accommodation, your absences will be treated according to the regular class attendance policy.

**Signing in a classmate who is not present is a violation of the honor code! (And unfair!!!)**

Portfolio:
All assigned work must be submitted as a Word File in your dropbox on the course Sakai site, and all work should remain in the dropbox until you check your final grade and are satisfied there are no grounds for grade appeal. In-class quizzes or other work submitted on paper should be saved until the end of the semester. If you have all your work, easily assessable, any problems of missing grades or questions about averages can be easily resolved. **Keeping this material available is a course requirement.**

Electronic Gear: All must be turned off at class takeoff, unless you are explicitly instructed otherwise. (This is History Dept. policy.) If I see you surfing or texting, I’ll ask that you stop – and, it’s not particular hard for me to see. If you continually violate this policy, it will have a negative impact on your participation/citizenship grade.
Working Schedule of Reading and Assignments

Reading should be completed by the beginning of the week or part of week during which that reading will be discussed.

This is a working schedule, not a contract. Changes, if necessary, will be announced in a timely manner. If you are unsure of course expectations, please ask in class or email me.

Week 1 (1/20-22): History, and America to 1877
Read (skim is ok here): Foner, Give Me Liberty (GML) & Voices of Liberty (VoF), Ch. 15.

Week 2 (1/25-27-29): The Post-Civil War Transformation
Read: Foner, GML & VoF, Ch. 16; Begin Bell, Out of this Furnace (Part I). Review of the entire novel is due 2/29.

Reading Response/Quiz-ongoing assignment begins, Monday, 1/25; first participation worksheet is due Friday, 1/29. These assignments will continue through the semester, unless otherwise announced.

Week 3 (2/1-3-5): Response to the Late 19th C’s Great Depression: Populism, Imperialism, Business Consolidation
Read: Foner, GML & VoF, Ch. 17; Continue Bell, Out of this Furnace (Part I/II).

Week 4 (2/8-10-12): Response, Part II: “Progressivism”
Read: Foner, GML & VoF, Ch. 18. Out of this Furnace (Part II).

Week 5 (2/15-17): WWI and America Ascendant
Read: GML & VoF, Ch. 19. Out of This Furnace (Part III).

Week 6 (2/22-24-26): Boom and Crash
Read: GML & VoF, Ch. 20.

Week 7 (2/29; 3/2-4): The New Deal
Read: GML & VoF, Ch. 21.
Out of this Furnace Essay due Monday, 2/29
Midterm Exam distributed 3/2, due Friday, 3/11.

Week 8 (3/7-9-11): World War II
Read GML & VoF, Ch. 22.
Midterm Exam due Friday 3/11.
Week 9 (3/14-16-18): **Contested Victory**  
Read GML & VoF, Ch 23; Ohlson, Freedom’s Daughters, Ch. 3: “Getting Them Comfortable with Rebellion.” (Sakai) This is the first of the readings that will provide the content for the Civil Rights essay, due 4/29.

**Spring Break**

Week 10 (3/28-29; 4/1): **Affluence and its Contradictions**  
Read GML & VoF, Ch. 24. Ohlson, Freedom’s Daughters, Ch. 6: “Our Leaders Is Just We Ourselves,” (Sakai)

Week 11 (4/4-6-8): **The Sixties**  
Read GML & VoF, Ch. 25. Ohlson, Freedom’s Daughters, Ch. 18: “Standing in the Minefield;” James Sullivan, The Hardest Working Man: How James Brown Saved the Soul of America, Ch. 7: Soul Pride, Pt. 1; Ch. 8: Things Got to Get Better, Ch. 10: It’s A New Day. (Sakai)

Read GML & VoF, Ch. 26. Ohlson, Freedom’s Daughters, Epilogue.

Week 13 (4/18-20-22): **Globalization and Terror**  
Read GML & VoF, Ch. 27.

Week 14 (4/25-27-Festival Day/No Class): **America Post 9/11**  
Read: GML & VoF. Ch. 28  
**Civil Rights Essay Due 4/29.**  
**Final Exam posted 4/29.** *(Due at end of scheduled exam period for each class. See below.)*

Week 15 (5/2-4-6) **A Disputed Past: What is American History?**  
Read: Complete and Review GML & VoF, v. 2.

**Exam Due:**  
104-01 (11:40am Class): Thursday 5/10. 4:30pm  
104-02 (12:50am Class): Thursday 5/10 11:30am
HISTORY DEPARTMENT COMMON STATEMENT ON ACADEMIC INTEGRITY

Policies and sources on academic integrity
All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.

From the Constitution of the Academic Honor Council (http://www.stlawu.edu/resource/student-handbook, 59-65): “Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, A Guide to MLA Documentation).”

“Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one’s own work and how the work of others must be acknowledged. Any student found guilty of academic dishonesty by the Academic Honor Council may have a letter placed in his or her permanent file.”

We expect all of our students to familiarize themselves with the following:
• Your course syllabus and your professor’s stated expectations on class assignments.
• The full SLU policy on academic honesty (the basis of the Academic Honor statement that you signed before your arrival on campus), described in the SLU Student Handbook (http://www.stlawu.edu/resource/student-handbook)
For more information on plagiarism, see the following:

If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them before you turn in written assignments.

Policies on academic dishonesty
If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (SLU Student Handbook, 60). Plagiarism cases brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to expulsion from the University.
A final caveat: Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it online so can we. Please don’t risk it.