

HST 177

MW Main Campus 9.30-10.45 CCC 227

T Th F Marshfield/ CESA 10-11.00. Leopold 135

Full Syllabus

At all UW-Stevens Point campus locations, **the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces.** Any student with a condition that impacts their use of a face covering should contact the **Disability and Assistive Technology Center** to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course. **By university policy, I'm not allowed to begin class unless everyone is wearing a face covering.**

ANY student refusing to wear a face covering will need to leave the classroom. Students are welcome to return once they wearing a face covering. If students must remain in quarantine, instructors will work to provide assistance. For this course, many of the materials are already accessible for the entire 15 weeks. Until otherwise announced, there WILL BE NO OPTION TO PARTICIPATE ONLINE, NOR WILL LECTURES BE RECORDED unless attendance drops below 50% across the university.

History 177
2021

America since 1877

Fall Semester

Prof. Jeff Kleiman CCC 557

Instructor Availability: Please feel free send me an email, or stop by and chat with me anywhere on campus. I am happy to help students with study strategies, clarification of the textbook, and the study sheet prompts.

My Office Hours: are Mondays and Fridays generally noon-1 PM; by appointment or feel free to email. jkleiman@uwsp.edu

Course Themes:

In this semester, we will look at the United States from its agricultural roots to its rise as the largest economic and military global power of the early twentieth century until today. It is a complex and compelling story frequently overlooked in the haste to teach

names and dates instead of real history. *During the process we will ask what have been the costs and rewards to our society in this ascent to greatness.*

Required Readings: There are two books for this class. Edwards et alia., *America's History* (volume 2, ninth edition) and Howard Zinn, *A People's History of the United States*. (20th anniversary edition, 2003)

Course Requirements:

There will be **four opportunities** for grades in this class based on two essay exams, a final project, and participation in online discussion threads.

Expectations for All written Work: Weekly Posts, Exams, Final Project

I

All written materials must confirm to standard American English, not the informal chit-chat, abbreviations, icons, or other ways of communicating via text. Plagiarism in any form, deliberate or accidental, means failure (F) for the assignment. If you are unsure if what plagiarism entails, check out one of these sites:

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1> (Links to an external site.) (Links to an external site.)

or

<http://people.ucalgary.ca/~hexham/content/articles/plague-of-plagiarism.html> (Links to an external site.) (Links to an external site.)

II

Answer the question(s) asked. Focus on a clear statement that sets up your argument/ thesis/ response, based on the available evidence. The evidence must be relevant to the question and support your response. Evidence requires an in-text citation; for this course, it may be simple and straightforward (author's last name page number)/ (Edwards 42) or (Zinn 147).

All work must be more than a single paragraph. Students tend to write (a) long, run on paragraphs that fill entire pages, or (b) brief single sentence paragraphs as written in a news story. A paragraph contains one idea with evidence. A paragraph requires a solid opening statement and a relevant evidence at the very least. Consider a good length to be about six to eight pages (these may be shorter in the weekly posts).

All discussion posts must be at least two paragraphs, with relevant evidence, cited in-text. Page lengths for other assignments (exams and final project) will accompany those assignments.

III

Clarity of writing, demonstration of understanding the materials, spelling, correct usage and the like are all part of university expectations, no less than in any other course or discipline. Sloppy and/ rushed materials will be graded according to the expectations noted above.

Written materials will lose points for the following:

1. *Failure to use **correct spelling***: -1 point out of 10 in a weekly post; other assignments -5 points.
2. *Failure to use the **correct word***: for example, they're/ there/ their; its/ it's; your/you're; -1 point out of 10 in a weekly post; other assignments -5 points.
3. *Failure to use the **correct punctuation*** (such as the singular versus plural possessive): -1 point out of 10 in a weekly post; other assignments -5 points
4. *Failure to write in **paragraph format***: -1 point out of 10 in a weekly post; other assignments -5 points.
5. *Failure to **cite evidence***: -1 point out of 10 in a weekly post; other assignments -5 points.

IV

The exams and final project are to be written in standard essay format with in-text citation. If you wish to use an unassigned source, please get my approval first. Please use a 12-point font (no larger) with either Times New Roman or Arial font. Line spacing should be 1.5 inches, and margins should not exceed 1 inch.

V

As you read, also think. Work to comprehend the significance of the events described and look up a word you might not know. It is easy with online access. Below are three sets of points to keep in mind as you take notes from class meetings or readings:

1. **It is insufficient to assert something:**
 2. **One must have some evidence/examples to support the assertion.**
 3. **The evidence must be relevant and from a reliable source.**
 4. **More than one source makes for a stronger and more credible argument.**
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1. **Look for connections:**
 1. **Among sources.**
 2. **Across periods.**
 3. **Across topics discussed.**
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1. **What remains constant?**
 2. **What changes?**

3. For whom?
4. When and where?
5. Under what conditions?

Plagiarism means that you fail the assignment.

Period. No make-ups or extra credit. If

you are unsure if what plagiarism entails, check out one of these sites:

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1> (Links to an external site.)

or <http://people.ucalgary.ca/~hexham/content/articles/plague-of-plagiarism.html> (Links to an external site.)

Discussion Threads. *Weekly Discussion Threads*: These are worth 10 points for each week of the class, for a total of 150 points.

Discussion Threads.

The questions posed for your discussion threads cannot be answered in a short, single sentence, or one-word answers. The prompts are designed to elicit your response to the materials. How you answer them is not necessarily a matter of right or wrong, but of curiosity, of opinion rooted in evidence of fact or experience. As you note, these weekly threads are worth 10 points each (a total of 150 points), almost one-fourth the final semester grade. Given that these are weekly assignments, the advantage of full participation is cumulative. I prefer this to regular quizzes based on names and dates. We work in order to understand material by going beyond short-term memory skills.

Why a discussion thread?

Research consistently demonstrates that engaging an idea through written and spoken practice helps people to develop greater analytical skills. It also suggests that through writing and discussion we are better able to develop an understanding of the materials and their implications. Through this process they become more familiar to us and, in getting responses from others to our own perceptions, we can rethink whether our own understanding of events seems reasonable.

What makes for a good discussion?

The easiest answer is *authenticity*. The most difficult thing for many of us is to engage in an unfamiliar topic among a group of strangers. We are afraid of looking foolish or even downright stupid. Trust me, I share this fear. However, we are gathered here to learn about a very important chapter in our collective history. Unless we can begin to speak

our minds and ask questions, to feel secure in our uncertainty, to seek the thoughts of others, how can we advance our own understanding?

While I do not expect pages and pages of comments, I do expect thoughtful contributions along the way: answering some people's questions, posting an opinion of one's own, or asking for some extra input. In the past, some people have felt strongly enough to look up some additional materials and post those links. This is fine. It is not necessary, but it certainly demonstrates a degree of involvement that is encouraging.

How will we be assessed (graded) on these discussion threads?

Each week, at the end of the scheduled discussion thread, I will make notes regarding frequency and substance of posted remarks. It seems reasonable that at least three comments should be worth points—and substantive, thoughtful responses should also gain maximum points. To write, simply, "me too" or some such response is not going to get any credit. If your post is entirely inadequate, sometimes one or two sentences, therefore, I must assign a grade of "0;" others may write a brief paragraph whose ideas are barely summations and show no analytical thought involved. Invariably, these will receive the grade of "5." A clearer statement of expectations is noted above. Please feel free to contact me if you have any further questions.

Grade Points

Available points weekly discussion thread	(10 points each)	150
Available points two exams	(100 points each)	200
Available points for final project	(100 points)	100
Total possible points available		450

(Please note that the **online grading sheet represents grade values as a percentage (%) of total available points**; this then becomes translated into the alphabetical grades for the semester. For example, 450 points equal 100%, 225 points equal 50% and so on.

95-100 A	85-89 B+	70-74 C+	55-59 D+
90-94 A-	80-84 B	65-69 C	50-54 D
	75-79 B-	60-64 C-	< 50 F

To help you prepare and think about these exams in advance there are study prompts for each chapter. The function of these chapter-based study sheets is to provide a balance of some specific events, people and/ or places along with the **context** of their importance. Through a give-and-take answer of the questions in class, augmented by lecture and discussion, students should be in a better position to understand the

significance of larger trends as encapsulated in terms of specific events. Consider the specific items of the identification lists and exams as prompts to larger patterns of concerns discussed in the textbook and class.

Schedule for the Semester

HST 177 M-01 M101 The US since 1877 T Th F 10:00 – 10:50 Leopold 135

Week 1 9/2 Th Introduction, Syllabus Review, and Course Expectations
 9/3 Fr Causes of the War and the Connection to Reconstruction

Week 2 9/7 T Stealing the 1876 Presidential Election
 9/9 Th Discussion of Study Prompts Edwards Ch. 14
 9/10 Fr Discussion of linked reading/ viewing assignments

Week 3 9/14 T Discussion of Study Prompts, Zinn Ch. 9
 9/16 Th Lecture: Origins and Enforcement of Jim Crow
 9/17 Fr Lecture: Mechanized Mass Production

Week 4 9/21 T Lecture: Importance of Sectoral Shifts
 9/23 Th Legal Protection of Corporations
 9/24 Fr Discussion of Study Prompts Edwards Ch. 16

Week 5 9/28 T Discussion of Study Prompts, Zinn Ch. 11
 9/30 Th The Supreme Court as Protector of Privilege
 10/1 Fr Lecture: Social Darwinism

Week 6 10/5 T Discussion of Study Prompts Edwards Ch. 19

	10/7	Th	Discussion of Study Prompts Edwards Ch. 21
	10/8	Fr	Lecture: Nationalism and Racism
Week 7	10/12	T	Lecture: Not the Roaring 20's
	10/15	Th	Discussion of Study Prompts, Zinn Ch. 15
	10/15	Fr	Continued discussion of Zinn Study Prompts
Week 8	10/19	T	Discussion of Study Prompts Edwards Ch. 22
	10/21	Th	Lecture: The New Deal I (1933-1935)
	10/22	Fr	Lecture: The New Deal II (1936-1941)
Week 9	10/26	T	Discussion of Study Prompts Edwards Ch. 24
	10/28	Th	Discussion of Study Prompts Edwards Ch. 25
	10/29	Fr	Lecture: Legacies of the Cold War
Week 10	11/2	T	Watching News Coverage/ Discussion of Images
	11/4	Th	Discussion of Study Prompts Edwards Ch. 26
	11/5	Fr	Civil Rights Legislation 1964/1965: Long Overdue?
Week 11	11/9	T	Lecture: Prosperity without Satisfaction
	11/11	Th	Lecture: How Far is Too Far?
	11/12	Fr	Discussion of Study Prompts Edwards Ch. 27
Week 12	11/16	T	Lecture: Projecting US Might, Our Vietnam Obsession
	11/18	Th	Discussion of Study Prompts Zinn, Ch. 18
	11/19	Fr	Continued discussion of Zinn, Ch 18

Week 13	11/23	T	Lecture: The Threefold Crises of the 1970s
	11/25	Th	THANKSGIVING BREAK
	11/26	Fr	NO CLASSES MEET
Week 14	11/30	T	Discussion of Study Prompts Zinn Ch.20/ Edwards Ch. 28
	12/2	Th	Lecture: From Goldwater to Trump, Shifts in Conservatism
	12/3	Fr	Discussion of Study Prompts Edwards, Ch. 29
Week 15	12/7	T	Lecture: Where are We Headed?
	12/9	Th	Discussion of Study Prompts Edwards, Ch. 30
	12/10	Fr	Thinking about the ephemeral film project.
Week 16	Ephemeral film project due on final exam date.		

Schedule for the Semester

HST 177-01 The US since 1877 MW 9:30-10:45 CCC 127

Week 1	8/30	M	Classes do not meet
	9/1	W	
Week 2	9/6	M	Causes of the War and the Connection to Reconstruction Stealing the 1876 Presidential Election
	9/8	W	Discussion of linked reading/ viewing assignments
Week 3	9/13	M	Discussion of Study Prompts, Zinn Ch. 9

	9/15	W	Lecture: Origins and Enforcement of Jim Crow
Week 4	9/20	M	Lectures: Mechanized Mass Production Importance of Sectoral Shifts
	9/22	W	Legal Definition of, and Protections for, Corporations
Week 5	9/27	M	Discussion of Study Prompts, Zinn Ch. 11
	9/30	W	Lecture: Social Darwinism
Week 6	10/4	M	Discussion of Study Prompts Edwards Ch. 19 and 21
	10/6	W	Lecture: Nationalism and Racism
Week 7	10/11	M	Lecture: Not the Roaring 20's
	10/13	W	Discussion of Study Prompts, Zinn Ch. 15
Week 8	10/18	M	Discussion of Study Prompts Edwards Ch. 22
	10/20	W	Lectures: The New Deal I (1933-1935) The New Deal II (1936-1941)
Week 9	10/25	M	Discussion of Study Prompts Edwards Ch. 24 and 25
	10/27	W	Lecture: Legacies of the Cold War
Week 10 Lynching	11/1	M	Watching News Coverage/ Discussion of Images/
	11/3	W	Civil Rights Legislation 1964/1965: Long Overdue?

Week 11	11/8	M	Lecture: Prosperity without Satisfaction
	11/10	W	Discussion of Study Prompts Edwards, Ch. 27
Week 12	11/15	M	Lecture: Projecting US Might: Our Vietnam Obsession
	11/17	W	Discussion of Study Prompts Zinn, Ch. 18
Week 13	11/22	M	Lecture: The Threefold Crises of the 1970s
	11/24	W	Zinn Ch.18 v Edwards Ch. 27 (853-872)
Week 14	11/29	M	Lecture: From Goldwater to Trump, Shifts in Conservatism
	12/1	W	Discussion of Study Prompts Edwards, Ch. 29
Week 15	12/6	M	Lecture: Where are We Headed?
	12/8	W	Discussion of Study Prompts Edwards, Ch. 30
Week 16	Ephemeral film project due on final exam date.		

Final Project Description

Research Project: Final Project: Ephemeral Films and their significance

Students will select at least two “ephemeral films” from the online archives and report on (a) how these reflect the context—social, economic, or political—of the time they appeared, (b) where the period(s) examined appear in the textbooks and how that source treats the subject matter (if at all), and (c) how useful these might be in terms of teaching a history course of modern America. We will discuss some of this in class during the semester.

There is additional information about the final project, including my recorded zoom discussion about expectations (be patient, it is a large files and may take some time to load). **You will find it in the module after Lesson 15.**

What is an “ephemeral film?”

The word *ephemeral* means fleeting, transient, short-lived. These visual documents have their roots in educating students in high school and college, or factory workers while at the plant in the cafeteria. Schools sometime brought the various classes to watch a film into the school auditorium, or perhaps brought one or two groups into a classroom. Their very value rests with how easily dated they are, not merely by the dress and the language, but also the ideas presented. Here are some examples to acquaint yourselves with the range of materials. **You may not use these for the final project.**

“A Date with Your Family” (1950)

<https://archive.org/details/0248 Date With Your Family A E00190 19 29 54 00> (Links to an external site.)

“Make Mine Freedom” (1948)

<https://archive.org/details/4050 Make Mine Freedom 01 01 10 02> (Links to an external site.)

“Are You Popular?” (1947)

<https://archive.org/details/AreYouPo1947> (Links to an external site.)

“Our Changing Family” (1957)

<https://archive.org/details/OurChang1957> (Links to an external site.)

“The All American Soap Box Derby” (1936)

<https://archive.org/details/AllAmeri1936> (Links to an external site.)

“The Plantation System in Southern Life” (1950)

<https://archive.org/details/Plantati1950> (Links to an external site.)

The two websites:

<https://archive.org/details/ephemera> (Links to an external site.)

The subject matter of these videos picks up in the 1960s and goes through the next twenty years or more.

<https://archive.org/details/prelinger> (Links to an external site.)

This collection covers a more diverse series of topics and goes back much further, into the 1930s and then into the 1950s. Both collections have public service announcements, television commercials, along with “education” and “informational” films (such as “Why not become a librarian?”).