

**History 1502**  
**US History since 1877**  
**Fall 2018**

Professor Melanie D. Newport  
UConn-Hartford  
Monday and Wednesday  
1:25-2:40pm  
Hartford Times Building 214

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959.200.3862  
Office Hours: Monday 3:00-4:00pm, in the hallway  
after class, and by appointment  
HTB 519

*“American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it.”*

-James Baldwin, 1963

### Required Texts

- Jane Dailey, *Building the American Republic: A Narrative History from 1877*, volume 2
  - free pdf / read free online: <https://www.bibliopen.org/p/bopen/9780226300962>
  - low-cost print version available at UConn Bookstore (\$30 new)
  - book website: <https://press.uchicago.edu/sites/buildingtheamericanrepublic/index.html>
- Ida B. Wells, *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*, ed. Jacqueline Jones Royster, 2<sup>nd</sup> Edition
- *9 to 5* (film; available for rental on services like [amazon](https://www.amazon.com) or on reserve at the UConn Hartford Library)
- Additional documents & links will be posted on HuskyCT: <https://learn.uconn.edu/>.

### Course Description

This course surveys the political, social, economic, cultural and ideological characteristics of modern America from 1877. Students are introduced to the techniques and strategies of historians through the use of historical texts, both primary and secondary, as well as the procedures of historical writing. Attention is given to transformations in experiences of race, class, and gender; tensions over American political and economic ideas and institutions; and the relationships between the United States and other nations.

### Course Objectives

Collegiate history is about learning to work with the tools of the historian by paying attention to complexity, change over time, context, contingency, and causality in order to understand how people in the past made choices and why those choices and their impact were important. As such, our focus is on the connections between people, events, institutions, and policies and why they are significant.

If you are worried about your performance in this class based on high school history class, let it go! In collegiate history, we focus less on memorization and more on developing critical reading and writing skills while gaining new perspectives on how past events shape the world we live in today—endeavors that will serve you well in any major or career.

After successfully completing this course, students will be able to:

- Locate primary sources through the library website.
- Identify events and actors that shaped debates about civil rights and activism, the role of government in society and the economy, and the place of American in the world from Reconstruction to the present.
- Relate past events to our current context.
- Practice historical methods through evaluation and critique of primary sources.
- Connect primary and secondary sources to broader themes in modern American history.

- Assemble primary sources in support of arguments about the past.
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## Of vital importance

Face to face communication is best; it allows the professor to put a name with a face and to get to know you. Meetings are great if you are worried about your grade, would like to go over a draft of an assignment, have fallen behind, or just want to chat. You may arrange to meet before or after class or during office hours. You should make one visit to office hours but you are not limited to it.

Email: I will respond to most emails within 24 hours except on weekends or breaks. It is ok to follow-up with me after meetings or if you don't receive a timely response to an email. I do not discuss grades over email. Check the syllabus before emailing.

Nomenclature: You can call me "Professor" or "Professor Newport."

Extra Credit: There isn't any. Don't ask.

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## Grade Distribution: 100% possible

- First Exam ("midterm"): 15%
- Final Exam: 30%
- Ida B. Wells Essay: 15%
- Wadsworth Object Essay: 10%
- Op-Ed from Perspective of Historical Actor: 20%
- Participation: 10%

## Assignments:

**Ida B. Wells Essay**: The purpose of this assignment is to demonstrate that you have read the assigned readings from the Wells book and can connect it to broader questions about historical thinking. You will write an 800-1000 word essay in response to a prompt provided on HuskyCT. You may not use sources other than the Wells book or the textbook. The Wells essay is due by 11:59pm on September 19. Late Op-Eds will receive a maximum grade of 70% and may not be submitted after 11:59pm on September 26. More details are on HuskyCT.

**Op-Ed**: An Op-Ed is an opinion piece that aims to persuasively express an opinion about an issue. You will take a stance on an event from the history of the United States since 1877, writing from the perspective of a historical actor at that time. This assignment includes two separate components: (1) a 400-word explanation of the context of the issue that you are writing about that includes key information that a reader in the past would know about the issue and (2) an 800 word Op-Ed. The only sources you should use are the course texts, your lecture notes, and at least 4 articles from the library reference e-resources (such as *Encyclopedia of Lesbian, Gay, Bisexual and Transgendered History in America*, *Oxford Companion to United States History*, *Encyclopedia of American Foreign Policy*, or *Encyclopedia of African-American Culture and History*; visit <http://classguides.lib.uconn.edu/content.php?pid=76578&sid=584015> and/or Proquest Historical Newspapers. You may use other Library databases as approved by the instructor. The Op-Ed is due by 11:59pm on November 14. Late Op-Eds will receive a maximum grade of 70% and may not be submitted after 11:59pm on December 5. More details are on HuskyCT.

**Wadsworth Object Essay**: Visit the Wadsworth Athenaeum, the art museum next to campus. Afterwards, you will submit an informal 300 word description of an object created in the United States between 1877 and 2001

and explain how the object is related to a topic, individual, or event that we discussed in the course. You must include a photograph or a drawing of the object you chose (you can scan drawings using scanners at the UConn Hartford Library). Your informal, brief essay can be turned in at any time during the semester before 11:59pm on November 26.

**Tests:** In historical scholarship, accuracy matters. As such, evaluation in this course includes mastery over content from primary and secondary source readings, films, and lectures. Two blue book exams will ask you to answer a mix of short answer and essay questions. The best way to prepare for the tests is to come to class, take notes, do the reading, study, and do the assignments.

The first exam (“midterm”) will cover material from weeks 1-5. The final exam will cover material from weeks 6-15 and will include a comprehensive question.

A makeup test is not available for the first exam; do not miss it. In accordance with UConn policy, students are required to be available for their final exam. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the [Office of Student Support and Advocacy](#) (OSSA). If permission is granted, OSSA will notify the instructor. If you have CSD testing accommodations, be sure to make arrangements with the professor in advance.

**Participation:** The In-Class Participation Rubric is posted on HuskyCT. Participation includes in-class quizzes and writing activities. The most helpful way to participate in this class is to raise your hand to ask a question or make a comment. You can do this at any point. I may finish my thought before answering you. You can also raise your hand to ask me to slow down, repeat something, or clarify something. It is helpful to your peers and your professor when you ask questions; it is not considered an interruption. Another way to participate is to come to office hours. Students find this time most useful for talking about their experience of the class, mentoring about majors and career paths, and for getting feedback on assignment drafts.

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## Being Successful in History 1502

**Taking Notes:** You will get more out of this class if you take notes on films, documents, and lectures. There are Google Slides for the course that include relevant terms that will be discussed (they will be finalized about thirty minutes before class) that can help guide your notetaking. They are not more comprehensive because you need to learn the skill of notetaking. Some useful resources for learning how to take notes in a history class:

- <https://clas.uiowa.edu/history/teaching-and-writing-center/guides/taking-lecture-notes>
- <https://apps.carleton.edu/curricular/history/resources/study/notes/>
- <https://www.youtube.com/watch?v=y4gWorHP5J8>

**Turning Assignments In:** All assignments should be submitted through the “Assignments” tab in HuskyCT. In this class, you do not need to include a heading or a title page. You should have a title and numbered pages. Use Times New Roman Font, 12 pt, double spaced, with 1 inch margins. All work will be submitted online; files must be formatted as a PDF or .doc/.docx file. If your paper looks short or is oddly formatted, I will check the word count. As a general rule, never go over 20% above the word count. Very short assignments are often not passable. You should cite sources with footnotes. Historians use Chicago Manual of Style to format them, which is desirable but not expected for this course.

**Late Policy:** Late Wells Papers will receive a maximum grade of 70% and may not be submitted after 11:59pm on September 26. Wadsworth Object Essays may not be submitted late because they can be submitted at any point in the semester before November 26. Late Op-Eds will receive a maximum grade of 70% and may not be submitted after 11:59pm on the last day of class. Do not, under any circumstances, approach me at the end of the semester with sad stories about why you did not turn work in during the semester. Such requests will be denied.

If you are concerned about being able to submit an assignment for a catastrophic reason, you must contact the professor at least 24 hours in advance of the due date.

**Sources for Your Assignments:** You do not need to do outside research in this class. For the Wells Essay, cite *only* the Wells textbook or *Building the American Republic*. Specific research directions will be provided for the Op-Ed assignment. Wikipedia, Googled sources, Cliff Notes, and non-assigned films or texts are not needed or appropriate for the assignments in this class.

**Buying Books:** You are expected to have the books for this course in class during the weeks they are on the syllabus. If you are buying or renting at the bookstore, you should do this at the beginning of the semester because they will send unpurchased books back after the first few weeks of classes. You can also buy course texts online or as ebooks. *Building the American Republic* is available for free.

**Readings:** The readings for this course allow you to engage with historical material in several different ways. **Primary Sources** are documents from the past, such the documents in the Ida Wells book (*Southern Horrors*) or individually assigned documents, such as Andrew Carnegie's Gospel of Wealth. **Secondary sources** are sources written after the fact, such as Jacqueline Jones' biographical essay in the Wells book. The textbook is a **Tertiary source**, a source that is based on many secondary sources. The degree to which you read the textbook is contingent on how useful you find it as a complement to the lectures. Some people will rely heavily on the textbook; others will find it less helpful. The structure and content of this class does not follow the textbook exactly. Your priorities should be: Primary Sources, Secondary Sources, Textbook. You do not need to read every word of every assigned reading to be successful in this class.

**Technology:** Devices may be used in class for note-taking or accessing course documents only. However, be mindful that studies show that people who take handwritten notes usually do better (see <http://tinyurl.com/jmjc7yd>). Unapproved uses such as texting or social media may lead to an individual call out. I will ban devices if distraction is a repeated problem among the members of the class. It is completely obvious when you are distracted online or texting during class. If you are the kind of person who is easily distracted, buy a notebook to take notes in and print out course materials.

**Showing Up On Time:** You are expected to show up to lecture on time. We will start right on time. It is distracting and impolite when you show up late. Plan ahead for traffic, parking problems, absent busses etc. If something happens but you're still going to come to class, the best etiquette is to send an email to the professor or to check in with the professor after class.

**Basic Needs Security:** Any student who faces challenges securing their food or housing and believes this may impact their performance in the course is urged to contact the Director of Student Services, Katie Martin ([katherine.martin@uconn.edu](mailto:katherine.martin@uconn.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable the professor to provide any resources that she may possess.

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### University & Course Policies:

**Grade information:** <http://catalog.uconn.edu/academic-regulations/grade-information/>

**Grade conversion:** A 93-100, 4.0; A- 90-92, 3.7; B+ 87-89, 3.3; B 83-86, 3.0; B- 80-82, 2.7; C+ 77-79, 2.3; C 73-76, 2.0; C- 70-72, 1.7; D+ 67-69, 1.3; D 63-66, 1.0; D- 60-62, 0.7; F <60, 0.0.

**Academic integrity:** I expect that you will turn in original work that was created by you for this class. I will prepare you to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut by teaching you proper methods of citation. You will contact me if you have questions before submitting assignments.

**You will not plagiarize, copy, steal, cheat, lift, submit work from other classes, or fail to cite; if you do so, you will fail the course.** I will also refer you to the Academic Integrity Board and provide them with evidence of your misconduct.

To learn about the onerous process accompanying “academic misconduct”:

<http://community.uconn.edu/the-student-code-appendix-a/>. If you decide to cheat or plagiarize or reuse work from another class, keep in mind that you are committing to costing yourself, the professor, and a number of people across the University countless hours of their valuable time. Don’t do it.

***Students with disabilities:*** This course follows principles of “universal design” and should be accessible to all students. The [Center for Students with Disabilities](#) (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. Kim McKeown is the interim CSD contact for UConn Hartford ([kimberly.mckeown@uconn.edu](mailto:kimberly.mckeown@uconn.edu)). The main office of CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu)

***Academic freedom:*** To quote the UConn Student Code, “The ‘spirit of inquiry’ lies at the heart of our community. It is the realization that the act of learning is essential to personal growth. The desire to know and the willingness to explore require the strength to resist the false promises of shortcuts and substitutes in the process of learning. The spirit of inquiry is the passion and the patience to commit oneself to a continual journey toward understanding. Incorporating the spirit of inquiry into one’s life as a student is not easy. It calls for curiosity, stamina, vulnerability, honesty, grace, courage, and integrity. A student needs to look beyond comfortable assumptions in search of new perspectives and seek the very information that might change his or her mind. ...The spirit of inquiry can only flourish in an environment of mutual trust and respect.”

<http://community.uconn.edu/the-student-code-preamble/>

***Policy Against Discrimination, Harassment and Related Interpersonal Violence:*** The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu)

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All other materials are posted on **HuskyCT**: <https://learn.uconn.edu/>

### 1502 Reading, Lecture, and Assignment Schedule

readings are subject to change- check “Announcements” in HuskyCT for updates

Dailey= *Building the American Republic*

Wells= *Southern Horrors and Other Writings* (Bedford)

Underlined= Lecture Topic

Name, Document Name= Primary Source Documents in HuskyCT

Monday, August 27	Syllabus
Wednesday, August 29	Dailey- Ch. 1, Incorporation, 1877–1900; Andrew Carnegie's Gospel of Wealth; Lum May on Chinese Expulsion <b>SYLLABUS QUIZ</b>
Monday, September 3	Labor Day- No Class
Wednesday, September 5	Wells- Biography essay (Part 1) and Autobiography essay (152-176)
Monday, September 10	Dailey- Ch. 2, Interconnected, 1898–1914; Jane Addams on Progressive Social Reform; “Aguinaldo’s Case Against the US”
Wednesday, September 12	Wells- “Southern Horrors” (46-68) and “Red Record” excerpt
Monday, September 17	Dailey- Ch. 3, War, 1914–1924; Emma Goldman on Patriotism
Wednesday, September 19	Dailey- Ch. 4, Vertigo, 1920–1928; Hiram Evans on the “The Klan’s Fight for Americanism”; Marita Bonner, “On Being a Young Woman and Colored” <b>WELLS ESSAY DUE</b>
Monday, September 24	Dailey- Ch. 5, Depression, 1928–1938
Wednesday, September 26	<b>Exam</b>
Monday, October 1	Dailey- Ch. 6, Assertion, 1938-1946; Charles A. Lindbergh, “America First,” Henry Luce, “The American Century”
Wednesday, October 3	Dailey- 7, Containment, 1946–1953; NSC-68
Monday, October 8	<u>Cold War Culture</u> : Migrant Farmers and Immigrant Labor; Richard Nixon on the American Standard of Living
Wednesday, October 10	Dailey- Ch. 8, At Odds, 1954–1965; <u>Civil Rights</u> ; James Baldwin; “A Talk to Teachers”
Monday, October 15	catch-up day
Wednesday, October 17	<i>Fog of War</i> in Class
Monday, October 22	Dailey, Ch. 9, Riven, 1965–1968
Wednesday, October 24	<u>War on Crime</u> ; <u>War on Poverty</u> ; Black Panther Party Platform; Lyndon Johnson, Special Message to Congress Proposing a War on Poverty
Monday, October 29	Dailey- Ch. 10, Breakdown, 1968–1974; watch <i>Berkeley in the Sixties</i> on your own
Wednesday, October 31	Dailey, Ch. 11, Right, 1974–1989; <u>The Silent Majority</u>
Monday, November 5	<u>Watergate</u>
Wednesday, November 7	<u>Women’s Rights</u> : “Combahee River Collective Statement”; Phyllis Schlafly, “What’s Wrong with 'Equal Rights' for Women” Gloria Steinem, “Testimony before Senate Hearings on the ERA”

Monday, November 12	<u>Reaganomics</u> ; watch <i>9 to 5</i> on your own
Wednesday, November 14	<u>Reagan's Body Politics</u> <b>OP-ED DUE</b>
Monday, November 19	Thanksgiving Break
Wednesday, November 21	No Class
Monday, November 26	Dailey- Ch. 12, Vulnerable, 1989–2001 <b>LAST DAY TO SUBMIT WADSWORTH ESSAY</b>
Wednesday, November 28	Dailey- Ch. 13, Forward, 2001–2016; George Bush on Compassionate Conservatism; Black Youth Project on Building Black Futures
Monday, December 3	<u>Toward a History of the Present</u> ; watch <i>Trump's Road to the White House</i> on your own
Wednesday, December 5	<u>Final Exam Review Day</u>
Week of December 10	<b>FINAL EXAM</b>
	DATE TBD