



**HURON UNIVERSITY COLLEGE
DEPARTMENT OF HISTORY
HIST 2302G 2019
American Modern: The United States in the 20th century**

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Contact information

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Office Hours: Mondays and Wednesdays 11:30-12:30

(other times by appointment)

Office is A305. Take the stairs by the Library/Chapel to the 3rd floor and turn left

Telephone extension: 358

Class meets: Mondays 2:30-4:30; Wednesdays 2:30-3:30, Classroom A1

Antirequisite(s): [History 2301E](#).

Prerequisite(s): None.

Course Description: An Antidote, and a Tonic

History 2301E is a survey course that introduces the study of American History both as an antidote to presentism, and as a tonic that will help to build up our understanding of our own place and time. The course addresses large questions that are just as important to us as they were to the people of the past. What is freedom, and how does the definition of freedom change over time? What have been the avenues to social, economic and political power, and to whom are those avenues opened-- and closed? What sources and historical interpretations influence the way in which the story of the American past is told?

Beginning with a consideration of the late 19th century, and concluding with the late 20th century, the course pays particular attention to political, social, intellectual, and religious history, and to the interplay among the shifting constructs of race and gender. The course proceeds chronologically, but is not meant to be a gallop. To give ourselves time to think, we will concentrate on recurring themes that give shape and meaning to narratives of the American past.

Once you start to read American History, you will find echoes of it everywhere. This is especially true, for example, in the wake of a traumatic presidential election season, when political figures reach out to claim the virtues of the past, or to repudiate its vices. The course material invites you to think about the relationship between academic history, and a broader public consciousness that often places a different value on knowledge of the past.

Learning Objectives

By the end of the course, you will have made progress toward meeting the course learning objectives. Assignments tailored to meet each objective are noted in parentheses. The course is designed to help you:

1. Recognize and define main themes across the broad sweep of U.S. social, religious and political history. (discussion; primary source assignment; book review; final)
2. Find and analyze primary sources. (primary source assignment; discussion)
3. Question and evaluate historiographical debates among U.S. historians across a range of topics. (discussion; book review; primary source assignment; reading response; research projects)
4. Recognize the sources and interpretive frameworks that have shaped the way in which the story of the American past has been told (discussion; critical literature review; test; final exam)
5. Engage the larger question of why any of this matters to us here and now. (final exam; discussion; research projects)

Required Reading (All of the books are available at the University bookstore.)

Eric Foner, *Give Me Liberty!* vol. 2 (Seagull edition)

Eric Foner, ed. *Voices of Freedom*, vol 2

Anne Moody, *Coming of Age in Mississippi*

James Carroll, *American Requiem*

Erica Ryan, *When the World Broke in Two: The Roaring Twenties and the Dawn of America's Culture Wars*

In addition, other brief readings may be recommended and assigned as preparation for class discussion. These will be available on the course OWL site well in advance.

Assignments and Assessment:

Regular class participation 20% (described below)

Critical Reading Response 10%

Critical book review 20%

Primary source research assignment 20%

Final Examination 30%

Further guidelines on all written assignments are on a separate handout posted to OWL, and will be discussed in class well in advance of deadlines.

Class Schedule & Weekly Reading

January 7-9 <i>Give Me Liberty!</i> 15 <i>Voices of Freedom</i> (vol. 2), 15	Reconstruction
Jan. 14-16 <i>Give Me Liberty!</i> 16 <i>Voices of Freedom</i> , 16	A Gilded Age
Jan. 21-23 <i>Give Me Liberty!</i> 17 <i>Voices of Freedom</i> 17	Power and Empire
Jan. 28-30 <i>Give Me Liberty!</i> 18 <i>Voices of Freedom</i> 18	Progressives
Feb. 4-6 <i>Give Me Liberty!</i> 19 <i>Voices of Freedom</i> 19	Modernity and War
Feb. 11-13 <i>Give Me Liberty!</i> 20 <i>Voices of Freedom</i> 20	1920s (book review due)
Feb. 25-27 <i>Give Me Liberty!</i> 21 <i>Voices of Freedom</i> 21	New Deal
Mar. 4-6 <i>Give Me Liberty!</i> 22 <i>Voices of Freedom</i> 22	War on the Home Front
Mar. 11-13 <i>Give Me Liberty!</i> 23 <i>Voices of Freedom</i> 23	Post-War Challenges
Mar. 18-20 Critical reading response due	Civil Rights (travel to Dresden/Chatham)
Mar. 25-27 <i>Give Me Liberty!</i> 25	1960s; Feminist Revolution

April 1-3 Recent Pasts (Primary source assignment due)
Give Me Liberty 26
Voices of Freedom 26

April 8 Wrap-up & Review for final

Class Participation: Discussion of Assigned Reading from *Voices of Freedom*

Each week, we will use some of our class time for lectures, and some of our class time to discuss the important questions raised by the course material. During discussion classes (normally held on Thursdays) we will concentrate on the readings from *Voices of Freedom*. The textbook, *Give Me Liberty!* is important background for lectures, and you need to read it in order to keep up on material covered in lectures, but we will **focus our discussion on *Voices of Freedom*. To prepare for discussion classes, read *Voices of Freedom*.**

Your participation grade will be based on the combination of your attendance (50% of the participation mark) and your informed participation throughout the year (50% of the participation mark). Informed participation means that you provide evidence that you have done the reading are ready to talk about it. We will be using small-group discussion as well as the full class group, and sometimes I will ask you to write brief responses to the discussion in class.

There will be a variety of ways to participate, and a variety of ways to do well in this part of the course, even if you are nervous about it or just not keen on it.

NB: you have one free pass!¹** This means that you can skip **one discussion** without penalty.

Use the “free pass” wisely! A record of the participation grade is updated each week, and you are welcome to consult this record and discuss it with me at any time during the academic year.

¹ ** Free pass is valid on regular discussion days only, and applies to those classes for which attendance is ordinarily taken and participation marks recorded. Free pass does not apply to class field trips, or to days when we have special activities such as the days listed under “course highlights” above, or to days when we have presentations on the class project, or guest speakers in class. Every effort will be made to announce such dates in advance. Limit one free pass per term per student. Free pass from term one cannot be saved and used in term two. Offer expires March 30/19. Your free pass is non-transferable and has no cash value. Always read the fine print.

RULES AND REGULATIONS

The History Department has specified that:

1. Each course instructor will set policy regarding the form (electronic and/or paper copy) and procedure for submitting essays and other written assignments in each course. Students are responsible for making sure they are familiar with each instructor's policy on electronic and/or paper submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript. 1

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname after initials or first name),
2. Title
 - o The title of a book is underlined or written in italics.
 - o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in italics
- 3..Place and date of publication in parentheses (),
 - o A fuller reference will include the publisher after the place of publication.
 - o Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

1. J.M.S. Careless, Canada, A Story of Challenge (Toronto, Macmillan Co. of Canada, 1970), 207.
2. Basil Davidson, "Questions about Nationalism", African Affairs 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

3. Careless, Canada, 179-206.

Where the reference is exactly the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, Shostakovich: A Life Remembered (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. #, issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname precedes the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary.

For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012. Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>.

Accessed October



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted

to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and

resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> ("Cancellations and Closures").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <https://huronuc.ca/student-life-campus/art-social-science>