

HIST 314

**U.S. HISTORY &
HISTORIOGRAPHY
SINCE 1877**



HIST 314

U.S. HISTORY AND HISTORIOGRAPHY, SINCE 1877

SPRING 2019

Instructor: Dr. Jason McDonald
Office: Baldwin Hall 226
Telephone: (660) 785-7575
E-mail: jasonmcd@truman.edu
Class Meetings: Monday and Wednesday 3:30 P.M.–4:50 P.M.
Location: Baldwin Hall 219
Office Hours: Monday and Wednesday 12:30 P.M.–1:30 P.M. and 2:30 P.M.–3:30 P.M.,
and Friday 12:30 P.M.–1:30 P.M. or by appointment

COURSE OVERVIEW

It is truism that all history is contested. Take any subject in the history of the United States since 1877 and it is difficult to find two historians who interpret it in exactly the same way. Some may focus on the roles that prominent or famous individuals played in a given event or development, while others will examine the experiences of the masses or neglected groups, such as workers, women, or ethnic minorities. This is not the only way in which historians examining the same topic might differ in their approaches: the varieties are myriad. Not surprisingly, these alternative approaches to the same topic invariably produce contrasting perspectives on such issues as historical causation and significance. While no two historians agree entirely in their interpretations of specific events or broad trends, it is possible to identify main schools of thought under which scholars of similar opinions can be grouped. Historiography examines not only the differences between various schools of thought, but also the factors contributing to evolving interpretations of the American past. Moreover, it explores the paradigm shifts whereby the traditional perspective on an event or development is challenged and eventually supplanted by a revisionist interpretation of the same topic.

This course combines an introduction to American historiography with a survey of U.S. history from the Gilded Age to the present. As well as providing a general overview of the main political, social, economic, and diplomatic developments in the period since 1877, it examines contrasting interpretations of significant case studies in modern U.S. history: (1) the Second Industrial Revolutions; (2) Imperialism; (3) Progressivism; (4) Immigration; (5) the New Deal; (6) the Cold War; (7) the Civil Rights Movement; and (8) Second Wave Feminism. Exploration of these case studies provides practice in the methods that you will apply when you work independently on producing your own historiographical paper.

LEARNING OUTCOMES

Upon completion of this course, you will be able to:

- ◆ demonstrate an understanding of scholarship on modern U.S. history as a debate or conversation among historians and knowledge of the main theoretical interpretations in selected case studies
- ◆ demonstrate knowledge of the main topics in U.S. history since 1877, especially in terms of social, economic, political, diplomatic, and military developments
- ◆ relate within these historiographical controversies the key methodological problems encountered in historical research and writing
- ◆ communicate—verbally and/or in writing—effectively and present work in a manner which conforms to scholarly conventions
- ◆ construct a relevant argument that demonstrates an adequate use of evidence and a selection of historical interpretations
- ◆ locate, gather, sift, and synthesize an adequate body of source material
- ◆ demonstrate the ability to work independently under the constraints imposed by the component of assessment, for example word limit, deadlines, time limit

This is a 4-credit hour course. The minimum investment of time by the average student necessary to achieve the learning goals of the course is one hour in class and two hours in additional learning activities for each credit hour of the course,

READING

- Couvares, Francis G., Martha Saxton, Gerald N. Grob, and George Athan Billias. eds. *Interpretations of American History: Patterns & Perspectives—From Reconstruction*. Vol. 2. 8th ed. Boston: Bedford/St. Martin's, 2009. ISBN 9780312480509
- Foner, Eric. *Give Me Liberty! An American History*. Vol. 2. 5th Seagull ed. New York: Norton, 2014. ISBN 9780393615654
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 9th ed. Boston: Bedford/St. Martin's, 2012. ISBN 9781319113025

EVALUATION CRITERIA

Class Participation	20%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Historiographical Paper: Preliminary Draft (2,500 words)	15%
Historiographical Paper: Final Draft (3,000 words)	20%

Grading Scale

A	B	C	D	F
100%–90%	89.9%–80%	79.9%–70%	69.9%–60%	59.9%–0%

Class Participation

Class discussions will be based upon the assigned reading for each class (see course schedule).

Address the following questions when reading Foner’s *Give Me Liberty*:

- ♦ What are the most important social, cultural, economic, political, diplomatic, or military developments described?
- ♦ What role does human agency play in historical change?
- ♦ How much influence do either elites or the masses exert over decisions made on important issues?

Identify examples to illustrate your observations.

Address the following questions when reading essays in Couvares, et al., *Interpretations of American History*:

- ♦ What is the subject?
- ♦ What is the main argument?
- ♦ What historiographical perspective does the essay align with?
- ♦ How is evidence used to support the assertions advanced?
- ♦ What are the source’s strengths and weaknesses in terms of approach, plausibility of argument, and appropriateness of evidence?

Identify examples to illustrate your observations.

General Rubric for Grading Participation

This rubric is provided for you as a guide to gauge your participation throughout the semester. Please remember that not all items listed are applicable to all students and it is not always necessary to exhibit each characteristic in order to earn the associated grade.

- A Attends class regularly. Asks meaningful questions regularly. Provides comments and new information in a consistent and equitable manner. Interacts with a variety of participants. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.
- B Attends class regularly. Asks meaningful questions regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding of the topic as evidenced by comments that rarely contain only superficial knowledge.
- C Attends class regularly. Asks meaningful questions on occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic as evidenced by loosely related comments.
- D/F Attendance is spotty. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic as evidenced by irrelevant or absent comments.

Attendance Policy

Attendance is required at all sessions. Unexcused absences will result in a penalty being applied to the class participation assessment component that is proportionate to the number of absences.

Exams

The three exams will contain a combination of matching, true-or-false, multiple choice, and short answer identification questions drawn primarily from assigned readings and materials discussed in class.

Historiographical Paper

You will be assigned a topic on which to write a historiographical paper. The topic will correspond to one of the chapters in volume 2 of Couvares, et al., *Interpretations of American History*. For this assignment, you must read and review SIX scholarly monographs (that is, book-length studies case studies). Of these six books, two must qualify as orthodox interpretations, two must be revisionist, and two must be post-revisionist.

A historiographical essay is not simply a “story” which puts together all the material in a selection of readings, as if these were merely sources for facts on a subject. That type of paper is not acceptable for this class. You will, of course, collect and coordinate some information, but that work is only the beginning of your task. This type of writing addresses an issue upon which historians have different viewpoints and then summarizes and critically analyzes the research of key historians (or, in some cases, contemporaries) involved in the debate. Particular emphasis is

given to explaining how and why various scholars disagree. Your paper must deal in a summary fashion, but fairly and accurately, with interpretive views of and methodological approaches to a historic issue.

Questions to consider as you examine the arguments of historians might include: What is each historian's thesis? What approach to the subject (social, economic, intellectual, etc.) does each historian emphasize, and how can you tell? What types of evidence does each work emphasize? What points of agreement/disagreement do you find? Do any of the authors specifically point out their disagreements with other interpretations? Which historians probably agree on a general view of the subject under investigation, and why? Which ones are clearly (even if not explicitly) contradictory, and why? Can you see echoes of trends in American historiography in these works? Which one(s) seem to especially reflect a particular period and the concerns of historians and other intellectuals—and what were that period and those concerns? Which argument seems most credible to you and why? Which seem most significant in terms of providing new ideas or insight that might be useful beyond this particular issue?

Be sure that the paper follows proper style with respect to documentation (see Rampolla, *A Pocket Guide to Writing in History*, chapter 7). Notes should be either at the bottom of the page (footnotes) or collected at the end of the paper on a page entitled "Endnotes" or simply "Notes." The final page should be a bibliography listing all the sources. Papers failing to include proper documentation are unacceptable. Please number the pages in your paper after the title page.

Work hard to develop a clear and concise writing style. Clear communication is always important, but this type of paper will test your ability to explain a historian's essential argument so that your reader can comprehend it without having to refer to the original source. Finally, remember that this is a comparative analysis and not a "report," "summary," or "research" paper.

The historiographical paper must conform to the following rules on style and presentation:

- ◆ double line spacing is used throughout
- ◆ 1-inch margins on all edges of the page (left, right, top and bottom)
- ◆ the text is written in Times New Roman font face (no bold or italics except when required by Chicago style guide), and the font size is no smaller or larger than 12 points
- ◆ a cover sheet (available on Blackboard) is provided, listing your name, the course, the title of the assignment, and the date
- ◆ each page of the term paper is numbered, except for the cover page
- ◆ an accurate word count of the term paper text (excluding footnotes and other extraneous material) is provided
- ◆ short quotations (under forty words) are typed in plain text and contained within quotation marks, longer quotes are blocked (indented and set apart from the essay body by a single line space above and below) but not contained within quotation marks
- ◆ footnotes are numbered in Arabic numerals, not lower-case Roman numerals

For more guidance on style and presentation, as well as on how to locate, evaluate, and cite secondary sources, see the relevant sections of Rampolla, *A Pocket Guide to Writing in History*.

General Rubric for Grading Papers

Papers will be graded according to the following criteria: (1) depth and breadth of research; (2) factual knowledge and accuracy; (3) awareness and understanding of historiography; (4) structure and argument; (5) selection and synthesis of evidence; (6) critical engagement in theoretical debates; (7) originality in approach, argument or content; (8) grammar, spelling, punctuation and presentation; and (9) source citation. This rubric indicates the grades associated with the various levels of performance in each of these criteria. However, it is not necessary for an individual paper to exhibit each characteristic in order to earn the associated grade.

- A Demonstrates depth and breadth of reading, including highly relevant journal articles, monographs and primary sources. Displays highly detailed knowledge of the topic. Shows superior awareness and understanding of the historiography, including critical insight into different interpretations. Has a sophisticated structure and argument. Is clearly analytical approach, including critical engagement in theoretical debates. Highly relevant evidence is selected and skilfully deployed in support of the argument. Contains many original ideas and applications of methodology. There are no grammar, spelling, punctuation or presentation errors. The citation of sources is full and correct.
- B Demonstrates depth and breadth of reading, including relevant journal articles and monographs. Displays detailed knowledge of the topic. Shows keen awareness and understanding of historiography. Has an orderly structure and coherent line of argument. Is predominantly analytical, including a balanced application of theory. Relevant evidence is selected and mostly deployed in support of the argument. Contains some original ideas and applications of methodology. There are very few grammar, spelling, punctuation or presentation errors. The citation of sources is nearly full and correct.
- C Demonstrates reasonable coverage of the relevant literature, but not very broad or deep. Displays accurate knowledge of the topic. Shows reasonable awareness of historiography, but limited understanding of it. Has an orderly structure and some development of an argument. Has a reasonable amount of analysis, but is possibly lacking in depth and balance. Sufficient relevant evidence is provided, but it is not always deployed in support of the argument. Contains few original ideas and applications of methodology. The prose is basically sound, but there are more than a few grammar, spelling, punctuation or presentation errors. The citation of sources is satisfactory but not always correct.
- D Demonstrates basic coverage of the literature and may include some irrelevant sources. Displays basic knowledge of the topic, but may include some factual errors. Shows basic awareness of historiography. Has a rudimentary structure, but limited development of an argument. Has some analysis, but may tend towards description. Some evidence is provided, but it is not always relevant or in context. Is derivative and pedestrian. The prose is basically sound, but there are many grammar, spelling, punctuation or presentation errors. The citation of sources is nearly limited and often incorrect.
- F Demonstrates minimal coverage of the literature and may include mostly irrelevant sources. Displays little knowledge of the topic and may include many factual errors.

Shows little awareness of historiography. Is disorderly, discursive, and possibly lacks a clear argument. Has a minimal amount of analysis and may be highly descriptive. Is very generalized and makes minimal utilization of relevant evidence. Is highly derivative and pedestrian. The grammar, spelling, punctuation and presentation are very poor. The citation of sources is nonexistent or minimal and mostly incorrect.

ACADEMIC HONESTY

You are expected to do your own academic work. In academic writing, it is plagiarism to use the words or ideas of another person and pass them off as your own. If you cheat on an assessed component, such as a paper or examination, you will be subject to disciplinary action, including suspension or expulsion from the class, your academic program, or the University. On this course, the punishment for cheating may include the reduction or elimination of your score for an affected assignment, the lowering of your grade for the entire class (including the assignment of an “F” or “zero” grade), or your expulsion from the class. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies.

CLASSROOM ETIQUETTE

Arrive at class promptly. For late arrival, you will incur a penalty on the class participation component. Electronic devices, including cell phones and portable computers, must be turned off and stored out of sight. Your failure to comply with this policy will be deemed disruptive behavior and make you subject to disciplinary action, which may include your temporary or permanent expulsion from the class.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Services office on (660) 785-4478 (or by e-mail at ds@truman.edu) as soon as possible.

STATEMENT OF NON-DISCRIMINATION

In compliance with federal law and applicable Missouri statutes, the University does not discriminate on the basis of sex, disability, age, race, color, national origin, religion, sexual orientation, or veteran status in admission to or employment in its education programs or activities. The University complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; and other state and federal laws and regulations.

TITLE IX AND STUDENT SEXUAL MISCONDUCT

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Truman's campus with the University. Students may speak to someone confidentially by contacting University Counseling Services at 660-785-4014 (660-665-5621 for after-hours crisis counseling.) Truman State University's Title IX Coordinator is Janna M. Stoskopf (1110 Student Union Building, titleix@truman.edu, (660) 785-5404).

EMERGENCY PROCEDURES

In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF on the Blackboard course for this class or at this link: <http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf> . Students should be aware of the classroom environment and note the exits for the room and building.

For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings using the QR code or this link: <http://police.truman.edu/emergency-procedures/academic-buildings/>



This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/> .

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the "Truman" tab. Click on the registration link in the lower right of the page under the "Update and View My Personal Information" channel on the "Emergency Text Messaging" or "Update Emergency Text Messaging Information" link.

During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

SCHEDULE OF MEETINGS, READINGS AND ASSIGNMENTS

14 Jan. 2019	Introduction
16 Jan. 2019	American Historiography Reading: Couvares et al., <i>Interpretations</i> , ch. 1
21 Jan. 2019	NO CLASS: Martin Luther King Day
23 Jan. 2019	The Gilded Age Reading: Foner, <i>Give Me Liberty</i> , ch. 16
28 Jan. 2019	Discussion 1: Second Industrial Revolution Reading: Couvares et al., <i>Interpretations</i> , ch. 3
30 Jan. 2019	Populism and Imperialism Reading: Foner, <i>Give Me Liberty</i> , ch. 17
4 Feb. 2019	Discussion 2: Imperialism Reading: Couvares et al., <i>Interpretations</i> , ch. 4
6 Feb. 2019	The Progressive Era Reading: Foner, <i>Give Me Liberty</i> , ch. 18
11 Feb. 2019	Discussion 3: Progressivism Reading: Couvares et al., <i>Interpretations</i> , ch. 6
13 Feb. 2019	World War I Reading: Foner, <i>Give Me Liberty</i> , ch. 19
EXAM 1 (18 Feb. 2019)	
18 Feb. 2019	Discussion 4: Immigration Reading: Couvares et al., <i>Interpretations</i> , ch. 5
20 Feb. 2019	The New Era and Great Depression Reading: Foner, <i>Give Me Liberty</i> , ch. 20
25 Feb. 2019	The New Deal Reading: Foner, <i>Give Me Liberty</i> , ch. 21
27 Feb. 2019	Discussion 5: The New Deal Reading: Couvares et al., <i>Interpretations</i> , ch. 7
4 Mar. 2019	NO CLASS: TIME FOR RESEARCHING AND WRITING

6 Mar. 2019 NO CLASS: TIME FOR RESEARCHING AND WRITING
MIDTERM BREAK

HISTORIOGRAPHICAL PAPER INITIAL DRAFT DUE (18 Mar. 2019)

18 Mar. 2019 World War II
Reading: Foner, *Give Me Liberty*, ch. 22

20 Mar. 2019 The Cold War
Reading: Foner, *Give Me Liberty*, ch. 23

25 Mar. 2019 Discussion 6: The Cold War
Reading: Couvares et al., *Interpretations*, ch. 8

EXAM 2 (27 Mar. 2019)

27 Mar. 2019 The 1950s
Reading: Foner, *Give Me Liberty*, ch. 24

1 Apr. 2019 Historiographical Paper Individual Tutorials

3 Apr. 2019 The 1960s
Reading: Foner, *Give Me Liberty*, ch. 25

8 Apr. 2019 Historiographical Paper Individual Tutorials

10 Apr. 2019 Discussion 7: The Civil Rights Movement
Reading: Couvares et al., *Interpretations*, ch. 9

15 Apr. 2019 Historiographical Paper Individual Tutorials

17 Apr. 2019 The 1970s and 1980s
Reading: Foner, *Give Me Liberty*, ch. 26

22 Apr. 2019 NO CLASS: TERM BREAK

24 Apr. 2019 Historiographical Paper Individual Tutorials

29 Apr. 2019 Discussion 8: Second Wave Feminism
Reading: Couvares et al., *Interpretations*, ch. 10

HISTORIOGRAPHICAL PAPER FINAL DRAFT DUE (1 May 2019)

1 May 2019 Review and Reflection

6 May 2019 EXAM 3 (3:30 P.M.)