



HIST1500: United States II, 1877-present

Power, Politics, and Pop Culture

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OVERVIEW

Course Details

Sections and Meeting Times: Tuesdays 12:30-1:45 and 2:00-3:15 (other meetings online, per the hybrid course arrangement)

Classroom: CNIC 212

Course Themes

The development of industrial and managerial capitalism and the nationalization of the American economy in the late 19th century helped develop a national consumer culture by the 1920s. Despite this triumphant narrative of economic growth fueled by innovations in technology and managerial expertise, there were darker sides. The struggle faced by immigrants as they came to America seeking opportunity offered a stark counterpoint to tales of fantastic fortunes made by captains of industry. Immigrants settled into rapidly growing urban areas, and often faced discrimination, just as African Americans whose enslaved forebears had helped build the nation continued to experience discrimination, disfranchisement, and even lynching and terrorism. Reform movements and individuals increasingly turned to the government in times of domestic and foreign crisis, and over the course of the 20th century the federal government would grow in ways unimagined by Americans at the end of Reconstruction in 1877. This course will examine not only the growth of the economy and America's expansion abroad and how these developments fueled the growth of the federal government, but it will also examine in depth the evolution of American liberalism. At the same time, American popular culture developed, enriched, and expanded by new technological mechanisms, was far from removed from political and economic developments. In our in person meetings, we will explore the historical contexts you read about in the online portion of this hybrid course through questions and explorations of popular culture, considering how it reflected and even shaped events and Americans' experience of them.

Your Professor

Professor Jewell received her BA from Vanderbilt University with a double major in History and Anthropology and her MA and PhD from Boston University in American History, where she studied under Louis Ferleger and Bruce Schulman. Her dissertation is forthcoming as a book, *Dead as Dixie: the Southern States Industrial Council and the End of the New South, 1933-1964*. She has published several articles and book reviews, and presented at conferences across the United States and Great Britain. She specializes in U.S. political and economic history with a focus on the South, and has a particular interest in the relationship among institutions, popular culture, and politics.

Required Materials

Textbook: Alan Brinkley, *The Unfinished Nation*, Vol. II Concise, 7e with access card for ConnectEd (may be purchased separately through McGraw-Hill, but it will likely be more expensive than the bookstore offering).

[[<http://connect.mcgraw-hill.com/class/jewell-spring2014>]] is the URL for the ConnectEd course, and you may purchase the access code through the site directly, as well (they have a promotion early in the semester that offers a discount)

McGraw-Hill's Connect is a web-based assignment and assessment solution required for this course. Connect is designed to assist you with your coursework based on your needs. As outlined in this syllabus, assignments will make up a portion of your overall course grade.

ACCESS: Connect access codes may be packaged with a new textbook in the bookstore. Connect can also be purchased online at our section's Connect web address: <http://connect.mcgraw-hill.com/class/jewell-spring2014>. If you purchase Connect online, you will have the option of purchasing Connect or Connect Plus, which includes an interactive eBook version of the required textbook for this course. NOTE: You can register in Connect and have access without a code for a limited time period (typically three weeks).

REGISTRATION: To register in Connect, please visit <http://connect.mcgraw-hill.com/class/jewell-spring2014> and click "Register Now."

SUPPORT & TIPS: If you have any issues while registering or using Connect, please contact McGraw-Hill's Customer Experience team through <http://www.mhhe.com/support> or at 800-331-5094. To avoid problems related to unexpected technical issues, you are advised not to wait until the last moment to complete assignments. Please review your "Connect Student Quick Tips" document for further support.

Other readings available on Blackboard. Students are REQUIRED to bring the day's reading to class.

POLICIES

Remember, at Fitchburg State, we use the Carnegie Unit and Credit Hour. The definition, from the Carnegie Foundation, reads, "For a lecture class, one unit is considered to be one hour of lecture class time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in class and should do six hours per week of homework." Our class, as a three credit class, follows this expectation that you will spend at least 6 hours of time per week outside of class preparing assignments, reading, and reflecting on what has been discussed in class. This may vary week to week, and is considered the minimum effort for a passing grade. Excellence will require more effort.

Expectations

- 1) **Attend class.** This course relies heavily on discussion, and for this to succeed you must be present and on time.
- 2) Read all assigned material. Readings provide a common ground upon which we build our inquiry. Without that common ground, we cannot fully explore the themes and skills developed in the course. Important: you should take notes on all assigned readings.
- 3) **Be attentive and participate in class.**

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- 4) **Complete all required assignments in a timely fashion.** The assignments provide formal opportunities to articulate your thought on what we discuss in class. Extensions, if necessary for emergency reasons, require advance arrangement and approval from me.

Fitchburg State encourages the full participation of individuals with disabilities in all aspects of campus living and learning. To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise. Contact Disability Services a.s.a.p. to establish your eligibility: www.fitchburgstate.edu/disability or 978-665-4020.

Email

Email is my preferred form of communication. However, to manage time spent on emails, I tend to only check it twice a day. Because of this, you should plan to not hear back for 24 hours during the week and not over the weekend. That doesn't mean you won't hear back earlier, but you should not expect this. Some additional guidelines for email, which is a form of professional communication:

1. Copyedit and proofread
2. Have greetings/signatures
3. Have a meaningful subject line (not "Question" or "Class" or "From your student," or whatever.)
4. Don't demand that I write back by a set time or as soon as possible; almost by definition, if I've not responded, that means I've not been able to.
5. I do not discuss grades over e-mail, and I will not reveal meaningful grades over e-mail.

Attendance

You may miss three classes without penalty. After three misses (whether excused or unexcused — I do not distinguish between them: you are either in class or you are not, and I don't want to play policeman to find out if you really were ferrying grandma to her hip replacement), I reserve the right to lower your grade at my discretion; after six absences you risk failure of the course.

Digital Etiquette

Rules of decorum and respect for others apply here. Use common sense. Please turn off all phones and DO NOT look at them during class (unless instructed to do so). The classroom should be a place apart from the outside world, at least for a brief time. Please notify your boss, family, and friends of when you will be unavailable because you are in class. They should not assume they can reach you during these times. Besides, it's good for you to unplug!

- Laptops: In theory they are excellent tools for note taking. However, data has shown me (and others) that they are more distraction than of use in taking notes. In an informal survey, students who use laptops in my class

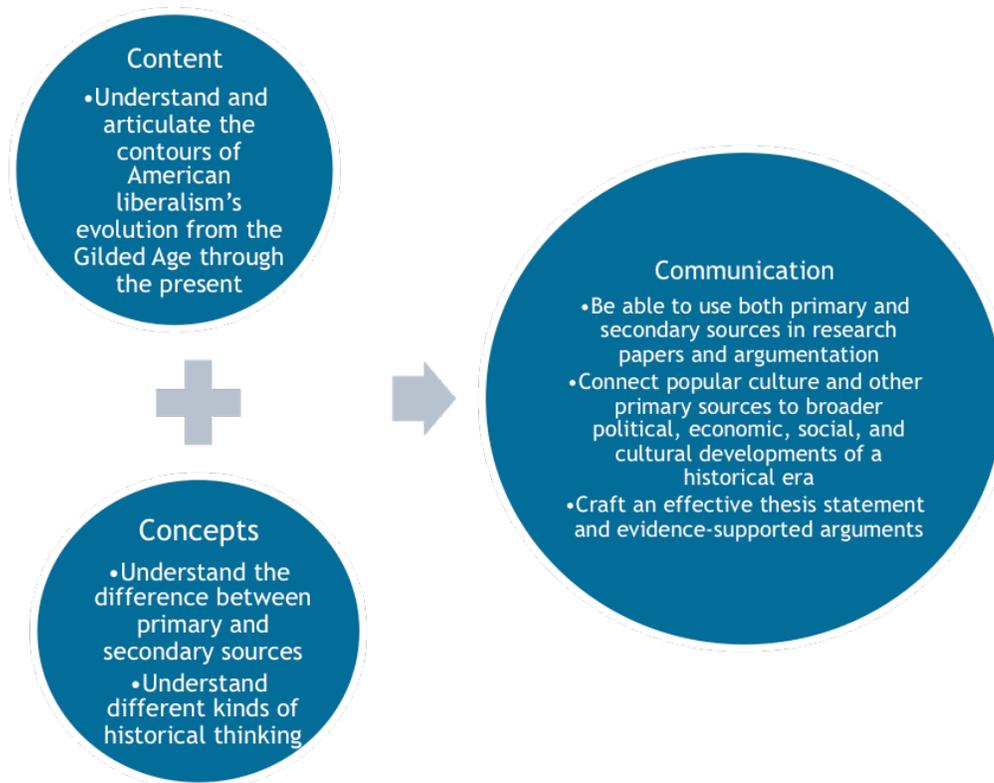
earn a final grade 8-12 points lower than the class average. **If you insist on taking notes on a laptop, I ask that you sit at the back of the class so your screen does not become a distraction for others.**

COURSE GOALS

Student outcomes may vary according to their level of competency in these abilities upon starting the class, and you can only expect to acquire these skills if you honor all course policies, attend class regularly, complete all assigned work on time and in good faith, and meet the course's expectations of you as a student.

Skills

Historical thinking is a cornerstone of a university education. Not only does college-level history refresh students with the core events of American history, it teaches them how to think critically about the past, to question sources, and to review arguments for their merits. In college history students are not solely responsible for memorizing content; they are responsible for developing their own views of that content, and to demonstrate their ability to use that knowledge and views to create their own arguments. In this class, students will build skills by understanding content and course concepts, and then learning how to communicate their findings effectively. For example:



Assignments and Grading

Note that Blackboard will give a points total. These grades are often inaccurate to use to compute your grade because it is difficult to calculate the total points in each category. Use the following percentages to calculate your grade, and if you have any questions, see me in my office hours.

- **15% Weekly Online Textbook Reading and Homework (LearnSmart)** These homework assignments will be completed online BEFORE the start of the class for which they are assigned. Students should complete the review homework through the McGraw-Hill ConnectEd site. Note that these are adaptive homework assignments. You will receive a grade based on your level of mastery. This should be an easy way to boost your grade if you are attentive. Late work will be penalized 1% for every hour after submission (after 100 hours, assignment will receive 0%). See calendar below for due dates.
- **20% Online and In Class Discussions.** Students will be able to evaluate their own participation once during the semester. Participation includes both quality and quantity of in-class contributions. See Blackboard and dates below for schedule and due dates.
- **35% 6 Unit Exams and Final Exam Essay.** These will be online multiple choice and short answer questions. (averaged). See dates below.
- **30% Historical Question Paper and Primary Source Analysis Paper.** You may turn in the primary source analysis up to three times before the due date. Keep in mind that if I encounter three grammatical errors or three errors in citation, I will stop grading the essay and hand it back to you. You may revise it after the due date, but I will deduct 1/3 grade for each day it is late. It pays to have me look at your essay before you turn it in so that mechanics and bureaucratic nonsense do not detract from your grade. Your grade for the Primary Source Analysis Paper (if higher) will replace your Historical Question Paper, which is graded by an experimental program. More information will be available via class handouts and Blackboard posts.

The semester is divided into three units, at the end of each the final exam covering the material will be due online (via Blackboard and McGraw-Hill links):

Friday, October 3: Unit 1 Materials Due

Reading: Chapters 16-21, due by class session as assigned below. Discussion Board posts, primary sources for discussion, and Debating the Past sections as assigned.

Assignments: LearnSmart Exercises Chapters 16-22; Exams 1 and 2; Discussions 1-3.

Friday, October 31: Unit 2 Materials Due

Reading: Chapters 22-27, due by class session as assigned below.. Discussion Board posts, primary sources for discussion, and Debating the Past sections as assigned.

Assignments: LearnSmart Exercises Chapters 22-27; Exams 3 and 4; Discussions 4-5. (Historical Question Paper due 10/10/14)

Friday, December 5: Unit 3 Materials Due

Reading: Chapters 28-32, due by class session as assigned below.. Discussion Board posts, primary sources for discussion, and Debating the Past sections as assigned.

Assignments: LearnSmart Exercises Chapters 28-32; Exams 5 and 6; Discussions 6-10. (Primary Source Paper due 12/9/14; final exam on 12/15 at 2:30pm)

SCHEDULE OF READING AND ASSIGNMENTS

Date	Day		Reading	Assignment
9/5/2014	Friday	Introductions		
9/12/2014	Friday	America in the Gilded Age	Brinkley Chapters 16, 17, 18 Discussion 1 documents	
9/19/2014	Friday	American Empire	Brinkley Chapter 19, 21	
9/26/2014	Friday	The Progressives	Brinkley, Chapter 20, Discussion 2 documents	
10/3/2014	Friday	The 1920s and the Birth of the Modern	Brinkley, Chapter 22	End of Unit 1 - Chapter Reviews, Discussions, and Exam Due
10/10/2014	Friday	The Great Depression	Brinkley Chapters 23, 24, Discussion 3 and 4 documents	Historical Question Paper Due
10/17/2014	Friday	World War II and Cold War	Brinkley, Chapters 25, 26, 27, Discussion 5 documents	
10/24/2014	Friday	The Affluent Society	Brinkley, Chapters 28, Discussion 6 and 7 documents	
10/31/2014	Friday	Civil Rights and the Great Society	Brinkley, Chapter 29	End of Unit 2 - Chapter Reviews, Discussions, and Exam Due
11/7/2014	Friday	The Unraveling of Liberalism	Brinkley, Chapter 30, Discussion 8 documents	
11/14/2014	Friday	Online Discussion (No in person meeting)	TBA	

Date	Day		Reading	Assignment
11/21/2014	Friday	Turning Inward	Discussion 9 documents	
11/28/2014	Friday	Thanksgiving	Brinkley, Chapter 31	
12/5/2014	Friday	Thunder on the Right	Brinkley, Chapter 32, Discussion 10 documents	End of Unit 3 - Chapter Reviews, Discussions, and Exam Due Primary Source Paper Due Dec. 9
12/15/14	2:30pm (Monday)	Final Exam Date		Final Exam