

University of Toronto Department of History

HIS271Y,

American History Since 1607

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Learning Objectives:

By the end of this course, students should be able to:

1. Describe and analyze the main themes and controversies in U.S. history;
2. Demonstrate historical thinking when dealing with questions of historical significance, power, resistance, and solidarity;
3. Read primary and secondary sources critically for their credibility, position and perspective;
4. Engage in informed intellectual exchange with peers;
5. Generate written historical arguments using primary and secondary sources;

Term One Course Description:

The first half of this course provides an introduction to early American History, surveying the political, cultural, economic, and social history of the United States in transnational context through weekly engagements with major historical events and primary source documents. Starting with the establishment of the Thirteen Colonies and Native-Colonist relations, term one

covers the creation of the United States, westward expansion, slavery, rising sectional tensions, and the Reconstruction period. This half of the U.S. history survey will provide an overview of events while also focusing on more specific themes including: African American history, the history of American continental empire, and United States history in transnational context. Analyzing evolving systems of racial discrimination throughout the broader history of the United States, this half of the course explores what historian Carole Emberton recently described as the “continuum of violence against black people” whose legacy continues to shape “twenty-first century cities and suburbs.”¹

The opening chapter of Michel-Rolph Trouillot’s *Silencing the Past* will provide the theoretical underpinning to the course content for this term, introducing techniques of critical analysis and raising questions about power in the construction and use of primary sources. Using Trouillot’s notion that “any historical narrative is a particular bundle of silences,”² students will investigate and write on a wide variety of primary sources specified in the syllabus and included in *Major Problems in American History*. The written assignments throughout the term encourage active learning and critical engagement with history, while also developing proper writing skills.

Term Two Course Description:

The second half of HIS271 surveys the social, political, economic, and cultural history of the United States since 1877, the year when Federal troops withdrew from the South, signaling the end of Reconstruction. As we explore the consolidation of its continental empire and rise to global power status, we will stress the importance of the larger global context to modern U.S. history. Topics include the closing of the frontier and Federal policy towards Native Americans in the West; immigration and urbanization; Populism and Progressivism; World War I; the rise of consumer culture; the Great Depression; World War II and the Global Cold War; post-1945 social movements; the New Right; globalization; and the development of a National Security State. In addition to providing an overview of these events, the second half of the course also explores themes including the construction and contradictions of the “American Century” and the theme of solidarities across different classes, identities, and communities. What kinds of solidarities and divisions have shaped modern U.S. history? What assumptions about race, gender, sexuality, faith, class, and morality have informed them? How have they shaped or been shaped by America’s global role in the 20th century? How has the United States changed over time?

Historians draw on a two kinds of sources to write about the past. The first are called “primary sources”: speeches, newspaper articles, texts, diaries, images, and objects that come from the period under study. The second are called “secondary sources”: scholarly literature written about the time period under study. We will focus in this course on how to understand, analyze, and work with primary sources, though you will read some secondary sources as well. You will be introduced to the concept of historiography in one of your assignments, which is designed to help you to think about the interpretative nature of history.

¹ Carole Emberton, “Unwriting the Freedom Narrative: A Review Essay,” *Journal of Southern History* 82 (2016): 378, accessed August 2, 2016, <https://muse.jhu.edu/article/616990>

² Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995), 27.

Course Readings:

- Required:** Elizabeth Cobbs Hoffman, Edward J. Blum, and Jon Gjerde eds., *Major Problems in American History Volume I: To 1877, Fourth Edition* (Boston: Wadsworth Cengage Learning, 2017).
- Required:** Elizabeth Cobbs Hoffman, Edward J. Blum, and John Gjerde, eds. *Major Problems in American History Volume II: Since 1865, Fourth Edition* (Boston: Wadsworth Cengage Learning, 2017).
- Required:** *Incidents in the Life of a Slave Girl*, by Harriet Jacobs. Dover Thrift edition or any edition. MUST also read and use digitized essay and documents on Blackboard for essay 1.
- Required:** Digitized Primary and Secondary Source Readings on Blackboard [BB] or listed in the syllabus (See Syllabus for websites)
- Optional: Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (8th Edition).
- Optional: Boyer, Clark, et al., *The Enduring Vision: A History of the American People* (8th Edition). Read the chapter that corresponds to our lecture for a given week if you need more context or think you might have missed something.

Course Evaluation:

Assignment	Due Date	Percentage
Participation:	Throughout	20%
(Includes 12 Reading Responses for Each Tutorial Week)		
Essay 1:	Due November 9 th	20%
Essay 2:	Due April 5 th	20%
Midterm:	In-Class November 30 th	20%
Final Exam:	TBA	20%
		100%

Tutorial Participation: **20%**

Active participation is required and involves *critically engaging* in all lecture and tutorial activities. Participation will be judged on critical thinking and engagement with the historical topics (i.e. *quality of comments* is more important than quantity). Students *must* always bring the assigned reading material and will be asked to orally share their ideas about the readings every week, even on weeks when no tutorial or reading response is due.

Students must write **12 Reading Responses** as part of this 20% participation grade. One Reading Response is due at the beginning of every tutorial (6 per term). Students will be asked

to orally share the ideas from these mandatory written reading responses. At the end of each term students must ***select and re-submit*** one reading response to be graded (5% per term). One graded reading response must be handed in at the start of the last lecture in Term One (November 23rd) and one graded reading response in the last lecture in Term Two (April 5th). Each graded response is worth 5% of the tutorial participation grade. If students do not hand in all 6 reading responses on tutorial weeks throughout the term, their final selected reading response will not be marked.

Reading Response Expectations and Formatting:

Reading responses must demonstrate critical engagement with the broader course themes, the topic for that week, and engage with many or all of that week's assigned readings. Every response must take the form of a ***proper paragraph***, including a topic sentence that asserts an argument, supporting information in the form of quoted material or paraphrasing, analysis of the evidence quoted, and a concluding sentence or two that summarizes the argument and speculates on broader ramifications or critically engages with the material at a broader level. See the course rubric for more information on these expectations. Each reading response must assert an ***argument*** in the topic sentence, which the rest of the paragraph then ***proves*** using the material assigned for that week.

This assignment must be from half a page to a page in length, single-spaced, size 12 Times New Roman Font, with 2.5 cm margins. Responses that are too short (under half a page) or way too long (more than a page) ***will not be marked***, as writing to a specified page limit is another critical skill that this course endeavors to teach. ***12 Reading Responses are required*** and are due at the start of each tutorial. These must be submitted in the manner specified by your TA (i.e. emailed in Word Format or Printed). Ask your TA for the required format (printed or digital).

Essay 1:

20%

Building on the critical analysis skills developed in reading responses throughout the term, this paper must construct an argument about the primary source *Incidents in the Life of a Slave Girl* by Harriet Jacobs. ***Your TA must approve essay thesis by (November 2nd)***. The essay must make use of the documents and essay posted on Blackboard. Students should also employ any relevant readings from *Major Problems in American History* to support their argument. In other words, the paper must take a position and prove an argument using the primary and secondary source materials provided in the Course Readings and on Blackboard. Students are welcome to use other primary sources or to use other secondary sources to supplement their essay, but they **MUST** use the required documents as well. The only required readings for this assignment are the ones included on Blackboard.

The paper must be 4 – 5 pages in length, double-spaced, size 12 Times New Roman Font, with 2.5 cm margins, and it must use **Chicago Style Footnoting**. Students must submit their essay by the start of lecture November 9th.

Midterm Exam:

20%

In the first part of the exam students will be required to demonstrate their knowledge of and critical engagement with key concepts taught throughout the term in a short answer section.

For the second half of the exam students must answer an essay question, making use of the critical thinking skills taught throughout the course.

Essay 2: **20%**

This essay is designed to get you thinking about the interpretive nature of history. You will be asked to choose a scholarly essay from the *Major Problems* textbook on any issue from modern U.S. history that is compelling to you. Next, you will find a second scholarly essay (not from *Major Problems*) on the same topic that takes a different perspective. Your task is to read the essays carefully and to write a comparative essay on the different historical arguments that your chosen essays advance. How are they similar? Where are the points of difference? Are they using different theories or evidence? Make sure that your paper has a clear thesis. See the course rubric for more information on general writing requirements. More details to come.

Final Exam **20%**

The final exam will be two hours and will cover only material from term 2. The first section will consist of “identify and explain the significance” questions. The second will ask you to write an interpretive essay. Time and location TBA.

Course Schedule: Term One:

Week One: Introduction, Early American Encounters, and Colonial Differences

No Tutorials

(Tutorials Start in Week 4)

After briefly discussing the focus of this course, the nature of history, and the silences in historical narratives, this lecture will consider the discovery of the New World in a broader imperial context, early European encounters with Native Americans, and start considering the regional variation between the different British colonies in North America.

Required Readings:

Blackboard:

Michel-Rolph Trouillot, “The Power in the Story,” *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995), 1-30.

Major Problems in American History:

Chapter 1 – Introduction, All Documents, Essay 1 (pages 1-22)

Active Learning Exercise in Lecture:

In class students will be asked to participate in a group activity comparing and contrasting European and Native Americans first interpretations of each other and both sides’ use of violence.

Week Two: Emerging American Identity and Colonial Shifts

No Tutorials this week.

Continuing to look at regional differentiation between the different British colonies, this week's lecture will start by emphasizing the shifting colonial terrain in the thirteen colonies. The second half of this lecture will discuss the changing Atlantic System, contextualizing events in the Thirteen Colonies within a broader transnational context from the 1650s onwards. This week's lecture will also discuss how the "City on a Hill" idea of American identity evolved, who was marginalized from new enlightenment ideas, and how these silences were written into narratives of the period.

Required Readings:

Major Problems in American History:

Chapter 2 – Introduction, All Documents, Essay 2 (pages 30-45, 54-61)

Chapter 3 – Introduction, All Documents (pages 62-76)

Blackboard: Excerpt from *Equiano's Travels: His Autobiography*, All

Week Three: The American Revolution

No Tutorials This Week.

This lecture will cover central events leading up to the revolution and will analyze the Declaration of Independence in the historical context of American history. Students will be asked to analyze how revolutionary was the American Revolution and for whom, using the Declaration in comparison to events and different groups' motives. As this is a survey and not a military history, the lecture will largely focus on the events leading up to the revolution and the results of the American Revolution in the next lecture.

Required Readings:

Online: Digitized Transcript of The Declaration of Independence

<http://www.ourdocuments.gov/doc.php?flash=true&doc=2&page=transcript>

Major Problems in American History:

Chapter 4 – Introduction, All Documents, Essay 2 (pages 96-109, 115-120)

Chapter 5 – Introduction, All Documents (pages 122-133)

Active Learning Activities for Lecture or Tutorial:

Discussion and exercise on the Declaration of Independence and the acts leading up to the Revolution and the Resulting Constitution and Bill of Rights. Compare and contrast documents on Slavery, Women's Rights, and the creation of the U.S. government to the Declaration of Independence.

Week Four: The Emergence of the United States and Continental Empire

Tutorials Start This Week. First Reading Response Due.

Starting with an analysis of the problems inherent in the Articles of Confederation, which motivated the creation of a new Constitution and the Bill of Rights, the first half of the lecture will then explore emerging political divisions in the 1790s. Next, after discussing Alexander Hamilton and Thomas Jefferson's different economic visions for the United States, the second half of the lecture will consider the growth of American contiguous empire or "an empire for liberty." Students this week will think about the repercussions and long history of American continental empire, reading Washington's Farewell Address, the Monroe Doctrine, and considering documents about the Trail of Tears, among others.

Required Readings:

Major Problems in American History:

Chapter 6 – Introduction, All Documents, Essay 2 (pages 148-160, 170-176)

Chapter 7 – Introduction, All Documents, Essay 2 (pages 178-191, 196 – 203)

Recommended Readings:

- Online: Digitized Transcript of the Constitution
<http://www.ourdocuments.gov/doc.php?doc=9&page=transcript>
- Online: Digitized and Summarized Copy of the Bill of Rights
<https://www.law.cornell.edu/constitution/billofrights>

Supplemental Readings for those Interested:

- Walter Williams, "United States Indian Policy and the Debate over the Philippine Annexation: Implications for the Origins of American Imperialism," *The Journal of American History*, 66 (March 1980): 810-831.
- Alien and Sedition Acts Digitized Transcript:
<http://www.ourdocuments.gov/doc.php?doc=16&page=transcript>

Week Five: A Changing National Landscape: The Market Revolution and the Rise of King Cotton

Reading Response Due

The lecture this week will start considering the broader historical context and changing national landscape in the first half of the 1800s to provide the necessary background for subsequent lectures on specific historical events and developments. This will involve analyzing the creation of a national market economy and the effects of the First Industrial Revolution on the social, political, economic, physical, and cultural landscape of the United States.

Required Readings:

Major Problems in American History

Chapter 8 – Introduction, All Documents, Essay 1 (pages 211-231)

Chapter 11 – Introduction, Documents 1, 2, 3, 4, 8 (pages 306-314, 318)

And Online Reading: "A Lowell Factory Girl Describes a Week in the mill, 1845"

<https://www.learner.org/workshops/primarysources/lowell/docs/week.html>

Week Six: Reform and the Era of the Common Man

Reading Response Due

This lecture will continue looking at some of the broader changes discussed last week, analyzing the Second Great Awakening, and the rise of reform movements, especially abolitionism in a broader transatlantic framework. Covering the political developments in the 1820s through to 1840, this lecture will also consider the “Era of the Common Man,” the Nullification Crisis, and the Missouri Compromise, among other events, demonstrating rising sectional tensions and systemic issues. Students will be asked to analyze ‘who is included in the narrative of the common man?’

Required Readings:

Major Problems in American History

Chapter 9 – Introduction, Documents 1, 2, 4, 5, 7 (Pages 240-245, 247-251, 251-253)

Chapter 10 – Introduction, All Documents, Essays 1 and 2 (Pages 280-305)

Week Seven: American Slavery in Transnational Context

Reading Response Due

Focusing on the changing nature of slavery in the United States, the experience, narrative representations, resistance, and the legacies of the institution, this lecture will provide an overview of antebellum slavery in a transnational comparative context. It is recommended that students use the readings for this week to supplement their final paper analysis of Harriet Jacobs *Incidents in the Life of a Slave Girl*.

Required Readings:

Major Problems in American History

Chapter 12 – Introduction, All Documents, Essay 1 (pages 335-354)

Blackboard Additional Required Primary Documents:

Virginian George Fitzhugh Argues That Slavery is a Positive Good, 1854

Josiah Henson Portrays the Violence and Fears in Slave Life, 1858

Must have started reading *Incidents in the Life of a Slave Girl, Written by Herself*

Active Learning Activity:

Students will have the opportunity to compare representations of slavery using their textbook reader and contemporary popular culture representations such as *Django Unchained*, *12 Years A Slave*, and *Amistad* this week. However, analysis must use required readings for this week.

Week Eight: Manifest Destiny and the Rise of Sectionalism

*** Must have Essay 1 Thesis approved by TA by November 2nd**

Reading Response Due

This lecture will start exploring how American empire and slavery caused the Civil War, analyzing the annexation of Texas, the Mexican American War, and the issue of expanding slavery west. Exploring the repercussions of the treaty Guadalupe-Hidalgo and the rising section tensions, this week will cover the Compromise of 1850, Bleeding Kansas, political re-alignment, and the Dred Scott Decision, among other events. Students this week will be asked to think back to the Trouillot article, focusing on his discussion of American Manifest Destiny, the Alamo, and Slavery in a broader historical context and applying his techniques of analysis to the documents and readings for this week.

Required Readings:

Incidents in the Life of a Slave Girl, Written by Herself: With Related Documents

Major Problems in American History

Chapter 13 – Introduction, All Documents (pages 364-379)

Blackboard Additional Required Documents

Frederick Douglass Excerpt from “Fourth of July Oration,” 1952.

Excerpt from the Lincoln Douglas Debates

Week Nine: Causes of the Civil War Continued and Civil War as Total War

***Essay Due at the Start of Lecture**

No Tutorials This Week

This week will finish looking at the causes of the Civil War before covering the Civil War itself. Analyzing how the Civil War functioned as a total war, this week will cover only a few major battles to get a sense of the war’s progression before considering the broader significance of the war for American history. This lecture will also explore African Americans part in gaining and fighting for their freedom, as well as photography of the war, and Abraham Lincoln’s role in emancipation.

Required Readings:

Digitized Transcript of the Emancipation Proclamation:

<http://www.ourdocuments.gov/doc.php?doc=34&page=transcript>

Major Problems in American History

Chapter 13 – Introduction, All Documents, Essay 2 (pages 393 – 400, 414-422)

For The Military Historian Enthusiasts: Recommended

Ken Burns Documentary on the Civil War

Week Ten: Reconstruction: Enduring Legacies of the Civil War

Tutorials Resume – Final Reading Response Due

This week will cover the historical legacies of the Civil War and the Reconstruction period, once more in a transnational context and considering the enduring repercussions for American history into the twentieth century. Analyzing the emergence of this new form of racial discrimination in comparison to slavery and indentured servitude, this week will focus on how this marginalization emerged during Presidential Reconstruction, faced challenges during Radical Reconstruction, and emerged as the predominant system after Southern Redemption and the 1877 Compromise.

Required Readings:

Major Problems in American History

Chapter 15 – Introduction, All Documents, Essays 1 and 2 (pages 423-452)

Look over and analyze some of the first-hand accounts or photographs of freed slaves recorded during the Federal Writer's Project. See the Library of Congress website and exhibit: "Born in Slavery: Slave Narratives from the Federal Writer's Project, 1936 – 1938."

<http://memory.loc.gov/ammem/snhtml/>

Active Learning Exercise:

Students will have a chance in class to discuss this fascinating primary source archive and employ their methods of critical primary source analysis developed throughout the term. Think about how these African Americans portray slavery in the aftermath of Reconstruction, the Redemption, and during the Great Depression. Who are they giving their narratives to and how would this shape their representation of slavery? How does this compare to the primary sources read for this week?

Week Eleven:

***Graded Reading Response to be Re-submitted at the Start of Lecture**

No Tutorials This Week

This week will review and synthesize the information from throughout the term, providing an essential overview before the midterm exam. The structure of the exam and test taking tips will also be covered. Finally, an exam study guide with a list of terms will be distributed at the end of the lecture.

Week Twelve:

In-class midterm on all material covered in the first half of the course.

TERM TWO:
Classes Resume January 11th

Week 1: Introduction + “Rebirth” of the Nation

January 11, 2017: We will discuss the assignments and the class schedule for term 2. I will also lecture on the U.S. after Reconstruction, as well as the settlement of the West, Federal policy towards Native Americans, and the closing of the frontier.

No tutorials this week

Reading (30pgs):

- MPAH: “Introduction: How to Read Primary and Secondary Sources”, xvii-xx.
- MPAH: Ch. 2, “Western Settlement and the Frontier” (37-38); Documents 3, 4, 7, 8 re: Battle of Little Big Horn, Dawes Act, and Turner’s Frontier Thesis.
- MPAH: Ch. 2, Donald Worster excerpt, “The Frontier as the Forefront of Capitalism,” 60-68.
- The 14th Amendment to the U.S. Constitution, ratified on July 9, 1868:
<https://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html#American>
- Jackson Lears, “Dreaming of Rebirth” in *Rebirth of a Nation: The Making of Modern America, 1877-1920* (2009), 1-11.

Week 2: The Gilded Age and the Second Industrial Revolution

January 18, 2017: This lecture explores the “second” industrial revolution; the rise of big business and the corporation; America’s “nouveau riche”; rising immigration to the U.S.; and the explosive growth of cities.

No tutorials this week

Questions: How did the process of immigration compare for people coming from Europe and from China? What were the major conflicts between workers and business owners in this period, and how were they resolved, if at all?

Reading (56pgs):

- MPAH: Ch. 3, Introduction, 70-71.
- MPAH: Ch. 3, Document 1 “Chinese Immigrant Lee Chew Denounces Prejudice in America”, 72-73.
- MPAH: Ch. 3, Document 5 “Unionist Samuel Gompers Asks, ‘What Does the Working Man Want?’”, 77-79.
- MPAH: Ch. 3, Document 7 “A Slovenian Boy Remembers” and Doc. 9 “A Polish Immigrant Remembers”, 81, 83-85.
- MPAH: Ch. 3, Erika Lee, “Challenging the System: Chinese Evade the Exclusion Laws,” 86-94.
- Matthew Frye Jacobson, “Labor Markets: The World’s Peoples as American Workers,” from *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917*, 56-97.

Week 3: American Empire and the Populist Movement

January 25, 2017: This lecture covers the Populist movement, a largely rural, reformed-minded coalition of farmers and middle class activists, responding to the major social and political changes that we have discussed up to this point. We will also cover the Spanish-American and Philippine-American Wars of 1898-1901 and the rise of imperialism abroad.

Tutorials Resume

Questions: How did Americans justify a colonial war abroad? What rhetoric helped to naturalize U.S. colonial relations? What concerns generated Populist solidarity, and what solutions did they propose?

Reading (48pgs):

- William Jennings Bryan, “Cross of Gold” speech [primary source] <http://historymatters.gmu.edu/d/5354/>
- Charles Postel, “Introduction: Modern Times” from *The Populist Vision* (2007), 3-22.
- MPAH: Ch. 4, “Imperialism and World Power”, 105-106.
- MPAH: Ch. 4, Paul A. Kramer, “Racial Imperialism: America’s Takeover of the Philippines”, 123-131.
- MPAH: Ch. 4, Documents 1 through 9, re: Cuba and the Philippines, 107-115.
- Frederick Remington, *The Charge of the Rough Riders*, 1898, oil painting [primary source] <https://www.nga.gov/feature/remington/remington06b.shtm>

For tutorial, think about the Postel excerpt as an example of historiography. How have different scholars interpreted the Populist movement? How does Postel differ? This is good preparation for your historiography assignment due next week.

Week 4: The Progressive Movement and the First World War

February 1, 2017: This lecture covers the rise and composition of the Progressive Movement as a response to industrial capitalism, women’s inequality, rapid urbanization, and racism. We will also consider U.S. entry into WWI, Wilson’s 14 points, and the League of Nations.

No tutorials this week

Questions: The historiography of the Progressive Movement is shaped by questions of character and motive. Was it a utopian movement seeking to build solidarity and democratic citizenship for workers, African-Americans, women, and other similarly marginalized groups under industrial capitalism? Or was it primarily a middle-class movement seeking to control urban immigrants, big business, and other forces seen to threaten an older way of life? Could it be both? Can you think of any links between the Progressive movement and U.S. involvement in WWI?

Reading (36pgs)

- MPAH: Ch. 5 “The Progressive Movement,” 133-134.
- Elspeth Brown, “Writing about History”: <http://www.writing.utoronto.ca/advice/specific-types-of-writing/history>. Focus on primary v. secondary sources and questions to consider when reading primary sources.

- MPAH: Ch. 5, Documents 2-6, 8, 136-143, 145-146.
- MPAH: Ch. 5, Essays, 147-163.
- MPAH: Ch. 6, “America in World War I,” 164-165.
- MPAH: Ch. 6, Documents 1-5, 66-172.

Week 5: The Jazz Age (1920s): Modernism and Its Discontents

February 8, 2017: This lecture begins with the racial violence and political repression of the “Red Summer” of 1919. We then turn to the emergence of mass culture and consumer culture in the 1920s with a focus on advertising. We will also cover the movement of African-Americans to the Northeast and Midwest (the “Great Migration”), the Harlem Renaissance, and the clash between science and fundamentalism in the Scopes Monkey Trial of 1925.

Tutorials Resume

Questions: What is “modernity” and why do historians apply it to the main developments and controversies of the 1920s? Which label is more appropriate for the 1920s: the “Jazz Age” or “the Age of Prohibition”?

Reading (63pgs+53min film)

- MPAH: Ch. 7, “Crossing a Cultural Divide: The Twenties,” 193-194.
- MPAH: Ch. 7, Documents 2-8, 195-206.
- MPAH: Ch. 7, Essays, 208-227.
- Kristy Maddux, “Fundamentalist Fool or Populist Paragon? William Jennings Bryan and the Campaign Against Evolutionary Theory,” *Rhetoric and Public Affairs* Vol. 16 No. 3 (2013), 489-520.

Viewing

- *The African-Americans: Many Rivers to Cross*, episode 4, “Making a Way out of No Way,” 1887-1940. This documentary aired on PBS in 2013. It was directed and narrated by Henry Louis Gates, an African-American Studies scholar at Harvard. Remember to take notes on the episode and think about how it incorporates primary source images and sound to make its argument. **Warning:** There are photographs of lynchings around 5:30-6:30. <https://www.youtube.com/watch?v=JIOH8QvaLSQ>

Week 6: Global Great Depression and the New Deal

February 15, 2017: Our lecture begins with the Wall Street Crash of 1929 and the different federal government responses of the Hoover and Roosevelt (FDR) administrations. We will explore the different features and stages of the New Deal, as well as critiques of it, FSA photography, and the culture of the ‘common man’ in the 1930s.

Questions: What is your sense of FDR’s legacy? Why do you think he remains such a towering figure in present political discourse in the United States? What were the strengths and weaknesses of the New Deal? Where do Charlie Chaplin’s sympathies lie in *Modern Times*, and how does he express them?

Readings (34pgs + 4 min film clip + browsing photographs)

- MPAH: Ch. 8, “The Depression, the New Deal, and Franklin Delano Roosevelt”, 228-229.
- MPAH: Ch. 8, Documents 1, 2, 4, 5, 6, 7, 8, and 9 (14pgs).
- MPAH: Ch. 8, Essays, 245-263.
- Digital Humanities Project: <http://photogrammar.yale.edu/> This project maps the 170,000 photographs that the U.S. government commissioned to document and publicize New Deal Programs between 1935-1945. See the ‘About’ for background on FSA-OWI. Then spend 20 minutes looking through the maps, photographers, and itineraries. You can navigate via the photographer; the place; or the time. Historians have argued that once WWII broke out, the government stopped documenting the needy and began showing the benefits of New Deal programs in the context of conservative criticism of FDR’s policies. Do you agree or disagree? What images would you draw upon to support your argument?

Viewing

- Excerpt from *Modern Times* (1936, dir. Charles Chaplin):
<https://www.youtube.com/watch?v=DfGs2Y5WJ14>

Week 7: Reading Week

Week 8: “The Ordeal of World War II”

March 1, 2017: This lecture covers U.S. involvement in WWII, including Pearl Harbor, the home front, the role of women, and the ways in which the experience of African-Americans, Mexican-Americans, and interned Japanese-Americans undermined claims of national solidarity. We will also consider the role of race in the Pacific Theatre.

No tutorials this week

Questions: How did WWII change Americans’ expectations of their nation’s role in the world? What other domestic repercussions did the rhetoric of war have? How did the war transform the nation internally? What is the “interfaith idea” and how did it reconfigure national identity? What were its limits?

Reading (48pgs)

- MPAH: Ch. 9, “The Ordeal of World War II,” 264-265.
- MPAH: Ch. 9, all documents and essay, 266-295.
- Henry Luce, “The American Century,” *Life* (Feb. 17, 1941), 61-65 [primary source on BB].
- Wendy L. Wall, “Symbol of Unity, Symbol of Pluralism: The “Interfaith Idea” in Wartime and Cold War America,” from *Making the American Century*, 171-184 [secondary source on BB].

Week 9: Global Cold War, Containment, and Atomic Culture

March 8, 2017: This lecture explores the role of the U.S. in shaping a new postwar international order, including the Marshall Plan, the World Bank, and the IMF. We will also consider the start of the Cold War, McCarthyism, and the growth of a post-war consumer economy at home.

Tutorials resume

Questions: Why was there a cold war? Did Russian aggression make it inevitable or did the U.S. overreact? What effect did the Cold War have on the worldview and psychology of American citizens? What new solidarities emerged in this period, and which were fading? Why do the fifties prompt such nostalgia? How did discourses of gender shape life in America as well as larger debates about the Cold War conflict?

Reading (56pgs)

- MPAH: Ch. 10, “The Cold War and the Nuclear Age,” 297-298.
- MPAH: Ch. 10, Documents 1-9, 299-311
- MPAH: Ch. 11, “The Postwar ‘Boom’: Affluence and Anxiety,” 330-331
- MPAH: Ch. 11, Documents 2,3, 4, 5, 7, 8, 9 (8pgs)
- MPAH: Ch. 11, Essays, 344-359.
- Elaine Tyler May, “Containment at Home: Cold War, Warm Hearth,” from *Homeward Bound*, 19-38.

Viewing

- In class: excerpt from *The Manchurian Candidate* (1962, John Frankenheimer).

Week 10: New Frontiers, the Great Society, and the Civil Rights Movement

March 15, 2017: This class will cover the Civil Rights Movement, the election and foreign policy of John Fitzgerald Kennedy (JFK), and the liberalism of his successor Lyndon Baines Johnson (LBJ) and his “Great Society” agenda.

No tutorials this week

Questions: Why were Jefferson’s “self-evident” truths finally adopted in practice at this time? What was more important in bringing about these changes: black leadership at the grassroots level or America’s new role in the world? How did grassroots tactics change over time? What is the message of Nina Simone’s song (written in response to murder of Medgar Evers in Mississippi and the firebombing of 16th Street Baptist Church in Birmingham)? How does Schulman’s definition of “liberalism” differ from classical liberalism?

Reading (62pgs)

- Bruce Schulman, “The Great Society” from *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents* (2007), 87-110.
- MPAH: Ch. 12, “We Can Do Better: The Civil Rights Revolution,” 361-362.
- MPAH: Ch. 12, all documents and essays, 363-394
- James T. Patterson, “The Rise of Rights Consciousness,” 226-233 [secondary source on BB]

Listening

- Nina Simone, “Mississippi Goddamn,” from *Nina Simone “In Concert”* (1964) [BB]

Optional Listening

- Max Roach, *We Insist! (Max Roach’s Freedom Now Suite)* (1960) [BB]

Week 11: War in Vietnam + Social Movements in the 1960s and 70s

March 22, 2017: This week we will begin with the escalation and “conclusion” of the U.S. war in Vietnam, Laos and Cambodia under Nixon. We will also cover the rise of social movements in the wake of the civil rights movement (i.e. black power movement), the anti-war movement, environmentalism, second wave feminism, and gay liberation.

Tutorials resume

Questions: Was the war in Vietnam a noble cause, mistake, or simply part of the cost of U.S. leadership of the postwar order? How did the war shape the nation’s people and government? What legacies of the 60s and 70s social movements are still with us? What new kinds of solidarities did they create? How were these movements related to the war?

Reading: (65pgs)

- MPAH: Ch. 13, “The Sixties: Left, Right, and the Culture Wars,” 396-397.
- MPAH: Ch. 13, Documents 4-9, 401-407.
- MPAH: Ch. 13, Essays, 407-425.
- Nancy MacLean, “Introduction: the Movement that Changed a Nation,” 1-2, 9-33 [BB]
- Read: [“To Determine the Destiny of Our Black Community”: The Black Panther Party’s 10-Point Platform and Program, October 1966](#) [on line]
- MPAH: Ch. 14, Mark Atwood Lawrence, “Vietnam: A Mistake of the Western Alliance”, 448-461.

Viewing

- In class: excerpt from *Medium Cool* (Haskell Wexler, 1968).

Week 12: Morning in America? The Reagan Revolution

March 29, 2017: We will cover the grassroots conservative movement and the religious right from the 1960s-1980s. We will also explore the “Reagan Revolution” in economics and its social and political effects.

Questions: Why did the New Right galvanize so much support in this period? Who was drawn to it and what kinds of solidarity did it employ? What social and economic conditions underlay the movement? Were its values as traditional as the movement claimed?

Reading (54pgs)

- MPAH: Ch. 15, “The Rise of the New Right,” 462-463.
- MPAH: Ch. 15, Documents 2-9, 466-476.
- MPAH: Ch. 15, Essays, 476-495.
- Watch: “Morning in America” campaign commercial from 1984:
<https://www.youtube.com/watch?v=EU-IBF8nwSY>
- Milton Friedman, excerpt from *Capitalism and Freedom* (1962) [BB]
- Michael Stewart Foley, “AIDS Politics,” from *Front Porch Politics: The Forgotten Heyday of American Activism in the 1970s and 1980s* (2013), 280-300.

Optional Viewing

- *Do the Right Thing* (1989, dir. Spike Lee).

Week 13: Globalization, a “New World Order,” and the Rise of the National Security State + Course Conclusion

April 5, 2017: Our final lecture will cover the sudden end of the Cold War in 1989 and the declaration of a New World Order and New Economy in the 1990s. We will end with 9/11, the erosion of civil liberties its wake, and the election of Barack Obama in 2008.

No tutorials this week

Questions: How did the end of the Cold War and the advent of the internet and digital technologies shape the 1990s? What effect has terrorism and war in the Middle East had on American society?

Reading (24pgs)

- MPAH, Ch. 16, “The End of the Cold War, Terrorism, and Globalization,” 496-497.
- MPAH, Ch. 16, Documents 1-9, 498-510.
- Michael Hunt, “In the Wake of September 11,” 534-542.

*** Essay 2 Due In Lecture***

Course Policies and Notices:

1. **Late policy**, absences, etc: Late work will be marked down **2 points per day that the assignment is late**, including Sat. and Sun. Work turned in more than seven days (including Sat. and Sun.) after the due date will not be accepted. Deadline extensions will be made only when students present compelling reasons for their inability to meet the deadline before the deadline passes, with satisfactory documentation (e.g., death in the immediate family; hospitalization, etc.) If this is your situation, be sure to declare your absence on ROSI (<https://www.rosi.utoronto.ca/main.html>) in order to receive academic accommodation for any course work such as missed tests, late assignments, and final examinations. Also please notify me and provide documentation electronically, via email with PDFs. I will also ask you to provide medical documentation in the form of a University of Toronto medical certificate. (About this, please note: The University of Toronto respects your privacy. The information on the medical form is collected pursuant to section 2(14) of the University of Toronto Act, 1971 for the purpose of administering accommodations for academic purposes based on medical grounds. The department will maintain a record of all medical certificates received. At all times your information will be protected in accordance with the Freedom of Information and Protection of Privacy Act.)

2. Exam make-ups: there will be none unless the student can provide evidence of a true emergency, with satisfactory documentation (see above). For the final exam (this information is from the Registrar’s office): “Students who cannot write a final examination due to illness or other serious causes must file an online petition within 72 hours of the missed examination. Original supporting documentation must also be submitted to the Office of the Registrar within 72 hours of the missed exam. Late petitions will not be considered. If illness is cited as the reason for a deferred exam request, a U of T Medical Certificate must show that you were examined and diagnosed at the time of illness and on the date of the exam, or by the day after at the latest. Students must also record their absence on ROSI on the day of the missed exam or by the day

after at the latest. Upon approval of a deferred exam request, a non-refundable fee of \$70 is required for each examination approved.”

3. Citing sources: **Students must use the Chicago Manual of Style**, 16th edition. For a brief guide, please see here: http://www.chicagomanualofstyle.org/tools_citationguide.html. Marks will be subtracted for failure to cite properly.

4. Papers: writing is a critically important skill, and central to what we do in History. I pay close attention to **grammar, punctuation, style, and citation** formats. If you need help with your writing, come and see your course instructor or TA for assistance or advice. For further tips on writing, as well as a list of resources on writing at U of T, see <http://www.writing.utoronto.ca/home> and <http://www.writing.utoronto.ca/writing-centres/arts-and-science>.

5. Plagiarism is, basically, the act of using the ideas or words of another person as one's own original work, and is therefore a gross form of cheating. The way to avoid plagiarism is, in part, to learn how and when to cite your sources. Please consult and familiarize yourselves with policies concerning plagiarism at U of T. There are other rules of academic conduct all students must familiarize themselves with, such as not handing in a paper for a class when you've already submitted the same paper to another class for credit. For further information, see <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize> and <http://academicintegrity.utoronto.ca>.

6. Accessibility Needs: Students with diverse learning needs are welcome in this course. If you require accommodations relating to learning styles, or have any accessibility concerns about the course, the classroom or course materials, please let me know and also contact the UofT AccessAbility Resource Centre located at 455 Spadina Avenue, 4th Floor, Suite 400. You can contact them by phone (416-978-8060) or email accessibility.services@utoronto.ca. They can also help answer questions if you think you may have some concerns, but aren't sure. Do avail yourself of their services. For more information see their website at: <https://www.studentlife.utoronto.ca/as/register-accommodation>.

7. Academic Skills Centre: **if you would like to get some individual help with writing or studying**, please contact one of the UofT Writing Centers. They provide individual appointments, and they also have study and writing tips. <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. <http://www.writing.utoronto.ca/writing-centres/arts-and-science>.

8. Communication: Please direct questions and comments about the lecture to your Lecturer, and all questions and comments about tutorials to your TA. We will respond within 24 hours. Questions regarding assignments can be addressed to either the TA or the course instructor. When emailing, please **use your University of Toronto email address** and put the course title in the subject line and the topic of the query. Remember that in order to receive email communications through Blackboard, you must provide the system with your utoronto.ca address. Students are responsible for ensuring that they have a valid UofT email address that is properly entered in the ROSI system, and for checking that account on a regular basis. Students are also responsible for regularly logging onto the Blackboard to check for posted announcements.

9. Classroom etiquette: Students are expected to refrain from doing anything unrelated to our class while in the classroom. Laptops may be used for note taking—not email, chatting, playing games, etc.—if that is your preferred method, but other electronic devices must be turned off for the duration of the class. Should you be found using either your laptop or another electronic device for something other than class purposes you will be asked to turn off the device for the duration of the class.

10. Recording lectures: I don't give permission for this to happen, so please don't record lectures or tutorials.

11. Turnitin. This course uses Turnitin, which is accessible through blackboard. Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Grading scheme: A+=90-100; A=85-89; A-=80-84; B+=77-79; B=73-76; B-= 70-72; C+=67-69; C=63-66; C-=60-62; D+=57-59; D=53-56; D-=50-52; F=49 or below.

HIS271 Writing Assignment Rubric

	Excellent: As	Good: Bs	Adequate: Cs	Marginal: Ds	Inadequate: Fs
Focus and clarity of thesis	The thesis is well focused on some aspect of the required subject and is very clearly stated.	The thesis is focused on some aspect of the required subject and is clearly stated.	The essay has a thesis, but it is not clearly stated and the reader has to reconstruct it from the text.	The essay has a topic or a focus, but its discussion is descriptive rather than analytical.	The essay has no focus and no argument.
Use of evidence to support the thesis	Evidence is very well chosen from the primary source to support the thesis. Every assertion is supported by evidence and an explanation of how this evidence helps to prove the assertion or thesis. Evidence is integrated very smoothly using (where appropriate) paraphrase, summary, or direct quotation. Evidence that seems to undermine the thesis is accounted for.	Evidence is well chosen from the primary source to support the thesis. Most assertions are supported by evidence and an explanation of how this evidence helps to prove the assertion or thesis. Evidence is integrated smoothly using (where appropriate) paraphrase, summary, or direct quotation.	Evidence is mostly well chosen from the primary source, but either some assertions lack evidence or some evidence is unconnected to the thesis. Some assertions require additional evidence or analysis of how the evidence supports the thesis.	Some evidence is presented from the primary source, but no indication is provided about how this evidence supports the thesis. Some assertions lack supporting evidence.	Insufficient evidence is presented, or the source is altered in a way that misrepresents the meaning of the evidence.
Placement and formatting of citations	Citations are consistently provided wherever required, and they are always formatted correctly.	Citations are provided where required, and they are formatted correctly.	Citations are provided in most instances where required, and they are formatted mostly correctly.	Several citations are missing, or they are incorrectly formatted.	Many citations are missing, or they are so incomplete that the reader cannot find the sources that were used.
Organization	The organization of the	The organization of	The organization of the	The paper lacks an	The paper lacks

	<p>paper as a whole allows the reader to see the argument and follow its development with ease.</p> <p>There is an introduction, a conclusion, and good topic sentences.</p> <p>Each paragraph is clearly structured around a single idea.</p> <p>The paper adheres to the word limit.</p>	<p>the paper as a whole allows the reader to see the argument and follow its development.</p> <p>There is an introduction, a conclusion, and topic sentences.</p> <p>Most paragraphs are clearly structured around a single idea.</p> <p>The paper adheres to the word limit.</p>	<p>paper as a whole allows the reader follow the argument or discussion.</p> <p>Most paragraphs are structured around a single idea.</p> <p>The paper is somewhat too long or too short.</p>	<p>important component (e.g., introduction, conclusion, topic sentences).</p> <p>Individual paragraphs contain too many ideas, or the same idea is spread over too many paragraphs.</p> <p>The paper is too long or too short.</p>	<p>several important components (e.g., introduction, conclusion, topic sentences).</p> <p>The paper is far too long or too short.</p>
Effective use of scholarly language	The writing is clear, direct, and a pleasure to read.	The writing is clear. There are few errors.	The writing is mostly clear. There are some basic errors.	Errors interfere with the reader's understanding at several points.	Language errors are so frequent and so severe that the reader often has trouble understanding basic points.

End of Syllabus