Spring 2-1-2017

HSTA 102.00: American History II

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History 102 is an introduction to American history since 1877. The purpose of the course is not to fill students' heads with "facts" (although names, places, events, and even dates are important and have their uses); rather it will focus on the major historical trends that have shaped modern America. Understanding and analysis are more important than the ability to recite a string of facts. Random facts are meaningless. The historian’s task is to find meaning in the past. Thus, students will be expected to learn to gather, organize, and analyze information and to present their findings clearly and in good English.

The textbook provides a chronological outline of events; the lectures will attempt to convey an interpretive framework by which to understand the compilation of "facts" in the textbook. Thus, the lectures do not substitute for reading the textbook or vice versa. Students will benefit far more from the lectures if they have done the assigned reading in advance. **The professor will assume that students are familiar with the material assigned for that day.**

When listening to lectures, students should pay attention to the major themes developed in each lecture and not get bogged down in detail. Consider how the main points of a lecture relate to the larger themes developed throughout the course.

The readings other than the textbook offer a more in-depth study of particular events or issues. All are contemporary with the events they describe; they often reveal as much about their authors as they do about the events they describe. Read them with the following question in mind: how does this book or document aid in understanding the period or issues at hand?

For some classes, there is little assigned reading; students are encouraged to use those times to begin reading the next supplementary book. These books form an essential part of the course. Do not count on reading them the night before the class is scheduled to discuss them.

Discussion sections meet once a week and provide students with an opportunity to discuss the lectures, the textbook, and the other assigned reading. These discussion sections provide a place for students to ask questions, to clear up anything that still puzzles them, and to try out their own interpretations. The discussion sections are also the place to learn historical skills. The TAs will guide you in all of these endeavors. Although the readings and lectures form the basis for the discussions, the individual TAs determine the content of each meeting. In addition, the TAs are responsible for grading. If you are not satisfied with a grade or are unsure of why you received a particular grade, see your TA. Issues unresolved after meeting with your TA may be referred to the lecturer.

Finally, a word about courtesy is in order. This is a large class. Out of consideration for your fellow students, as well as the instructor, please follow these simple rules. If you arrive late, enter as inconspicuously as possible. Sit near the back and as close to an aisle as you find an available seat. Do not wander through the class and crawl over half a dozen students who are trying to pay attention so that you can sit next to a friend. If you must leave early, sit near the back and sit on an aisle. Leave as quietly as you can. Although this might seem obvious, **do not carry on a conversation in class.** Even if you and your interlocutor are not especially interested in the proceedings, others are, and
your conversation makes it difficult for them to follow the class. TURN OFF YOUR CELL PHONE. One might well think these rules are unnecessary; past experience at the University of Montana indicates otherwise.

Requirements:

- Midterm (take home due February 24) 20%
- Midterm (take home Due April 14) 20%
- Discussion sections 30%
- Final exam 30%

Drop/Add Deadlines: Students may add on Cyberbear until January 31, you are able to drop the course in Cyberbear until February 10. The lecturer and TAs will sign drop and add forms after February 10 only in the cases of family emergencies, health problems, etc.

Grading Options: The History Department does not allow changes of grading options after the 30th day.

Academic Dishonesty: Plagiarism, or any other form of academic dishonesty, will result in automatic failure for the course.

Final Exam: The final exam is scheduled for Monday, May 8, from 10:10 to 12:10.

LECTURES AND ASSIGNMENTS

January 23 Politics in the Gilded Age
January 25 New South and Old West
    Reading: Hewitt & Lawson, pp. 481-508, 521-522, 538-542
January 27 The Rise of Big Business
    Reading: Hewitt & Lawson, pp. 515-520, 522-527, 542, 550-561
January 30 New Immigration and the Cities
    Reading: Hewitt & Lawson, pp. 584-603
February 1 Lizzie Borden and the Transformation of Middle Class Life
    Reading: Hewitt & Lawson, pp. 530-536
February 3 Culture in the Gilded Age
    Reading: Hewitt & Lawson, pp. 527-530, 561-563
February 6 Tarzan and American Empire
    Reading: Hewitt & Lawson, pp. 650-664
February 8 The Reform Impulse: Local Progressivism
    Reading: Hewitt & Lawson, pp. 564-567, 570-576, 604-606, 615-622, 626-634
February 10 The Republican Roosevelt
    Reading: Hewitt & Lawson, pp. 634-637
February 13 Progressivism Divided and Triumphant
    Reading: Hewitt & Lawson, pp. 624-626, 637-642
    DuBois, The Souls of Black Folk, Chs. 1-6
February 15  From Seneca Falls to Suffrage
Reading: Hewitt & Lawson, pp. 622-624,

February 17  World War I
Reading: Hewitt & Lawson, pp. 665-675

February 20  No Class

February 22  Republican Rule
Reading: Hewitt & Lawson, pp. 685-691, 707-710

February 24  The Roaring Twenties
Reading: Hewitt & Lawson, pp. 691-696, 699-706, 711

February 27  An American Renaissance
Reading: Hewitt & Lawson, pp. 696-699
Hemingway, A Farewell to Arms

March 1  Hoover and the Great Crash
Reading: Hewitt & Lawson, pp. 710, 719-721

March 3  The New Deal
Reading: Hewitt & Lawson, pp. 729-746

March 6  American Society in the Great Depression
Reading: Hewitt & Lawson, pp. 721-728

March 8  Depression Culture

March 10  All This and World War II
Reading: Hewitt & Lawson, pp. 755-781

March 13  Cold War
Reading: Hewitt & Lawson, pp 791-806

March 15  Peace is Hell: Truman and the Fair Deal
Reading: Hewitt & Lawson, pp. 825-828

March 17  McCarthy: The Man, the “ism”
Reading: Hewitt & Lawson, pp. 806-810

March 20-24  Spring Break

March 27  From Rosie the Riveter to Harriet Nelson: American Women in War and Peace
Reading: Hewitt & Lawson, pp. 835-836

March 29  We Like Ike – Again
Reading: Hewitt & Lawson, pp. 810-815, 846-848

March 31  Happy Days: Post War American Society
Reading: Hewitt & Lawson, pp. 827-834, 836

April 3  White Collars and Gray Flannel Suits: Postwar American Culture
Reading: Hewitt & Lawson, pp. 836-838
Hobson, Gentleman’s Agreement
April 5  We Shall Overcome: The Civil Rights Movement  
Reading: Hewitt & Lawson, pp. 838-846

April 7  The Myth of Camelot  
Reading: Hewitt & Lawson, pp. 849-850, 859-860

April 10  Lyndon Johnson and the Great Society  
Reading: Hewitt & Lawson, pp. 868-871

April 12  Vietnam: An American Tragedy  
Reading: Hewitt & Lawson, pp. 872-874

April 14  Name the System: Political Radicalism  
Reading: Hewitt & Lawson, pp. 862-868, 875-878, 881-886

April 17  Drugs, Sex, and Rock ‘n’ Roll: The Counter Culture  
Reading: Hewitt & Lawson, pp. 878

April 19  Sisterhood is Powerful  
Reading: Hewitt & Lawson, pp. 879-880  
Morgan, *Sisterhood is Powerful*

April 21  Nixon  
Reading: Hewitt & Lawson, pp. 897-904, 931-933

April 24  Confusion and Drift  
Reading: Hewitt & Lawson, pp. 904-912, 933-935

April 26  Disco Inferno: Society and Culture in the 1970s

April 28  The Reagan Revolution  
Reading: Hewitt & Lawson, pp. 913-922, 937-956

May 1  Social and Cultural Change in the 1980s and 1990s  
Reading: Hewitt & Lawson, pp. 965-969

May 3  Politics of Division: Clinton, Bush, and Obama  
Reading: Hewitt & Lawson, pp. 969-994

May 5  The Imponderable Future