

Sam Houston State University—Fall 2017

History 5375 –*Recent United States History, 1876-1933*

Section 1, CID 80064, Online and Arranged

Bernadette Pruitt, PhD, Associate Professor of History

**Office Hours, W, 10:00 A.M.-1:00 P.M., and 3:00 P.M.-5:00 P.M.; TTH, 11:00 A. M.-5:00 P.M.; S,
1:00 P.M.-6:00 P.M.**

Office Info: 459 AB4, 936-294-1491 (phone), 936-294-3938 (fax), and HIS_BXP@SHSU.EDU
(email)

Please be advised that prearranged meetings, special engagements, important errands or emergencies may take me away from the office during preset conference times; if this happens, please contact me by phone, email, or in person to schedule a meeting date.

Address for correspondence: Bernadette Pruitt, PhD, Associate Professor of History, Department of History, Sam Houston State University, Academic Building Four, P. O. Box 2239, Huntsville, Texas 77341-2239

Physical Address: 1921 Ave. J, Huntsville, Texas 77340

For emergencies, call or email instructor in the office before 8 pm

REQUIRED READINGS:

Ayers, Edward. *The Promise of the New South: Life After Reconstruction*. Fifteenth Anniversary Edition. New York: Oxford, 1992, 2007.
ISBN: 978-0195326888

Cook, Blanche Wiesent. *Eleanor Roosevelt. V. 2. The Defining Years, 1933-1938*. New York: Penguin, 2000.
ISBN: 978-0140178944.

De León, Arnaldo ed. *War Along the Border: The Mexican Revolution and Tejano Communities*. College Station: Texas A&M University Press, 2012.
ISBN: 978-1-60344-525-2

Foner, Eric. *Reconstruction: America's Unfinished Business, 1863-1877*. Updated edition. New York: Harper, 1988; New York: Harper-Perennial, 2014.
ISBN: 978-1585444380

Hahn, Steven. *The Roots of Southern Populism: Yeoman Farmers and the Transformation of the Georgia Upcountry, 1850-1890*. New York: Oxford University Press, 1983, 2006.
ISBN: 978-0195306705.

Kessler-Harris, Alice. *Out to Work: A History of Wage-Earning Women in the United States*. Twentieth Anniversary Edition. New York: Oxford University Press, 1983, 2003.
ISBN: 978-0195157093

Melosi, Martin V. *Garbage in the Cities: Refuse, Reform, and the Environment*. Pittsburgh: University of Pittsburgh Press, 2004.
ISBN: 978-0822958574

White, Richard. *"It's Your Misfortune and None of My Own": A New History of The West*. Norman: University of Oklahoma Press, 1991.
ISBN: 978-0806125671

Wilkerson, Isabel. *The Warmth of Other Suns: The Epic Story of the Great Migration*. New York: Random House.
ISBN-13: 978-0679763888.

Williams, Chad. L. *Torchbearers of Democracy: African American Soldiers in the World War I Era*. Chapel Hill: University of North Carolina Press, 2013.
ISBN: 978-1469609850

Zinn, Howard. *A People's History of American Empire. The American Empire Project, a Graphic Adaptation*. New York: Metropolitan Books [Henry Holt & Co.], 2008.
ISBN: 978-0805087444.

REQUIRED REFERENCE WORK:

University of Chicago. *The Chicago Manual of Style Online: The Essential Guide for Writers, Editors, and Publishers*, 16th ed. Chicago: University of Chicago Press, 2010.
From Newton Gresham Library, <http://www.chicagomanualofstyle.org/16/contents.html>.

***RECOMMENDED READINGS:**

Brands, H. W. *American Colossus: The Triumph of Capitalism, 1865-1900*. New York: Doubleday, 2010.
ISBN: 978-1611296808.

Couvares, Francis G., Martin Saxton, Gerald N. Grob, and George Athan Billias, ed.
Interpretations of American History: Patterns and Perspectives, V. 2, 8th ed. New York: Bedford/St. Martin's, 2009.

COURSE DESCRIPTION:

This course examines United States culture, society, and history from Reconstruction to the New Deal. The course, which specifically charts U.S. history between the years 1876 and 1933, also evaluates the works, viewpoints, and assessments of professional historians writing on the period at hand. Unlike traditional history courses, this digital readings/research seminar highlights the historiographical perspectives of scholars assessing important developments during this period. The course, through its historical and historiographical readings, discusses Reconstruction's demise, the West in the American memory, the rise of the second industrial revolution [in the southern United States], populist politics, progressivism, United States empire building, the origins of racial segregation in the United States South, women in the labor force, the Great War, the Lost Generation (1920s) and Harlem Renaissance of Modern Times, the causes of the Great Depression, and FDR's New Deal in detail. In rethinking Recent United States History, past and

*The instructor does not require that students purchase these works; simply note that they may become invaluable as graduate students matriculate in the program, write theses in United States history, and prepare for their comprehensive examinations.

contemporary interpretations of history, and the relationship between the past and present, the course identifies those societal indicators, stimulants, prejudices, and attitudes that most influenced scholars, scholarship, and scholarly perspectives.

COURSE OBJECTIVE:

The nexus that interweaves history and historiography, fact and interpretation, as well as the past and present-day memory of earlier times, defines both history and scholarship. This, in fact, gets to an important observation. Students must understand three crucial facts about the profession of history. Firstly, although a humanistic and social science discipline that commemorates the study of the human past, the subject intrinsically depends on the written and interpreted discourse of scholars whose traits, values, belief-systems, personal experiences, and desires have shaped both them and the way they view the past. Secondly, historians are nevertheless always obligated to what many refer to as “the facts of life.” Historians, according to the editors of *Interpretations of American History: Patterns and Perspectives* (2009), have an obligation to “speak the truth.” Unlike novelists, painters, musicians, artists, and filmmakers, historians must research, write, interpret, and teach the facts. Thirdly, this course attempts to persuade students that a correlation exists between the past and present. Past events, experiences, actions, and personal preferences shape both scholarly literature and contemporary life/culture around the globe. For example, the nation’s status as a global super power in the twenty-first century has everything to do with prior diplomatic, military, and economic developments. Events in the late nineteenth century, and early to mid-twentieth century—industrialization, urbanization, internal migration and immigration, increased international markets for goods and services, successes in science and technology, supreme military-might, heightened international diplomacy, and a rising standard of living—propelled this incredible rise in global influence and stature. This reality, without question, shapes the direction of U.S. Diplomatic history, e.g., writings, interpretations, and teachings. The course thus sets out to educate students on historiography and historiographical trends in Recent American History, and the ways in which history and historical developments have influenced scholarship. This course also reminds students of those basic historical concepts historians have depended upon for centuries. Readings, discussions, and research projects should enhance students’ cognitive skills and abilities—writing, reading comprehension, and methodological techniques. The instructor especially hopes students will use the course as a means to approach furthering their graduate education and publication interests.

Major Course Objectives in brief:

- *Encourage sincere passion for Recent American History from Reconstruction to the New Deal
- *Introduce students to the historic sacrifices made by Americans in Recent United States history
- *Introduce students to the relationship between the past and present.
- *Introduce students to the dissemination of history through historical facts and Interpretations (historiography)
- *Stimulate regular writing and reading discourse among students
- *Encourage intellectual rigor among budding graduate students
- *Motivate students to consider history, the humanities and social science as graduate-school and career options

***Writing Enhanced Objective:**

History 5375 is a “W” or Writing Enhanced course. Essentially, 100 percent of students’ course grades will come from writing assignments intended to ensure that individuals successfully master

class goals for the semester. In truth, writing is the key tool the instructor will rely upon to ensure that students adequately learn the course essentials. Some writing assignments, for example, the working bibliographies, will require students to complete rough drafts and subsequently revise, with or without comments from the instructor. Writing exercises like these and others may not receive specified grades per se but will aid students in decisive contemplation of the coursework. Please tackle writing exercises in History 5375 as useful instruments of intellectual development as well as assessment tools of learning levels.

CLASS FORMAT:

The digital class periods will center on the course readings, digital sites, and films. While the class structure differs from face-to-face undergraduate classes in United States history, the instructor will provide students with historical overviews through brief lectures (written lecture posts and slideshows). The class will also occasionally discuss historical interpretations or historiography as they relate to course materials. From there, the digital seminar (discussion threads) will compliment and highlight the course readings, digital sites, and films. The instructor **may** also seek out student discussants each week to facilitate debates and probe intellectual discourse in Recent United States History. Right now, the instructor will post ten discussion-forum threads that will come from the weekly readings, especially the Document Analyses, as well as provide commentary from other materials, e.g., current events, documentaries, digital sites, historiographical readings, films, etc. While the course celebrates the Recent United States History paradigm, we will discuss the texts each week, as these text selections will allow us latitude to comprehend the historical events happening within the United States regionally, nationally, and internationally.

Along with discussion threads, students will produce three book-review essays and a two-thousand-word annotated bibliography of primary sources based on some aspect of Recent United States history. In preparation for the readings, the instructor will ask the class to read chapters within *Interpretations of American History: Past and Present Perspectives*, 8th ed. to provide adequate background into the historiographical field of study being highlighted in the readings. Please see the detailed instructions below for more details about the coursework.

ABSENCE POLICY:

For online students: Please participate in the digital classroom activities, e.g., discussion threads, responses to questions and observations each week posed by peers or professor, etc. Students who do not partake in the digital exercises and who fail to submit their work will risk earning poor grades at the end of the semester. If something comes up that prevents you from participating in the classroom activities, please let the instructor know immediately.

OBSERVANCE OF RELIGIOUS HOLIDAYS:

The Texas Education Code (Section 51.911[b]), along with Sam Houston State University policy (University Policy 851001), must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days including travel for the same purpose. Please notify the instructor in writing within the first fifteen days of class of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up examinations and assignments. Finally, the professor must alert students in writing (via the syllabus) of revised deadlines for the completion of missed exams and assignments.

POLICY REGARDING SERVICES FOR STUDENTS WITH DISABILITIES:

Students with disabilities cannot be denied the benefits of other students or suffer from discrimination by any academic or student life activity or program based on their impairment. Disabled students are, therefore, encouraged to seek assistance with academic matters and concerns from their professors, individual department or division heads, or by contacting the director of Services for Students with Disabilities (SSD), Mr. Kelley Osborn, in the Lee Drain North Annex, (936) 294-3512 (phone), 936-294-3794 (fax), (936) 294-3786 (TDD), or cko002@shsu.edu (email). Go directly to the web page at <http://www.shsu.edu/dept/disability/>.

COUNSELING SERVICES:

The Sam Houston State University Counseling Center provides free services for students. The licensed therapists will provide students with group and confidential one-on-one counseling on an array of issues, from relationship matters, domestic violence, anxiety, to depression, suicidal urges, and lifestyle issues. Located next to Old Main Market on 1608 Avenue J, the center recently moved into its new building, one it shares with the Student Health Center. Please reach out to therapists at 936.294.1720. The mailing address is P.O. Box 2059, Huntsville, TX 77341-2059. For more, go to the webpage at <http://www.shsu.edu/dept/counseling/contact-us.html>.

DIGITAL DECORUM:

While the digital age has given the human species greater freedoms, students must remain respectful of the online class setting. Please refrain from posting online rude or lewd comments. In addition, respect each other and yourselves. Skype communication should not come with inappropriate images—nudity, inappropriate behavior in public, or the displaying of personal affects others may find offensive. The professor will not tolerate anger spells, cantankerous attitudes, or threats. We will treat each other with courtesy, regardless of our personal views regarding history and contemporary life and times. Please respect the digital classroom, instructor and your classmates. This is required of all students this semester in History 3393. For further questions, please refer to the student handbook (Section 5.2.22, beginning on page 29) online at http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf. For any technological problems regarding Blackboard, contact IT personnel at 936-294-1950 or helpdesk@shsu.edu.

ACADEMIC DISHONESTY:

The instructor expects integrity from her students. She assumes students will engage in honest, healthy debate. She encourages and welcomes passionate exchanges of ideals in the traditional and digital classroom, among classmates, when researching and on paper. The professor will not however tolerate dishonesty in the classroom or/and away from class. Students found guilty of any form of academic dishonesty or abuse will be subject to punishment or severe consequences. Included are some of the most common and egregious of these illegalities: cheating, plagiarism, theft of resources or materials, or collusion with others to partake in any or all of these actions. Students accused of these actions may face disciplinary proceedings by university officials. In addition, the instructor will deduct twenty points from the final grade of those individuals accused and found guilty of academic dishonesty. Please, for your own sake, do not engage in this kind of behavior. As a precautionary measure, the professor will require students to submit their completed assignments online through Turnitin.

LECTURES, DISCUSSIONS AND DIGITAL CLASS ACTIVITIES:

Lectures/Digital lectures/discussions will come from the assigned topics in the course calendar. Students are responsible for all assigned readings and must stay abreast with lectures and discussions. All required reading and films are mandatory. Students should take exemplary lectures notes on the written/oral lecture topics, including slideshows—at least two to five pages for each lecture/digital discussion/lecture. Students should also participate fully in digital discussions and debates. The class will discuss current events as each relates to various topics. If the group can hold a weekend skype, we will do so over particular lecture topics (Again, we will conduct this activity if everyone's time permits [For digital classes only]).

INSTRUCTOR EVALUATION(S):

Students will complete a course/instructor evaluation near the end of the semester. Honors History classes will also complete an Honors Program evaluation sheet. The instructor will ask students to do an informal, anonymous evaluation of the class online. Students will also receive emails at mid-semester asking them to complete their evaluations. These evaluations are important for both the university community and instructor who continue to grow as a scholar, servant, teacher, and mentor.

STUDY RECOMMENDATIONS:

I cannot force students to abide by my wishes. I can only offer guidance and support as an instructor and mentor. It is my advice that students review their coursework daily. The SAM Center suggests that students read their text assignments at least three times: once before class, a second time following class, and again before examinations. I agree with my SAM Center colleagues. Let me encourage students to take detailed lecture notes. Students should not only audio-record the classroom lectures (if they wish to do so); they should also transcribe these recordings. Daily studying will enhance your chances of success this semester, during the course of your undergraduate career, in graduate or professional school and in your perspective careers. In fact, put together a comprehensive study schedule. This schedule should read as a detailed, actual diary of your goals, comings and goings and study dates. Regularly check off completed accomplishments. This suggestion could serve as a model for a more detailed life diary. One could take a tally of their daily spending and earnings, along with their work schedules, study dates, appointments, etc. This recommendation is designed to enhance your commitment to scholarly and lifestyle learning. In addition, never begin assignments the night before they are due. Begin, as an alternative, all assignments sooner than later; review your notes and read materials over the course of the semester. If students develop this discipline early on as undergraduates and graduate students, they will have a fruitful college career. Please sign up for the SAM Center's study skills series. For additional inquiries, contact the SAM Center via the internet at http://www.shsu.edu/~sam_www/, toll free at 866-364-5211, from the Houston area at 281-657-6432, from the Huntsville area at 936-294-4444, or by facsimile at 936-294-1149.

DISCUSSION-FORUM THREADS:

Students must involve themselves in weekly and/or biweekly digital discussions. Class discussions will come from the assigned topics/readings in the course calendar. Students are responsible for briefly assessing **ten of the eleven readings**. Students must also read the designated chapters in *Interpretations of American History* or alternative historiographical essays for appropriate historical and historiographical assessments. Students will post ten brief two-hundred-word to five-hundred-word discussion-forum threads for the assigned readings. Essentially summarize and assess the reading or readings. The purpose of the digital discussions is two-fold. First, I want students to gain

a better appreciation and understanding for scholarly history analysis and documentation; I therefore want students to place the works in the emerging historiographical themes discussed in the historiographical pieces posted on Blackboard. To prepare these digital discussions, download two book reviews of each monographic. In addition, find biographical information on the authors. Once more, students must also read the assigned readings in *Interpretations of American History*, V. 2, or the alternative historiographical writings [You will find these resources on the Blackboard page under the Historiographical and Secondary Sources portal]. This information will greatly enhance the digital discussions for the week. Second and perhaps more importantly, students will also study the relationship between historiography and history firsthand. The class will thus discuss current events as each relates to various topics. Some of the discussion-forum threads, for example, will discuss contemporary challenges in United States society and the association between these current predicaments and the past historical developments discussed in the readings. Please also utilize *The Chicago Manual of Style Online*, 16th ed., as a purposeful reference reader that should follow you throughout your college and professional careers as historians, social scientists, researchers, archivists, teachers, social workers, grant writers, curators, etc. **All discussion threads are due on the scheduled dates listed on the course calendar and on the Blackboard modules via Turnitin. The threads will total ten points each or one hundred points collectively and are 20 percent of the final grade.** See the discussion forum topics below.

Discussion Thread 1: Class Introductions, **due Sep 6**

Discussion Thread 2: Based on Eric Foner's arguments, did Reconstruction Fail Black America?

Due Sep 13

Discussion Thread 3: Based on Richard White's observations and meticulous research, did the United States government and its citizens set out to annihilate Amerindians?

Due Sep 27

Discussion Thread 4: Why does the New South in so many ways seem reminiscent of the Old South? Even today in the new millennium we remain divided, especially on the issue of race. What explains this? What does Ed Ayers tell us about this difficulty?

Due Oct 4

Discussion Thread 5: What does historians Steven Hahn tell readers about the first populist revolt in American history? Does today's populism mirror what went on in the Georgia Upcountry over a century earlier? How did this revolt threaten the status quo in American society in the late nineteenth century? In the end, why did the revolt die? Does today's populism found among President Trump's supporters attempt the same goals? **Due Oct 18**

Discussion Thread 6: How did the modern-day sewage system help usher in the new century?

How did the modern-day sewage system help usher in the new century? How did the Progressive Movement, the century's first reform initiative, propel the rise of the modern government--local, state, and federal? **Due Oct 25**

Discussion Thread 7: Discuss the ways working women gave of themselves and their families to make ends meet for those they loved the most? How did the workforce transform the lives of working women? Did these changes aid or hurt women and their loved ones?

Due Nov 1

Discussion Thread 8: How has diplomacy and militarism served the interests of the United States? Discuss briefly this trajectory from the emerging empire of the turn-of-the-twentieth century following the Spanish-American War to the nation's arrival as a super power globally. What would Zinn say about the country's current international obligations and wars? Have we learned from or have we benefitted from our past? **Due Nov 8**

Discussion Thread 9: How did the Mexican Revolution transform or alter the Mexican-United States border at the Rio Grande River? How did Tejanos respond to the growing number of Mexican-origin immigrants fleeing war-torn Mexico in the 1910s and early 1920s? Did American Tejanos welcome the immigrants or did the members of the emerging Mexican-American generation regard them as problems? Please explain. Along a border that has historically shifted politically, economically, and internationally, and enjoyed multifaceted groups, group experiences, differing ethnic and cultural expressions, as well as one whose legal citizens nearly two centuries ago welcomed some of the ancestors of the very people who—at least from the perspective of some—today wish to limit access to this historic dwelling, should the United States build a physical wall to stop the flow of human and consumer trafficking? Please explain. **Due Nov 15**

Discussion Thread 10: How has Isabel Wilkerson captured the essence of Blackness in the United States in her masterful *The Warmth of Other Suns*? Did the ancestors—at least mine—find true warmth in these other places outside their beloved and despised South? **Due Nov 15**

Discussion Thread 11: How did Black soldiers globally impact World War I? How did the world, particularly White Americans of the United States, see them and other New Negroes of the day? How did the war transform the lives of New Negroes? **Due Nov 29**

Discussion Thread 12: Discuss First Lady Eleanor Roosevelt and her contribution to American life and culture during the Great Depression? She sought to transform the world for many. Why did she take this historical trajectory as a public servant for humanity? **Due Nov 29**

ANALYTICAL Book REVIEWS:

Students will write **THREE** ten-to-fifteen-page (two-thousand-word to three-thousand-word), double-spaced, word-processed book-review essays on the assigned readings. Each of the three reviews will discuss two books. Students will summarize and assess the selected pair of books in detail. Students will compare the books and explain their importance in their subfields within Recent United States history. Some students may feel comfortable discussing each book chronologically or sequentially and only at the end, pontificate on the themes that connect them in Recent United States History. On the other hand, others may want to look closely at the books collectively, focusing on specific themes of interest that connect the two works.

As a housekeeping reminder, please utilize standard writing mechanisms relied upon in our discipline. Write an introductory paragraph outlining the paper's thesis. Then discuss the books' theses. Students should write several subsequent paragraphs describing each of the books' themes as well as particulars of relevancy (three to four paragraphs for each argument being raised or discussed). Students should also dissect these arguments, drawing from chronological or sequential events. In addition, one or several concluding paragraphs should summarize your paper's arguments. Conclusions should also recommend future research directions in the topic or subfield under discussion. Please write transitional sentences within paragraphs and when ending and beginning new paragraphs. In addition, avoid passive voice phrases whenever possible. Included online is a detailed explanation of my grading policy in the form of a writing rubric for all assignments this semester. Please review the writing rubric on Blackboard. It should serve as your chief guide for appropriate writing and critical-thinking skills this semester.

Students should also refer to two book reviews (for each book) as well as historiographical overviews in the *Interpretations of American History* reader (or alternative scholarly essays) available on Blackboard. Essentially, students should select works that advance and validate their arguments in

the given papers. The book reviews and historiographical chapters in *Interpretations of American History* should serve as useful guides. Some students will have to read alternative historiographical pieces from scholarly periodicals (only when necessary). For example, *Interpretations of American History* does not discuss World War I, so students who review the Chad Williams monograph must pull from additional scholarly sources to retrieve a historiographical essay on America's involvement in World War I as well as the New Negro and race relations during the Great War era. Students who select other books may want to select essays outside the *Interpretations* anthology as well. See course readings, bibliographies posted online, and secondary sources in the Blackboard Historiographical and Secondary Sources portal for alternative works.

Each book-review essay must focus on the general topics discussed this semester—Reconstruction, Big Business [in the New South], Populism, Progressivism, Immigration, Labor, Jim Crow Segregation, Diplomacy, World War I, the 1920s, and the New Deal. Download book reviews and scholarly articles using the databases JSTOR and America: History and Life. Let me advise students to make use of other databases at the library's disposal for published book reviews, abstracts, encyclopedic essays, as well as primary sources. Feel free to reference databases of importance for this and other assignments. Books in Print, Bibliography of Native North Americans, Encyclopedia of Religion in America, Encyclopedia of US Political History, Handbook of Texas Online, Historical Abstracts, LexisNexis Academic, Library of Texas, HeritageQuest Online, Urban Studies Abstract, US Congressional Serial Set, *New York Times*, *Dallas Morning News*, *Houston Chronicle*, WorldCat, World Digital Library, World History Collection, Black Studies Center, Dissertations and Theses, Documenting the American South, Encyclopedia Americana and Book Review Digest are available through the library website. Students may look at bound copies of the reviews, which students can access in the Newton Gresham Library or other research libraries in their local vicinities. If anyone has any questions or concerns, please speak with me directly. Students must cite both the selected sources under review as well as the other source items (book reviews and historiographical essays).

Please use footnotes or endnotes and a select bibliography at the end of the paper. See the *Chicago Manual of Style Online*, 16th ed., Ch. 14, for details and specified examples. Once again, along with the selected books, students are required to use two book reviews for each book being assessed, and a chapter from *Interpretations of American History* or an additional scholarly article, totaling seven sources. While an important component of the review essays, your citations should not be religiously lengthy. Citations are required throughout the paper. As a rule, cite (1) at the end of each paragraph, (2) after direct quotations, and (3) right after sections of your paper that precede direct quotations. When using direct quotations from the source materials, always use a superscript immediately following the quote and then cite the source of the quoted item in a footnote/endnote. Writers must document all direct and indirect quotations taken from sources. Anything else is plagiarism. When citing the books, articles, and reviews, please include all required information pertaining to the source in a footnote or endnote—the books under review, historiographical piece, and two book reviews for each book. While I will provide you with examples of book review essays on Blackboard that include parenthetical notes, this class **will refrain** from these types of citations. Instead, students will make use of superscripted footnotes or endnotes. Once more, students must use seven sources in their papers. Students are eligible to earn one hundred points on the assignment. Late papers will be marked down ten points automatically. **Each book-review essay assignment is 20 percent of the final grade. Please submit your paper on the dates listed in the course calendar at or before midnight.** See below the books I have paired for each of the chosen reviews:
Eric Foner's *Reconstruction* and Ed Ayers' *The Promise of the New South*, due Sep 27

Foner's *Reconstruction* and Richard White's *"It's Your Misfortune and None of My Own,"* **due Sep 27**
 Ayers's *The Promise of the New South* and White's *"It's Your Misfortune..."*, **due Sep 27**
 Ayers's *The Promise of the New South* and Steven Hahn's *The Roots of Southern Pop.*, **due Oct 4**
 White's *"It's Your Misfortune..."* and Arnolde De León's *War Along the Border*, **due Oct 4**
 Alice Kessler-Harris's *Out to Work* and Martin V. Melosi's *Garbage in the Cities*, **due Oct 18**
 Howard Zinn, *A People's History of American Empire* and Chad Williams's *Torchbearers of Democracy*, **due Nov 1**
 Kessler-Harris's *Out to Work* and De León's *War Along the Border*, **due Nov 8**
 Williams's *Torchbearers of Democracy* and De León's *War Along the Border*, **due Nov 8**
 Williams's *Torchbearers of Democracy* and Isabel Wilkerson's *Warmth of Other Suns*, **due Nov 15**
 Kessler-Harris's *Out to Work* and Wilkerson's *Warmth of Other Suns*, **due Nov 15**
 Kessler-Harris's *Out to Work* and Blanche Wiesen Cook's *Eleanor Roosevelt, V. 2*, **due Nov 29**

ANNOTATED BIBLIOGRAPHY:

Students must formulate an annotated bibliography on a particular aspect of the Recent United States history. The annotated bibliography must comprise two primary sources. Each annotated entry must explain the thesis or source's main purpose, objective, or major themes; describe the source in detail; and assess the source item along with its significance in Recent United States history. Please consider selecting sources that will motivate individuals to pursue research in greater detail, i.e., perhaps a topic that will propel one to write a master's thesis or develop a scholarly-article manuscript. In essence, you will write an annotated description-analysis for each bibliographic entry. See the *Chicago Manual of Style Online*, 16th ed., Chapters. 14 and 15, reference guide as well as my examples of annotated bibliographies on our Blackboard page. Also, refer to those sources mentioned in the footnotes of *Interpretations of American History* chapters, other scholarly pieces, and on the Blackboard page via the various portals or links listed. Again, the selected annotated bibliography must include two primary sources or documents that go back to the time period between Reconstruction and the New Deal.

Students are also expected to dissect two fascinating primary-source materials—military service records, court proceedings, Congressional reports, manuscript collections, newspapers, census reports, census manuscripts, probate records, deeds, property tax statements, poll taxes, and government documents. When assessing certain primary sources such as newspaper articles, welfare applications, photographs, cartoons, historical artifacts, and letters, students must examine several items within a collection and not a single newspaper/magazine article, photograph, painting, letter, etc. In these instances, researchers must examine a set of three to five like documents at once, and in an effort to generate a single source. This way, students will have enough information to write a complete one-thousand-word annotation of an individual source. Students should also utilize genealogical and historical databases such as HeritageQuest Online and Ancestry.com. Students should access the database HeritageQuest Online through the library's website. Area library archives in Southeast Texas as well as across the country will also be invaluable to students. Please consider museums, university libraries, archives, depositories, genealogy centers, etc., as exciting places of historical investigation. Students outside the area should consult regional libraries in their general vicinity. Some of the earlier mentioned library databases will aid you as well. For example, feel free to consult encyclopedic primary sources, although such sources will require that students read and write on a series of entries (three to five) on a particular topic under discussion, and usually do not give in-depth information as do traditional

scholarly sources. **Remember that each of the two annotations must be one-thousand-words at length.**

Remember also that **plagiarism is illegal and unacceptable**. I do not expect students to write paragraphs word-for-word verbatim from the sources being utilized. Again, this is unacceptable. Rather, paraphrase the ideas given in the source materials such as manuscript collections, diaries, and memoirs. Anything else is illegal and cause for an automatic F on the assignment. Furthermore, give me analysis, detail, and color. In other words, speak from the soul! Please write your bibliographies in the format given in the example(s) on Blackboard. There are no exceptions to this rule. In addition, use the appropriate format when writing your annotations. **The written annotations always follow the bibliographic entries. Only the first line of the bibliographic entry begins at the far left margin [also known as hanging lines]; on the other hand, subsequent lines for the entry are indented. The rest of the work—the annotations—must begin on a separate line** and be double-spaced, preferably, as this is easier on my impaired eyesight. Again, refer to the materials on Blackboard, and *Chicago Manual of Style Online*, 16th ed. (Ch. 14), for the correct writing of bibliographies and bibliographic information. Finally, if students plan to use direct quotations from the sources being discussed, they should use parenthetical notes to reference the work being quoted. Chapter 15 of the CMSO, 16th ed., discusses examples of parenthetical notes. The most common is to add important source information in parentheses following the final quotation mark. Here is an example (Pruitt 2013, 33). This refers to the author's name, year of publication, and page number where the quotation can be found. Chapter 15 will give examples for citing different sources in parenthetical notes. If for some chance, however, students wish to cite a work other than the one being discussed and introduced in the preceding bibliographic entry, writers must then use traditional superscripts and footnotes/endnotes. Again, access online through the Newton Gresham website at <http://www.chicagomanualofstyle.org/home.html>. This assignment, which is worth one hundred points, is **20 percent of the final grade and is due Wednesday, October 18, midnight**. Students must also submit working bibliographies before their final assignment is due. The topic title, abstract, and **working bibliography** of one of the two sources is due **Wednesday, October 4, at midnight** and should comprise one annotated primary source. **This assignment again is 20 percent of the final grade.**

FINAL GRADE

Students can earn a total number of 500 hundred points this semester, calculated as follows:

Discussion-Forum Threads	100 Points (Designated Dates)
Book Review Essay	300 Points (Designated Dates)
Annotated Bibliography	100 Points (Oct 18)
Total Points for the Semester	500 Points

BE ADVISED THAT CHEATING AND PLAGIARISM CAN RESULT IN AN AUTOMATIC "F" FOR THE COURSE. THIS GOES FOR ALL ASSIGNMENTS AND TESTS. PLEASE REMEMBER DUE DATES FOR ALL ASSIGNMENTS AND TESTS. PLEASE DO NOT LOSE THIS SYLLABUS AND COURSE CALENDAR. THESE WILL BE YOUR LIFELINE FOR THE COURSE THIS SEMESTER. I HOPE THAT YOU WILL HAVE A GREAT TIME IN THIS CLASS.

Course Calendar
History 5375, Recent United States History from 1876 to 1933, Fall 2017
Sections 1, CID # 80064, Sam Houston State University
Bernadette Pruitt, PhD

Module 1
Aug 24-Sep 6

WELCOME WEEK!
INTRODUCTION TO COURSEWORK/SELECTION OF
COURSEWORK READINGS AND RESEARCH
****TENTATIVE TUTORIALS**
Writing Center Tutorial, Farrington 111
Tutoring Session will cover the following:
 *Compiling a standard bibliography
 *Writing an annotated bibliography
 *Writing a book review/book review essay
 *Developing an outline
 *Using the annotated bibliography to write the paper
 *Writing a research paper
 *Citing sources using superscripts, footnotes, and a select bibliography
NGL Tutorial with Prof. Erin Owens, NGL 155 or 157

Module 2
Sep 6

Discussion Thread 1: Class Introductions

Module 3
Sep 6-Sep 13

Assigned Readings
Couvares, *Interpretations of American History*, Chapter 1: "Introduction to U.S. Historiography"
Couvares, *Interpretations of American History*, Ch. 3: "The Triumph of Capitalism"
Eric Foner's *Reconstruction: America's Unfinished Business*
Edward Ayers's *Promise of the New South*
*Couvares Ch. 2: "The Reconstruction Era"
**Glenn Feldman, "Introduction: The Pursuit of Southern History," in *Reading Southern History: Essays on Interpreters and Interpretations*, 2001.
Kari Frederickson, "Defining 'The South's Number One Problem': V. O. Key, Jr., and the Study of Twentieth-Century Southern Politics," in *Reading Southern History: Essays on Interpreters and Interpretations*, 2001.
Judith McArthur, "A. Elizabeth Taylor: Searching for Southern Suffragists" *Reading Southern History: Essays on Interpreters and*

Interpretations, 2001.

Jonathan Herbert Roper, "C. Vann Woodward, Southern Historian," in *Reading Southern History: Essays on Interpreters and Interpretations*, 2001.

Anastacia Sims, "Ann Firor. Scott: Writing Women into Southern History," In *Reading Southern History: Essays on Interpreters and Interpretations*, 2001.

Susan Youngblood Ashmore, "Continuity and Change: George Brown Tindall and the Post-Reconstruction South," in *Reading Southern History: Essays on Interpreters and Interpretations*, 2001.

John White, John Hope Franklin: Southern History in Black and White," in *Reading Southern History: Essays on Interpreters and Interpretations*, 2001.

Joe William Trotter, "W. E. B. Du Bois: Ambiguous Journey to the Black Working Class," in *Reading Southern History: Essays on Interpreters and Interpretations*, 2001.

Fred Arthur Bailey, "E. Merton Coulter and the Political Culture of Southern Historiography," in *Reading Southern History: Essays on Interpreters and Interpretations*, 2001.

James Oakes, "Kenneth Stamp's Peculiar Reputation," in *Reading Southern History: Essays on Interpreters and Interpretations*, 2001.

John Shelton Reed and Daniel Joel Singal, "Rupert B. Vance: A Sociologist's View of the South," in *Reading Southern History: Essays on Interpreters and Interpretations*, 2001.

Module 4 Sep 13

Discussion Thread 2:

Based on Eric Foner's arguments, did Reconstruction Fail Black America? Do you agree with Foner's assessment? Please explain

Module 5 Sep 13-Oct 4

Assigned Readings

Steven Hahn, *The Roots of Southern Populism: Yeoman Farmers and the Transformation of the Georgia Upcountry, 1850-1890*

Robert McMath Jr., "C. Vann Woodward and the Burden of Southern Populism," *Journal of Southern History* 67, no. 4 (2001):741-69.

Arnoldo De León's *War Along the Border*

Couvares, *Interpretations of American History*, Ch. 5, "Immigration: Assimilation or Transnational Race-Making"

Module 6 Sep 27

Discussion Thread 3

Based on Richard White's observations and meticulous research, did the United States government and its citizens set out to annihilate Amerindians?

Module 7

Book Review 1

Sep 27	Foner's <i>Reconstruction: America's Unfinished Business</i> and Edward Ayers's <i>The Promise of the New South</i>
<u>Module 8</u> Sep 27	<u>Book Review 2</u> Foner's <i>Reconstruction</i> and Richard White's " <i>It's Your Misfortune and None of My Own</i> "
<u>Module 9</u> Sep 27	<u>Book Review 3</u> Ayers's <i>The Promise of the New South</i> and White's " <i>Its Your Misfortune...</i> "
<u>Module 10</u> Oct 4	<u>Discussion Thread 4</u> Why does the New South in so many ways seem reminiscent of the Old South? Even today in the new millennium we remain divided, especially on the issue of race. What explains this? What does Ed Ayers tell us about this difficulty?
<u>Module 11</u> Oct 18	<u>Book Review 4</u> Ayers's <i>The Promise of the New South</i> and Steven Hahn's <i>The Roots of Southern Populism</i>
<u>Module 12</u> Oct 18	<u>Discussion Thread 5</u> What does historians Steven Hahn tell readers about the first populist revolt in American history? Does today's populism mirror what went on in the Georgia Upcountry over a century earlier? How did this revolt threaten the status quo in American society in the late nineteenth century? In the end, why did the revolt die? Does today's populism found among President Trump's supporters attempt the same goals?
<u>Module 13</u> Oct 18	<u>Book Review 5</u> White's " <i>Its Your Misfortune...</i> " and Arnolfo De León's <i>War Along the Border</i> <u>Working Bibliography Assignment is due</u> Topic Title, Abstract, and One Bibliographic Entry and Annotation
<u>Module 14</u> Oct 18-Nov 1	<u>Assigned Readings</u> Kessler-Harris, Alice. <i>Out to Work: A History of Wage-Earning Women in the United States</i> , 2003. Melosi, Martin V. <i>Garbage in the Cities: Refuse, Reform, and the Environment</i> . Pittsburgh: University of Pittsburgh Press, 2004. Couvares, Ch. 3, "Industrializing America" essay only Couvares, Ch. 6: "The Progressive Movement"
<u>Module 15</u> Oct 18	<u>Discussion Thread 6</u>

How did the modern-day sewage system help usher in the new century?

Module 16

Oct 25

Book Review 6

Alice Kessler-Harris's *Out to Work* and Martin V. Melosi's *Garbage in the Cities*

Module 17

Oct 18

Final Annotated Bibliography is Due

Module 18

Oct 25

Discussion Thread 7

Discuss the ways working women gave of themselves and their families to make ends meet for those they loved the most? How did the workforce transform the lives of working women? Did these changes aid or hurt women and their loved ones?

Module 19

Oct 25-Nov 8

Assigned Readings

Alice Kessler-Harris's *Out to Work*

Williams's *Torchbearers of Democracy*

De León's *War Along the Border*,

Couvares, Ch. 5: "Immigration: American Assimilation or Transnational Race-Making"

Howard Zinn, *A People's History of American Imperialism*

Couvares, Ch. 4: "American Imperialism: Economic Expansionism or Ideological Crusade?"

Module 20

Nov 1

Book Review 7

Howard Zinn, *A People's History of American Empire* and Chad Williams's *Torchbearers of Democracy*

Module 21

Nov 8

Discussion Thread 8

How has diplomacy and militarism served the interests of the United States? Discuss briefly this trajectory from the emerging empire of the turn-of-the-twentieth century following the Spanish-American War to the nation's arrival as a super power globally. What would Zinn say about the country's current international obligations and wars? Have we learned from or have we benefitted from our past?

Module 22

Nov 8-31

Assigned Readings

Kessler-Harris's *Out to Work*

De León's *War Along the Border*

Williams's *Torchbearers of Democracy*

Couvares, Ch. 5: "Immigration: American Assimilation or Transnational Race-Making"

Couvares, Ch. 6: "The Historical Foundations of Women's Power"

Couvares, Ch. 7: The New Deal

Couvares, Ch. 10: "Second Wave Feminism"

**Kidada E. Williams,

They Left Great Markson Me: African American Testimonies of Racial Violence from Emancipation to World War I (2007)

Chad L. Williams, "VANGUARDS OF THE NEW NEGRO: **AFRICAN AMERICAN VETERANS AND POST--WORLD WAR I RACIAL MILITANCY**," *Journal of African American History* 92, no. 3 (2007):347-70.

Shane A. Smith, "The Crisis in the Great War: W. E. B. Du Bois and His Perception of **African-American** Participation in **World War I**," *Historian* 70, no. 2 (2007): 239-62.

Module 23

Nov 8

Discussion Thread 9

How did the Mexican Revolution transform or alter the Mexican-United States border at the Rio Grande River? How did Tejanos respond to the growing number of Mexican-origin immigrants fleeing war-torn Mexico in the 1910s and early 1920s? Did American Tejanos welcome the immigrants or did the members of the emerging Mexican-American generation regard them as problems? Please explain. Along a border that has historically shifted politically, economically, and internationally, and enjoyed multifaceted groups, group experiences, differing ethnic and cultural expressions, as well as one whose legal citizens nearly two centuries ago welcomed some of the ancestors of the very people who—at least from the perspective of some—today wish to limit access to this historic dwelling, should the United States build a physical wall to stop the flow of human and consumer trafficking? Please explain.

Module 24

Nov 8

Book Review 8

Kessler-Harris's *Out to Work* and De León's *War Along the Border*

Module 25

Nov 15

Book Review 9

Williams's *Torchbearers of Democracy* and De León's *War Along the Border*,

Module 26

Nov 15

Discussion Thread 10

How has Isabel Wilkerson captured the essence of Blackness in the United States in her masterful *The Warmth of Other Suns*? Did the ancestors—at least mine—find true warmth in these other places outside their beloved and despised South?

Module 27

Nov 15

Book Review 10

Williams's *Torchbearers of Democracy* and Isabel Wilkerson's *Warmth of*

Other Suns

Module 28

Nov 29

Discussion Thread 11

How did Black soldiers globally impact World War I? How did the world, particularly White Americans of the United States, see them and other New Negroes of the day? How did the war transform the lives of New Negroes?

Module 29

Nov 15

Book Review 11

Kessler-Harris's *Out to Work* and Wilkerson's *Warmth of Other Suns*

Module 30

Nov 23

No Work! Happy Thanksgiving

Module 31

Nov 29

Discussion Thread 12

Discuss First Lady Eleanor Roosevelt and her contribution to American life and culture during the Great Depression? She sought to transform the world for many. Why did she take this historical trajectory as a public servant for humanity?

Module 32

Nov 29

Book Review 12

Kessler-Harris's *Out to Work* and Blanche Wiesen Cook's *Eleanor Roosevelt*, V. 2

*Please read the entire chapters—introductory section as well as additional review essays, unless told otherwise.

**Please only read one essay of your choice on southern history and the history of The New Negro and/or Blacks in World War I