



Department of History

HTST 361
The United States Since 1877
Winter 2023

Instructor: Dr. Beau Cleland

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Class Times: T-Th 1400-1515 Local Time

Course Delivery: In-person

Classroom: HNSC 122

Office Hours and Method: In person, T & Th 1100-1200, or via Zoom/phone by appointment.

Office Location: Social Science 626

Description

In the past 150 years, the United States has transformed from a regional power focused on internal development into a global hegemon. This course will examine that change from within the U.S., and explore a variety of themes relating to both political and everyday life.

Learning Outcomes

Understand the origins and context of major developments in the United States since Reconstruction. Explain the struggle to expand civil and political rights and the often-violent response of those opposed to them, in the context of U.S. imperialism, the Cold War, and the rise of movement conservatism. Analyze and place into context primary source documents from this era. Develop and demonstrate skills in historical research, analysis, writing, and argumentation.

Reading Material

Required for Purchase:

Michael Schaller et al., *American Horizons*, 4th edition, (New York: Oxford University Press, 2021).

This will be available from the university bookstore and available as an ebook, but you are welcome to purchase or borrow it from any outlet that is convenient. If for some

reason you cannot obtain or afford the books, please contact me.

Other Readings

We will read a number of additional articles and book chapters during the semester. These will be available at no cost to you via the library or D2L. Detailed information will be posted on the D2L course schedule and Reading List tool.

Assessment

Method	Due Date	Weight
Participation	N/A	5%
Group Work	See course schedule	10%
Midterm Exam	February 16 th	20%
Paper Proposal	March 2 nd	5%
Term Paper	April 11 th	35%
Final Exam	Determined by registrar	25%

Grading Policies

Grades for all items will be scored on a percentage basis. using the standard History Department grade scale (listed below).

Late Assignments

Unexcused late assignments will be penalized two (2) percentage points per day – i.e., one day late turns a 90 into 88. If you need an extension, please ask me BEFORE the item is due. I am lenient on this – I will almost always give you more time if you need it, but you must ask.

Details on Methods of Assessment

Participation (5%)

The participation mark is based on a combination of contribution to in-class discussions, engagement and attentiveness during class, and joining in any other activities (such as Top Hat quizzes) that fall outside of the separately-marked group work.

Group Work (10%):

We will engage in a variety of in-class group work exercises over the course of the semester. This mark is determined by student participation in the activity and their engagement with the material. You must be present in class to get credit for these.

Exams (20% for midterm; 25% for final):

There will be two exams for this course: a midterm and a final. The midterm will be administered in class and will involve some combination of multiple choice, short answer, and/or analytical essay questions. The final exam will be scheduled by the registrar, with a similar format but an emphasis on the essay portion. Tests will be scored using the History department points percentage system. If you require special accommodation for testing, please let me know at the start of the term via Student Accessibility Services (see below).

Term Paper (35%) and Paper Proposal (5%):

On April 11th, students will turn in an essay of 1,700 to 2,500 words, in Microsoft Word format (.doc or .docx files) addressing a topic of their choice on U.S. history since 1877.

These will be marked using letter grades according to a rubric (provided to students in advance), which will then be transposed to a numeric score using the department grade scale. The specific numeric score within that letter-grade range is at the marker's discretion. Formatting of the paper and citations shall conform with the [History Students Handbook](#).

Paper Proposal: you must submit a one-page (or longer, if necessary) paper proposal no later than March 2nd that identifies your topic, proposes a good research question or thesis that your paper will explore, and provides a bibliography of AT LEAST five (5) rigorous secondary sources that you plan to consult (books, monographs, journal articles, or theses/dissertations). It would behoove you to find more than that, since inevitably some will be unavailable and others you will find not useful or relevant once you examine them.

Academic Integrity Statement

Students may collaborate on graded assignments only when they are explicitly assigned as group work. Tests, quizzes, papers, and written responses are to be individual efforts. During timed tests you may not consult outside materials unless I specifically permit them. Absences during tests or other in-person assessments must be approved by the instructor beforehand or you may not be permitted to make them up.

Learning Technologies Requirements

This course uses a D2L site to deliver content and relevant information outside of the lectures, and tools such as Top Hat and/or Perusall for interactive work both in and out of class. You will need an internet connection and a laptop or other device which can reliably access these sites. A device with a microphone is necessary if you wish to schedule an online appointment for office

hours. You will also need access to Microsoft Word (this is provided free of charge to U of C students via Office 365) or word-processing software that can reliably convert files with footnotes to Word format.

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. If you read this, send me an email before the start of the third class session indicating which section you found it in and I will give you a bonus to your participation mark. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Schedule

This is the tentative schedule of events for the course. I will also add important items to the calendar on the course D2L page.

Week 1, January 10 and 12: Introduction; The Civil War and Reconstruction

Readings: Schaller, Chapter 15

Watch: Crash Course – The Civil War, [Part I](#) and [Part II](#) and [Reconstruction](#)

Week 2, January 17 & 19: Race and Westward Expansion

Readings: Schaller, Chapters 16; Frederick Jackson Turner, “The Significance of the Frontier in American History” in Turner, *The Frontier in American History* (New York: Henry Holt and Co., 1921) pp.1-38 [D2L]

Week 3, January 24 & 26: Labor and Capital in an Age of Consolidation

Readings: Schaller, Chapters 17 and 18

Week 4, January 31 & Feb. 2: American Century, American Empire

Readings: Schaller, Chapters 19;

Optional reading: Theodore Roosevelt, *The Rough Riders* (New York: G.P. Putnam, 1899)

Week 5, February 7 & 9: The Progressive Era and the First World War

Readings: Schaller, Chapters 20 and 21; Thomas G. Andrews, *Killing for Coal: America's Deadliest Labor War*, (Cambridge, MA: Harvard University Press, 2008), “Introduction: Civil War, Red and Bloody” (pp. 1-19)

Listen: Woody Guthrie, “Ludlow Massacre,” *Struggle* (Smithsonian Folkways Recordings, 1990)

Week 6, February 14 & 16: Prohibition and the “Roaring Twenties”; **MIDTERM**

Readings: Schaller, Chapter 27; Jamie Wilson, *Landmarks of the American Mosaic: Civil Rights Movement*, (New York: ABC-CLIO, 2013), chapter 7: “All Power to the People”: Black Power Politics During the Civil Rights Movement.

Listen: “We Shall Overcome” *Songs of the Freedom Riders and the Sit-Ins* (Smithsonian Folkways Institute, 1961)

Week 10, March 21 & 23: Vietnam, the Crises of Liberalism, and the Rise of the New Right

Readings: Schaller, Chapter 28;

Listen: Creedence Clearwater Revival, “Fortunate Son,” (Fantasy, 1969) and Barry Sadler, “Ballad of the Green Berets” (RCA Victor, 1966)

Week 11, March 28 & 30: Conservatism and the End of the Cold War, 1979-1992

Readings: Schaller, Chapter 29; Jennifer Brier, “What Should the Federal Government Do to Deal with the Problem of AIDS: The Reagan Administration’s Response” in *Infectious Ideas: U.S. Political Responses to the AIDS Crisis* (Chapel Hill: University of North Carolina Press, 2009), 78-121.

Listen: Bruce Springsteen, “Born in the U.S.A.” (Columbia, 1984)

Week 12, April 4 & 6: Globalization and its Discontents, 1992-2016

Readings: Schaller, Chapter 30;

Kathleen Belew, *Bring the War Home: The White Power Movement and Paramilitary America* (Cambridge, Mass.: Harvard University Press, 2018), Chapter 9: “The Bombing of Oklahoma

City”, pp. 209-234

Listen: Toby Keith, “Courtesy of the Red, White, and Blue” (Dreamworks Nashville, 2002) and Killer Mike, “Reagan” *R.A.P. Music* (Williams Street Records, 2012)

Week 13, April 11: Conclusion

Readings: Schaller, Chapter 31;

Listen: (optional) NOFX, “The Decline”

Term Papers Due

Final Exam: Date Scheduled by the Registrar

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject

Percentage	Letter Grade	Grade Point Value	Description
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical

concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments."

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) "Draft Documents & Working Materials."

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

Updated November 2022