



Department of History

HTST 361
The United States Since 1877
Winter 2022

Instructor: Dr. Scott Dumonceaux

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Office Hours and Location/Method: TR 13:00-13:45, SS615, or by appointment

Class Room Location, Days and Times: SA 106, TR 14:00-15:15

Course Delivery: In person

Teaching Assistant: Patrick Kingston

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Description

This course provides an overview of United States history from Reconstruction to the present. Major themes include changing conceptions of race as the country moved from the end of slavery and Reconstruction, to the Civil Rights era of the 1960s, to present day discussions of Black Lives Matter and undocumented immigration, the rise of the United States as a world power, from late 19th century imperialism, through the Cold War, to the present, and the ways that American hopes, dreams, values have changed over the last 145 years. Students will explore these topics through lectures, readings, primary sources, and written assignments.

Learning Outcomes

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

1. Identify and explain the major historical events, themes, and processes that American historians have identified in United States history since 1877.
2. Evaluate the significance of historical events, themes, and processes to the development of American history as a whole.
3. Identify and analyze primary sources and determine what they can tell us about United States history since 1877.
4. Identify and analyze secondary sources related to a United States history since 1877 topic.
5. Assess the importance of United States history since 1877 to the present.
6. Write a properly formatted and documented research essay on a United States history

since 1877 topic.

Reading Material

Corbett, P. Scott, Volker Janssen, John M. Lund, Todd Pfannestiel, Paul Vickery, and Sylvie Waskiewicz. *U.S. History*. Houston: OpenStax, 2021. Available for free download at <https://openstax.org/details/books/us-history?Book%20details>

All other readings are available via links or D2L.

Assessment

Method	Due Date	Weight
Midterm (take home)	February 11	20%
Essay Proposal and Bibliography	March 1	10%
Research Essay	March 24	40%
Final Exam (take home)	April 21	30%

Grading Policies

All assignments will be graded using percentage grading. Final grades will be converted to letter grades following the Departmental Grading System.

Students who wish to discuss their grades should contact the person who graded the assignment (myself or Patrick).

Extensions of up to one week will be granted upon request, even at the last minute. Please contact me by email as soon as possible if you think you will need more time.

Late assignments without an extension will be penalized 3% per day.

Details on Methods of Assessment

All assignments and exams should be submitted through the D2L Dropbox in Microsoft Word doc format by 11:59pm on the due date. If you are unable to submit your assignment through Dropbox, please email it to me.

To make it easier for me to organize, please name your document: Your Last Name, Your First Name Assignment Name (ex. Dumonceaux, Scott Research Essay). Assignments that are not properly labeled **will not** be graded.

Midterm Exam (take home, Due February 11)

Students will receive the midterm exam in class on February 10 and must submit the completed

exam through the D2L Dropbox by 11:59pm on February 11. The exam will be open book and will consist of three identify and give the significance questions and one essay question.

Research Essay Assignment

Students will write a 1500-2000 word research essay on one of the following topics:

1. Pick a Reconstruction era person or group, write an essay about how they viewed the country's future after the Civil War. Explain why their perspectives are significant to our understanding of United States history since 1877.
2. Pick a group or person who participated in (or was impacted by) the Populist or Progressive movements, write an essay about their experiences during that era. Explain why their experiences are significant to our understanding of United States history since 1877.
3. Pick a group impacted by western migration (migrants, Indigenous people, Hispanic Americans, Asian immigrants, etc.) and write an essay about their experiences in the west. Explain why their experiences are significant to our understanding of United States history since 1877.
4. Pick a group or person who lived through the Great Depression and New Deal, write an essay about their experiences during that era. Explain why their experiences are significant to our understanding of United States history since 1877.
5. Pick a group or person who participated in WWII (at home or abroad), write an essay about how they experienced the war. Explain why their experiences are significant to our understanding of United States history since 1877.
6. Pick a post-1945 president (from Truman to H.W. Bush), write an essay about their foreign or domestic policy. Explain why it is significant to our understanding of United States history since 1877.
7. Pick a civil rights leader or movement (African Americans, Chicano/Latinos, Indigenous people, women, LGTB+ communities, etc.), write an essay about how they viewed their movement. Explain why their perspectives are significant to our understanding of United States history since 1877.

Essay Proposal and Bibliography (Due March 1)

Students will submit an Essay Proposal and Bibliography for their Research Essay on March 1.

Essay Proposals should begin with a brief description of how you will approach the topic (200-300 words), explaining the person or group you will explore and what you want to know.

Proposals should also include a preliminary thesis statement, and two to four main points.

The Bibliography should include a minimum of 2 primary sources and 4 secondary sources (academic books and peer-reviewed journal articles).

Essay Proposals should follow the format of the sample essay proposal and the referencing styles outlined in “The History Student’s Handbook.”

Research Essay (Due March 24)

Students will submit their Research Essays on March 24.

Essays should begin with a thesis statement clearly stated in the introduction, the body of the essay should provide evidence to support the thesis statement, and the thesis statement and main points of the essay should be restated and summed up in the conclusion.

Students must use a minimum of 2 primary sources and 4 secondary sources (academic books and peer-reviewed journal articles).

Essays should follow the format of the sample essay and the referencing styles outlined in “[The History Student’s Handbook: A Short Guide to Writing History Essays.](#)”

As this is a formal writing assignment, students should use formal language and properly format their essays. Include a **title** at the top of the first page of the essay **and** on a **title page** (with your name, the date you handed the assignment in, the course name and my name) and **pages numbers** (starting at one on the first page of the essay, not the title page). Students are also expected to include properly formatted **footnotes** and a **bibliography**, providing citations for all information from the sources used in the essay, whether paraphrased or directly quoted. Essays should be written in 12-point Times New Roman font, double spaced, with 1-inch margins and no extra space between paragraphs.

Final Exam (take home, Due April 21)

Students will receive the final exam at 2:00pm on April 19 and must submit the completed exam through the D2L Dropbox by 11:59pm on April 21. The exam will be open book and will consist of three identify and give the significance questions and two essay questions.

Learning Technologies Requirements

Students will need reliable access to the internet and a computer, tablet, or other device to access D2L and course readings and to complete written assignments.

Schedule

Week 1 - The Civil War and Reconstruction - January 11-13

Readings: *U.S. History*, Chapter 16

Primary Source: “Report of assaults with intent to murder, committed upon freed people in the division of Albany from January 1st to October 31st 1868,” *The Freedmen’s Bureau Online*, <http://openstax.org/l/15Freedmen>

Week 2 - The West - January 18-20

Readings: *U.S. History*, Chapter 17

Primary Source: National Cowboy and Western Heritage Museum Website
<http://openstax.org/l/natcowboy>

Week 3 - Big Business and Reform - January 25-27

Readings: *U.S. History*, Chapter 18, 19, 20

Primary Source: “Rural Life in the Late Nineteenth Century,” *Library of Congress*,
<http://openstax.org/l/rurallife>

Week 4 - Progressivism - February 1-3

Readings: *U.S. History*, Chapter 21

Primary Source: Collection of Anti-Suffragist Cartoons, <http://openstax.org/l/postcard>

Week 5 - Imperialism and War - February 8-10

Midterm Exam February 10-11

Readings: *U.S. History*, Chapter 22, 23

Primary Source: “Spanish American War” and “World War I,” *The Price of Freedom: Americans at War*, <https://amhistory.si.edu/militaryhistory/printable/index.asp>

Week 6 - Great Depression and New Deal - February 15-17

Readings: *U.S. History*, Chapter 24, 25, 26

Primary Source: Franklin Delano Roosevelt, First Fireside Chat, 12 March 1933,
<https://openstax.org/l/fireside>

Week 7 - Reading Week- February 22-24

Week 8 - World War II - March 1-3

Research Essay Due March 3

Readings: *U.S. History*, Chapter 27

Primary Source: “The *Enola Gay* Controversy,” *Lehigh University Digital Library*,
<http://digital.lib.lehigh.edu/trial/enola/about/>

Week 9 - 1945-1960 - March 8-10

Readings: *U.S. History*, Chapter 28

Primary Source: “Duck and Cover,” U.S. Federal Civil Defense Administration, 1951,
<http://openstax.org/l/15DuckCover>

Week 10 - The 1960s - March 15-16

Readings: *U.S. History*, Chapter 29

Primary Source: “Troops Patrol L.A.,” 1965 Watts Riots,
<http://openstax.org/l/15WattsRiot>

Week 11 - The 1970s - March 22-24

Readings: *U.S. History*, Chapter 30

Primary Source: New York Times account of the shootings at Kent State University, 5
May 1970, <https://www.nytimes.com/1970/05/05/archives/4-kent-state-students-killed-by-troops-8-hurt-as-shooting-follows.html>

Week 12 - 1980-2000 - March 29-31

Final Research Essay Due March 31

Readings: *U.S. History*, Chapter 31

Primary Source: Parents Music Resource Center Senate Hearings, 1985, testimony of Dee
Snider (<http://openstax.org/l/15DeeSnider>) and John Denver
(<http://openstax.org/l/15JohnDenver>)

Week 13 - War on Terror to Trump - April 5-7

Readings: *U.S. History*, Chapter 32

Primary Source: George W. Bush, “Address Before a Joint Session of the Congress on the United States Response to the Terrorist Attacks of September 11,” 20 September 2001, <http://openstax.org/1/15Bush911>

Week 14 - Review - April 12

Final Exam April 12-14

University Closed April 15-18.

There is no registrar-scheduled final exam.

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.

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
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.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

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

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

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

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. 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.

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 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

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)