**Syllabus**

**HIST 1311.10 (CRN 43527) Spring 2019**

**U.S. History since 1877**

**The George Washington University**

Tuesday / Thursday, 15:45 – 17:00 / GOV 104

710 21st Street, N.W.

**Instructor: Bell Julian Clement,** **Clement@GWU.edu**

**Office Hours:** Wednesdays, 11:00-13:00, Phillips 304 & by appointment

##  Course Statement

By 1877, the United States had undergone a revolutionary war and a great civil war, both of which engaged – but by no means resolved – foundational issues of individual liberty, economic power, and the role of the state.

The nation now faced the challenges of establishing dominion over its vast western territories and of mastering the new technologies of the emerging industrial age. National identity was in flux. The nation was stable neither geographically nor demographically. The country was undergoing a period of unprecedented growth which would make it an economic behemoth on the world stage, transforming it, over a period of barely 150 years, “from colony to superpower.”

In this context, Americans struggled to establish a sustainable balance of power among market, state, and society, one that would lay the foundation for a social order worthy of the national ideals and capable of fully integrating the participation of the diverse populations that comprised the New World nation. How would Americans manage their national diversity ? How would Americans consolidate, or resist consolidation of, economic and political power ? What were the impacts of the United States’ changing global position on national life ? What did Americans believe was the appropriate relationship among society, state, and economy ?

In essaying these challenges, the people of the United States brought to bear the country’s exceptional natural wealth and their own political, scientific, and organizational genius. The endeavor extracted the grinding labor of millions and entailed appalling and widespread hardships.

The American story in this period is best understood not as a step-by-step march of progress but as a continuous, ferocious, struggle to control allocation of the society’s wealth and power. Many of the changes achieved, for better and for worse, have required application of enormous force, and have been met with enormous resistance. Throughout, violence has been an habitual rather than an exceptional mode.

This course explores the dynamics of this struggle, from the end of Reconstruction through the Reagan Revolution.

## Learning Deliverables

Upon successful completion of this course – including energetic engagement with the readings, active participation in class discussions, thorough response to written assignments, and focussed effort to develop their own independent points-of-view on topics addressed – participants will have gained

• Familiarity with the use of a variety of types of texts, including primary sources, scholarly analyses, and historical narrative; and an introduction to some of the standard works of American historical writing;

• Sharpened ability to absorb and evaluate scholarly analyses of social and political issues;

• Greater familiarity with how historical arguments are constructed, and experience in assembling them in responding to historical questions;

• Familiarity with the key developments, and with factors shaping those developments, during this period of American history, along with the era’s significant events, and actors; familiarity with issues in scholars’ interpretation of this period, and a better sense of its scope, sweep, and contingency;

• A sense of how historical imagination operates, and experience in deploying it;

• A more fully articulated personal position on the nature and significance of the American endeavor.

## Assignments and Evaluation

• Session attendance and participation – 20 percent of course grade.

 Session attendance and participation are highly valued and are weighted accordingly in calculating course marks. Students earn credit for each of the 28 course session participated in, calculated as 4 points per session (112 points possible). A student may be absent up to 4 times and still earn an A (96) in this category. Students absent no more than twice earn extra credit (up to 112 points). I do not request or accept documentation relating to absences (doctors’ notes, etc.).

• Four analytic essays (1000 words each) – 10 percent of course grade each.

 Due: noon, Thursday January 31, February 21, March 28, and April 18. Assignment rubrics will be posted to Blackboard one week in advance of each due date.

• In-class midterm questions – 20 percent of course grade.

 Thursday, March 7, 2019

• In-class end-of-term questions – 20 percent of course grade.

Exam week, TBA.

## Sessions and Readings

The course entails 75-100 pages of reading per week. Readings are available in Gelman electronic databases via the links provided or (in the case of readings marked Bb) as PDFs posted to Blackboard under “Electronic Reserves.”

For those wishing an overview of our period, a useful text is Jane Dailey, *Building the American Republic* (University of Chicago Press, 2018) which can be consulted online or downloaded (no charge) here: <https://www.bibliopen.org/p/bopen/9780226300962>

### Session 1 – Introductions, Historiography, Overview

Tuesday, January 15, 2019

READINGS

**Carr**, Edward Hallett. Chapter 1, “Historians and Their Facts,” pp. 3-35, in *What Is History?* The George Macaulay Trevelyan Lectures, 1961. New York: Knopf, 1962. **[Bb]**

### Session 2 – Second Revolution: Reconstruction

Thursday, January 17, 2019

READINGS

**Watson**, Harry L. Chapter 15, “Reconstructing the Republic, 1865–1877,” pp. 531-70 in *Building the American Republic, Volume 1: A Narrative History to 1877*. Chicago: University of Chicago Press, 2018. <https://www.bibliopen.org/p/bopen/9780226300658>.

### Session 3 – Frontiers, Conquest, Identity

Tuesday, January 22, 2019

READINGS

**Utley**, Robert M. Chapter 6, “Wars of the Peace Policy,” in *The Indian Frontier, 1846-1890*. Revised edition. Histories of the American Frontier Series. Albuquerque, New Mexico: University of New Mexico Press, 2003. <https://ebookcentral.proquest.com/lib/gwu/detail.action?docID=1594550>

### Session 4 – Industrialization: Railroads & Robber Barons

Thursday, January 24, 2019

READINGS

**Licht**, Walter. Chapter 6, “The Rise of Big Business,” pp. 133-65 in *Industrializing America: The Nineteenth Century*. Baltimore: Johns Hopkins University Press, 1995. **[Bb]**

### Session 5 – Migrations

Tuesday, January 29, 2019

READINGS

**White**, Richard. Chapter 11, “People in Motion,” pp. 405-39 in *The Republic for Which It Stands: The United States during Reconstruction and the Gilded Age, 1865-1896*. New York, NY: Oxford University Press, 2017. <https://ebookcentral.proquest.com/lib/gwu/detail.action?docID=4926469&query=the+republic+for+which+it+stands>

### DUE: Assignment #1, noon, Thursday, January 31, 2019

### Session 6 – Labor Strife

Thursday, January 31, 2019

READINGS

**Arnesen**, Eric. “American Workers and the Labor Movement in the Nineteenth Century.” In *The Gilded Age: Essays on the Origins of Modern America*, edited by Charles W. Calhoun, 53–72. Wilmington, Del: Scholarly Resources, 1996. **[Bb]**

### Session 7 –Machine Politics & “Corruption”

Tuesday, February 5, 2019

READINGS

**Keller**, Morton. Chapter 5, “The Political Economy of Postwar America,” pp. 162-196 in *Affairs of State: Public Life in Late Nineteenth Century America*. Cambridge: The Belknap Press of Harvard University Press, 1977. **[Bb]**

### Session 8 – Agriculture & Populism

Thursday, February 7, 2019

READINGS

**Kazin**, Michael. “The Righteous Commonwealth of the Late Nineteenth Century,” pp. 27-46 in *The Populist Persuasion*,: *An American History*. Cornell University Press, 1995. <http://www.jstor.org/stable/10.7591/j.ctt1w0dcsq.8>.

### Session 9 – Reformers: Women’s Politics

Tuesday, February 12, 2019

READINGS

**Bordin**, Ruth. Chapter 1, “A Maternal Struggle: An Overview of the WCTU, Woman, and Temperance,” pp. 3-14; and Chapter 1, “A Western Prairie Fire: The Woman’s Crusade of 1873-1874,” pp. 15-33 in *Woman and Temperance: The Quest for Power and Liberty, 1873-1900*. New Brunswick, N.J.: Rutgers University Press, 1990. **[Bb]**

### Session 10 – Empire

Thursday, February 14, 2019

READINGS

**Herring**, George C. Chapter 8, “The War of 1898, the New Empire, and the Dawn of the American Century, 1893–1901”, pp. 299-336 in *From Colony to Superpower: U. S. Foreign Relations Since 1776*. Oxford University Press, 2008. <http://ebookcentral.proquest.com/lib/gwu/detail.action?docID=415323>.

### Session 11 – Urbanization

Tuesday, February 19, 2019

READINGS

**Mohl**, Raymond. Chapter 4, “Boosters, Builders, and Planners,” pp. 67-80; and Chapter 5, “City Bosses and Machine Politics,” pp. 83-107 in *The New City: Urban America in the Industrial Age, 1860-1920*, 1985. **[Bb]**

**Tolson**, Arthur L., “Black Towns of Oklahoma,” *The Black Scholar* 1, no. 6 (1970): 18-22 **[Bb]**

### DUE: Assignment #2, noon, Thursday, February 21, 2019

### Session 12 – Progressivism

Thursday, February 21, 2019

READINGS

**Wiebe**, Robert H. Chapter 7, “Progressivism Arrives,” pp. 164-95 in *The Search for Order, 1877-1920*. 1st ed. The Making of America. New York: Hill and Wang, 1967. **[Bb]**

### Session 13 – World War I: Homefront

Tuesday, February 26, 2019

READINGS

**Cooper**, John Milton. Chapter 10, “Over There,” pp. 268-318 in *Pivotal Decades: The United States, 1900-1920*, New York: W.W. Norton & Company, 1990. **[Bb]**

### Session 14 – Consumer Culture

Thursday, February 28, 2019

READINGS

**Dumenil**, Lynn. Chapter II, “Work and Consumption,” pp.56-97 in *The Modern Temper: American Culture and Society in the 1920s*, New York: Hill and Wang, 1995. **[Bb]**

### Session 15 – Crash

Tuesday, March 5, 2019

READINGS

**Galbraith,** John Kenneth. Chapter 1, “‘Vision and Boundless Hope and Optimism,’” pp. 1-23; Chapter 5, “The Crash,” pp. 88-107; and Chapter 6, “Things Become More Serious,” pp. 108-127 in The Great Crash, 1929. 10. Boston: Houghton Mifflin, 1961**. [Bb]**

### Session 16 – MIDTERM QUESTIONS

Thursday, March 7, 2019

### SPRING BREAK – Week of March 11, 2019

### Session 17 – Depression & First New Deal

Tuesday, March 19, 2019

READINGS

**Conkin**, Paul Keith. Chapter 2, “Clouds Over a New Era, 1932-1934,” pp. 20-49 in *The New Deal*. 3d ed., Wheeling, Illinois: Harlan Davidson, 1992. **[Bb]**

### Session 18 – Organized Labor

Thursday, March 21, 2019

READINGS

**Dubofsky**, Melvin. Introduction, pp. 3-18; and Chapter 1, “A New Deal For Labor: 1933-1938 – The Flint Sit-Down Strike; The CIO,” pp. 77-105 in *American Labor Since the New Deal*. Chicago: Quadrangle Books, 1971. **[Bb]**

### Session 19 – Second New Deal

Tuesday, March 26, 2019

READINGS

**Conkin,** Paul Keith. Chapter 3, “Origins of a Welfare State, 1934-1936,” pp. 51-78 in *The New Deal*. 3d Ed. The Crowell American History Series. Wheeling, Illinois: Harlan Davidson, 1992. **[Bb]**

### DUE: Assignment #3, noon, Thursday, March 28, 2019

### Session 20 – World War II: Homefront

Thursday, March 28, 2019

READINGS

**Kennedy,** David M. Chapter 21, “The Cauldron of the Home Front,” pp. 746-97 in *Freedom from Fear: The American People in Depression and War, 1929-1945*. New York: Oxford University Press, 1999. **[Bb]**

### Session 21 – Cold War, Fair Deal, Red Scare

Tuesday, April 2, 2019

READINGS

**Patterson**, James T. Chapter 6, “Domestic Politics: Truman’s First Term,” pp. 137-64 in *Grand Expectations: The United States, 1945-1974*. New York: Oxford University Press, 1996. **[Bb]**

### Session 22 – Fifties: Conformity & Non-Conformity

Thursday, April 4, 2019

READINGS

**May**, Elaine Tyler. Chapter 7, “The Commodity Gap: Consumerism and the Modern Home,” pp. 153-73 in *Homeward Bound American Families in the Cold War Era*. New York: Basic Bks, 2008. <https://ebookcentral.proquest.com/lib/gwu/reader.action?docID=625135&ppg=34>

### Session 23 – Second Reconstruction

Tuesday, April 9, 2019

READINGS

**Goodwin**, Richard N. Chapter 17, “We Shall Overcome,” pp. 310-41, in *Remembering America: A Voice from the Sixties*. Boston: Little, Brown, 1988. **[Bb]**

**Carmichael**, Stokely and Ekwueme Michael Thelwell. Chapter XX, “Lowndes County: The Roar of the Panther,” pp. 457-83 in *Ready for Revolution: The Life and Struggles of Stokely Carmichael (Kwame Ture)*. New York: Scribner, 2003. **[Bb]**

### Session 24 – New Conservatism

Thursday, April 11, 2019

READINGS

**Kabaservice,** Geoffrey. Chapter 4, “The Blood-Dimmed Tide Is Loosed: The GOP and the Goldwater Campaign, 1964” in *Rule and Ruin: The Downfall of Moderation and the Destruction of the Republican Party, from Eisenhower to the Tea Party*. Oxford University Press, 2012. <http://ebookcentral.proquest.com/lib/gwu/detail.action?docID=829357>.

**Goldwater**, Barry. “Speech to the 1964 Convention, Republican Party.” Accessed August 9, 2018. <https://www.washingtonpost.com/wp-srv/politics/daily/may98/goldwaterspeech.htm>.

### Session 25 – Crises of Confidence: Vietnam and Watergate

Tuesday, April 16, 2019

READINGS

**Williams**, William Appleman, Thomas McCormick, Lloyd Gardner, and Walter LaFeber, eds. Part IV: The Rise and Fall of American Power: 1963-1975,” Introduction”, pp. 215-33; “The Costs of the Vietnam War,” pp. 300-03; and “A Summing Up,” pp. 315-18 in *America in Vietnam: A Documentary History*. Garden City, New York: Anchor Books, 1985. **[Bb]**

Reichley, A. James. Chapter 12, “Watergate,” pp. 250-61 in *Conservatives in an Age of Change: The Nixon and Ford Administrations*, 1981. **[Bb]**

### DUE: Assignment #4, noon, Thursday, April 18, 2019

### Session 26 – Seventies Shocks

Thursday, April 18, 2019

READINGS

**Carroll**, Peter N. Chapter 8, “Pinch, Squeeze, Crunch, or Crisis: Energy, Ecology, Economics”, pp. 116-38 in *It Seemed Like Nothing Happened: America in the 1970s*. New Brunswick, N.J.: Rutgers University Press, 1990. **[Bb]**

**Schulman**, Bruce. Chapter 5, “Jimmy Carter and the Crisis of Confidence”, pp. 121-43 in *The Seventies: The Great Shift in American Culture,  Society, and Politics*, 2001. **[Bb]**

### Session 27 – Reagan Revolution

Tuesday, April 23, 2019

READINGS

**Rossinow**, Doug. Chapter 2, “The Agenda,” pp. 31-46; and Chapter 5, and “The Purge,” pp. 84-100 in *The Reagan Era: A History of the 1980s*. Columbia University Press, 2015. <http://www.jstor.org/stable/10.7312/ross16988>

### Session 28 – WRAP

Thursday, April 25, 2019

NOTE: Over 14 weeks, students will spend 2.5 hours (150 minutes) per week attending class for a total of about 35 hours of direct instruction and discussion. Reading course materials and other out-of-class work is estimated at an average of around 5 hours (300 minutes) per week, for a total of about 70 hours over the course of the semester.

**University Policies**

**University policy on observance of religious holidays** In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: [students.gwu.edu/accommodations-religious-holidays.](https://students.gwu.edu/accommodations-religious-holidays)

**Academic integrity code** Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For details and complete code, see: [studentconduct.gwu.edu/code-academic-integrity](http://studentconduct.gwu.edu/code-academic-integrity)

**Safety and security** In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

**Support for Students outside the Classroom**

 **Disability Support Services (DSS)** Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information see: [disabilitysupport.gwu.edu/](https://disabilitysupport.gwu.edu/)

 **Mental Health Services 202-994-5300** The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see: [counselingcenter.gwu.edu/](http://counselingcenter.gwu.edu/)