History 150C3: U.S. Society & Institutions Since 1877
University of Arizona
Fall 2018
Professor Steptoe

Chávez 110
Lectures: Monday/Wednesday 11:00 - 11:50 a.m.
Discussion sections: Friday (times vary)

This course provides a survey of the history of United States from 1877 to the present. The material in this course specifically focuses on social history, with an emphasis on issues related to gender, class, and ethnicity/race. Topics include: immigration, urbanization, sexuality, segregation and Jim Crow, labor movements, war, and civil rights/social justice movements.

This course syllabus is intended as a set of guidelines for History 150C3. Check it frequently! Your instructor reserves the right to make modifications in the schedule, as necessary.

If you have questions about the course, consult the syllabus BEFORE emailing the professor or teaching assistants.

Professor
Tyina Steptoe, PhD
tsteptoe@email.arizona.edu
Chávez 319D
Office hours: Monday 1:00-3:00 p.m. and by appointment

Graduate Teaching Assistants
Daniel Hernandez - hernandezdaniel@email.arizona.edu
Office hours: Mon 1:00-3:00 and Tue 1:00-2:00 and by appointment

Sam Baum - sbaum@email.arizona.edu
Office hours: Mon and Wed 1:00-2:00 and by appointment

GTA offices can be found in Chávez 422.
REQUIREMENTS

This course requires approximately 40 pages of reading per week.

Your textbook is a collection of primary sources, documents written by people in the time period we’re studying. (You may purchase the electronic/online or paperback version of the book.) You will read several primary documents per week.


In addition to primary sources, you will typically read one academic article per week. Written by modern college professors, these secondary sources can be downloaded from D2L. Look under “Content” and find the “Secondary Readings” tab. This will take you to a link for the article on the UA library website, or a PDF version. Download the article and bring it with you (electronic or hard copy) to your Friday discussion section.

Lectures
We will meet for lectures on Mondays and Wednesdays at 11:00 am. You are expected to arrive on time and remain in your seat until 11:50 am. Do not pack up before class ends. Electronic devices are not allowed in lecture unless approved by DRC. Please inform Professor Steptoe if you have a DRC-approved device.

The course requires clickers for lectures. Purchase a clicker and register it for this class ASAP. We will begin using clickers to record participation on Monday, August 27.

Discussion sections
You will meet for discussion section, led by a GAT, on Fridays. Bring copies of all of your readings, including primary sources (textbook by Foner) and secondary sources (downloaded from D2L). You may bring a laptop or tablet to discussion section to access electronic copies of your readings.

To prepare for discussion sections, answer the questions on the reading guides provided on D2L. Go to “Content,” and then click on the “Reading Guides” tab to find questions for each week’s reading assignment. Bring copies of your completed reading guides with you to discussion section, where you will receive points for completion.
Discussion sections times and locations:

A. Fri. 10:00-10:50    Harvill 315 (Baum)
B. Fri. 10:00-10:50    Harvill 134 (Hernandez)
C. Fri. 11:00-11:50   ILC 151 (Hernandez)
D. Fri. 11:00-11:50   Haury 219 (Baum)
E. Fri. 12:00-12:50   Harvill 315 (Baum)
F. Fri. 12:00-12:50   Harvill 134 (Hernandez)

COURSE OBJECTIVES

• Gain a solid understanding of the social history of modern America.
• Demonstrate an understanding of both the different experiences and the commonalities of people from a multitude of backgrounds.
• Be able to trace important events and themes in U.S. history and critically analyze decisions affecting such events.
• Interpret primary and secondary sources.
• Write analytical papers that show an understanding of change over time.

GRADING SCALE AND ASSIGNMENTS

Primary Source Analysis Essays (3): 30%
Exams (3): 45%
Participation: 25%

Primary Source Analysis Essays
Primary Source Analysis Essays require you to analyze the significance of primary sources contained in the textbook, Voices of Freedom.

You will write three of these essays this semester. For the first essay, you must submit a draft on Friday, September 7. Bring a hard copy of the essay to your discussion section.

You must then incorporate feedback into a final version that is due by noon on Saturday, September 22. Upload the final version to the appropriate Assignments folder on D2L. If you fail to submit a first draft or final draft, you will only receive partial credit for the first essay.

The next two P.S.A. essays are due in October and November. Submit those essays to the appropriate Assignments folder on D2L.
How to write the essay:

- Essays must be 3-4 pages, double-spaced.
- Choose 2-3 primary documents from *Voices of Freedom*.
- Decide what these documents, when read together, tell us about an issue in U.S. history.
- State your historical argument in the first paragraph. Why are these sources historically significant? Remember that historians investigate change over time. Consider how the primary sources reflect themes related to a particular moment in U.S. history.
- As you explain the historical significance of the sources, give historical context for the primary source. Use information from secondary sources (lectures and articles) to explain the political, economic, and/or cultural issues that motivated the person who wrote the source.
- Review the document, “Writing and Polishing Your Essays,” for more tips on analysis, structure, and style.

All essays must be double-spaced and written in 12-point font with one-inch margins. Please proofread your papers carefully before the due date. DO NOT SUBMIT PAPERS THAT CONTAIN ERRORS IN GRAMMAR, SPELLING, AND PUNCTUATION. Written work that shows a lack of proofreading will receive a substantially lowered grade. Please use the standard humanities style of documentation as detailed in *The Chicago Manual of Style*, 16th ed.

Exams
You will take three exams this semester. These exams contain short answer questions and one essay. You will receive the questions in lecture, but you will take the exam on D2L. Go to “Quizzes” to access the exam. The first exam will become available at 9:00 am on Friday, September 28. You must submit an exam by Saturday, September 29 at noon. Once you begin an exam, you will have 90 minutes to complete it.

Participation
Participation grades are comprised of activities in lectures and discussion sections. Part of your participation grade will be based on activities completed during Friday discussion sections. Complete the reading assignments BEFORE you attend discussion section, and bring completed reading guides and readings with you to discussion section.
If you arrive late or leave early for lectures and discussion sections, you may not receive credit for participation on those days.

Make-Up Exams/Paper Extensions
Make-up exams and paper extensions will be granted to students whose absence from an examination or inability to turn in a paper on its due date is approved by the instructor in advance. If the missed assignment is due to a medical issue or other emergency, students must document that emergency to the instructor’s satisfaction.

Late essays will receive one-half of a letter grade for each day it is late. After four days, we will no longer accept assignments without prior approval from Professor Steptoe.

COURSE POLICIES

Attendance
Attendance is required, and each absence will lower your grade proportionally.

The professor and GTAs do not provide students with information from missed classes. You must obtain class notes from a classmate.

Excused Absences: Attach your documentation (i.e. doctor’s note or Dean’s excuse) to an email and send it to Professor Steptoe.

Excused absences include:
- Medical emergencies documented by healthcare provider or other relevant, professional third parties
- A court appearance
- Unavoidable conflicts approved beforehand by the professor
- Absences pre-approved by the UA Dean of Students (or Dean’s designee). See: [http://uhap.web.arizona.edu/chapter_7#7.04.02](http://uhap.web.arizona.edu/chapter_7#7.04.02)
- Holidays or special events observed by organized religions (for those students who show affiliation with that particular religion)
- Medical or other unavoidable emergencies approved by the Dean of Students after the fact

The UA’s policy concerning Class Attendance and Administrative Drops is available at: [http://catalog.arizona.edu/2014-15/policies/classatten.htm](http://catalog.arizona.edu/2014-15/policies/classatten.htm)

The UA policy regarding absences on and accommodation of religious holidays is available at [http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-andpractice](http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-andpractice).
Technology
Computers and tablets are not allowed during lectures unless a student requires a specific accommodation for a disability that has been cleared by the instructor. Upon arrival, turn OFF your cell phone and store it away.

Any video, visual, or audio recording of lectures by any device is prohibited.

Classroom Decorum
Students are expected to arrive on time and remain in class for the entirety of the lecture. Please do not leave your seat during class, if avoidable. Refrain from talking, sending e-mail or text messages, instant messaging, posting to social media accounts, reading non-course materials, sleeping, or other distracting activities. Engaging in any of these activities during lectures or discussion sections will lower your participation grade.

For UA policies concerning disruptive behavior in class, see: http://policy.arizona.edu/disruptive-behavior-instructional

UNIVERSITY POLICIES

Plagiarism: Plagiarism and cheating will not be tolerated. All assignments performed for this course must be original and must be performed individually unless otherwise noted. Every incident of academic dishonesty will be strictly punished. The history department mandates that academic dishonesty be punished by a failing grade for the course. Additional sanctions may include a permanent record on your academic transcript and suspension or expulsion from the university. For more information on UA policies concerning academic integrity, please see: http://deanofstudents.arizona.edu/codeofacademicintegrity

Notification Regarding Disability: It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let Professor Steptoe know immediately. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. (For the Disability Resource Center’s statement on syllabi, please see: http://drc.arizona.edu/faculty-staff/syllabus-statement)

Policies against Threatening Behavior by Students: Threatening behavior—including any statement, communication, conduct, or gesture that causes a reasonable apprehension of physical harm to a person or property—will not be tolerated. Sanctions may include suspension, expulsion, arrest, and criminal prosecution. For more information on UA policies concerning threatening behavior, please see: http://policy.web.arizona.edu/threatening-behavior-students
## Unit 1: The Gilded Age and the Progressive Era

### Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Aug. 20</td>
<td>Course introduction</td>
</tr>
<tr>
<td>Wed, Aug. 22</td>
<td>1877</td>
</tr>
</tbody>
</table>
| Fri, Aug. 24 | **Discussion section**  
(Bring completed reading guide to section.) |

**Primary source:**  
97. The Mississippi Black Code (1865)  
99. Elizabeth Cady Stanton, “Home Life” (ca. 1875)  
101. Robert B. Elliott on Civil Rights (1874)  

**Secondary source:**  

### Week 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Aug. 27</td>
<td>Facing West</td>
</tr>
<tr>
<td>Wed, Aug. 29</td>
<td>Immigration and the Question of Whiteness</td>
</tr>
</tbody>
</table>
| Fri, Aug. 31 | **Discussion section**  
(Bring completed reading guide to section.) |

**Primary sources:**  
100. Frederick Douglass, “The Composite Nation” (1869)  
102. Jorgen and Otto Jorgensen, Homesteading in Montana (1908)  

**Secondary source:**  

### Week 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Sep. 3</td>
<td>Labor Day; no class</td>
</tr>
<tr>
<td>Wed, Sep. 5</td>
<td>The Rich and the Poor</td>
</tr>
</tbody>
</table>
Fri, Sep. 7  Discussion section

First draft of primary source analysis essay #1 due in discussion section on Friday, September 7. Bring a hard copy to class.

Primary sources:  98. A Sharecropping Contract
103. Andrew Carnegie, The Gospel of Wealth (1889)
104. William Graham Sumner on Social Darwinism (ca. 1880)
105. A Second Declaration of Independence (1879)
106. Henry George, Progress and Poverty (1879)
109. The Populist Platform (1892)

Secondary source:  No article required this week. Bring first draft of P.S.A. #1 to discussion section.

Week 4

Mon, Sep. 10  Origins of Jim Crow

Wed, Sep. 12  American Manhood

Fri, Sep. 14  Discussion section
(Bring completed reading guide to section.)

Primary Sources:  110. Booker T. Washington, “Address at the Atlanta Cotton Exposition” (1895)
112. Ida B. Wells, Crusade for Justice (ca. 1892)
114. Josiah Strong, Our Country (1885)
115. Emilio Aguinaldo on American Imperialism in the Philippines (1899)


Week 5

Mon, Sep. 17  The Progressive Movement and Gender

Wed, Sep. 19  Women and Work
Film: *Triangle Fire*

**Fri, Sep. 21**

**Discussion section**
(Bring completed reading guide to section.)

**Primary sources:**
113. Frances E. Willard, *Women and Temperance* (1883)
127. Carrie Chapman Catt, Address to Congress on Women’s Suffrage (1917)


**Final version of Primary Source Analysis Essay #1 due by Saturday, September 22 at noon**
Upload to the appropriate Assignments folder on D2L.

---

**Week 6**

**Mon, Sep. 24**

**The Great War**

**Wed, Sep. 26**

**The War at Home**

**Fri. Sept. 28**

**No discussion section this week.**

**Primary source:**
124. Woodrow Wilson, A World “Safe for Democracy” (1917)
128. Eugene Debs, Speech to the Jury (1918)

**Secondary source:** No article this week.

Exam #1 must be taken by Saturday, September 29 at noon.
Unit 2: The Interwar Years

Week 7

Mon, Oct 1  “How Ya Gonna Keep ‘Em Down on the Farm?”

Wed, Oct 3  Prohibition and Urban Crime

Fri, Oct 5  Discussion section
(Bring completed reading guide to discussion section.)

Primary sources:  
116. Manuel Gamio on a Mexican-American Family and American Freedom (ca. 1926)
129. Rubie Bond, The Great Migration (1917)
135. Congress Debates Immigration (1921)

Secondary source:  
*Burton W. Peretti, “Therefore I Got to Go: Jazz and the Great Northern Migration,” from The Creation of Jazz (Champaign, IL: University of Illinois Press, 1992), 39-57.

Week 8

Mon, Oct 8  The Jazz Age

Wed, Oct 10  Gender and the Jazz Age

Fri, Oct 12  Discussion section
(Bring completed reading guide to discussion section.)

Primary sources:  
120. Margaret Sanger on “Free Motherhood,” from Woman and the New Race (1920)
137. Alain Locke, “The New Negro” (1925)
138. Elsie Hill and Florence Kelley Debate the Equal Rights Amendment (1922)

Secondary source:  

Week 9

Mon, Oct 15  Sexuality in the Jazz Age

Wed, Oct 17  Film screening (TBA)

Fri, Oct 19  Discussion section (no reading guide due this week)
Primary sources: 132. André Siegfried on the “New Society” from the *Atlantic Monthly* (1928)  
133. The Fight for Civil Liberties (1921)

Secondary source: No secondary reading this week.

**Primary Source Analysis Essay #2 due by Saturday, October 20 at noon.**  
Upload to the appropriate Assignments folder on D2L.

---

**Week 10**

Mon, Oct. 22  **FDR and the Great Depression**  
Wed, Oct. 24  **California Dreams**  
Fri, Oct. 26  **Discussion section**  
(Bring completed reading guide to discussion section.)

**Primary Sources:** 139. Letter to Secretary of Labor Frances Perkins (1937)  
142. Franklin D. Roosevelt, Speech to the Democratic National Convention (1936)  


---

**Week 11**

Mon, Oct 29  **The U.S. and World War II**  
Wed, Oct 31  **World War II and the Homefront**  
Fri, Nov 2  **Discussion section**  
(No reading guide due this week)

**Primary Sources:** 147. Franklin D. Roosevelt on the Four Freedoms (1941)  
152. World War II and Mexican Americans (1945)  
153. African-Americans and the Four Freedoms (1944)

**Secondary Source:** No article this week

**Exam #2 due on Saturday, November 3 at noon.**
Unit 3: The Cold War

Week 12

Mon, Nov 5  Origins of the Cold War

Wed, Nov 7  The Red Scare and the Lavender Threat

Fri, Nov 9  Discussion section
(Bring completed reading guide to discussion section.)

Primary sources:
156. The Truman Doctrine (1947)
160. President’s Commission on Civil Rights, *To Secure These Rights* (1947)


Week 13

Mon, Nov 12  Veterans Day; no class

Wed, Nov 14  Origins of the Postwar Civil Rights Movement

Fri, Nov 16  Discussion section
(Bring completed reading guide to discussion section.)

Primary sources:
165. Daniel L. Schorr, “Recovering Mexican Americans” (1946)
166. The Southern Manifesto (1956)
170. Martin Luther King, Jr. and the Montgomery Bus Boycott (1955)


Week 14

Mon, November 19  Media, the Cold War and Civil Rights

Wed, November 21  No class. Watch “Two Days in October” (D2L)
Fri, Nov 23  
**Thanksgiving break; no discussion section**

**Primary sources:**
171. John F. Kennedy, Speech on Civil Rights (1963)
172. Malcolm X, “The Ballot or the Bullet” (1964)

**Secondary sources:**
No article this week.

---

**Week 15**

**Mon, Nov 26**  
**Vietnam**

**Wed, Nov 28**  
**The Counterculture**

**Fri, Nov 30**  
**Discussion section**

**Primary sources:**
174. Lyndon B. Johnson, Commencement Address at Howard University (1965)
175. The Port Huron Statement (1962)
176. Paul Potter on the Antiwar Movement (1965-60)

**Secondary sources:**

**Primary Source Analysis Essay #3 due by Saturday, December 1 at noon.**

---

**Week 16**

**Mon, Dec 3**  
**The Women’s Movement and the Gay Liberation Movement**

**Wed, Dec 5**  
**The Rise of the New Right**

**Primary Sources:**
173. Barry Goldwater on “Extremism in Defense of Liberty” (1964)
180. Brochure on the Equal Rights Amendment (1970s)
185. Phyllis Schafly, “The Fraud of the Equal Rights Amendment” (1972)

**Secondary source:**
No article this week

**Exam #3 due on Wednesday, December 12 at 12:30 pm**