

**HIS 10B - US History: 1877 – 1977**  
**Summer session I, MW 1:00-4:30**  
**J. Baskin Auditorium 101**

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**Course Description:**

This course provides an introduction to United States history, beginning with the Post-Civil War Reconstruction period and ending with the end of the Cold War in the 1980s. Some content, like the Roarin' 20s and World War II, may be familiar to you. More content will likely challenge your expectations of how historians understand and discuss war, industrialization, immigration, and a variety of social movements that have impacted the long twentieth century. This class will also encourage you to consider how class, race, gender, and citizenship impacted the experiences of individuals throughout U.S. history.

I do not expect every student to enter this course with in-depth previous knowledge of U.S. history. However, I expect every student to engage seriously with course texts, class discussions, and lectures. Historians do not learn history through the memorization of facts and dates. To “do” history is to critically analyze materials and connect them to other sources and events, asking not just *what* but also *why* things happened as they did. This class will encourage you to read texts as imperfect documents and to question how history has been taught to you. My intention is for you to leave this class more aware of how multiple perspectives can influence and undercut an all-encompassing historical narrative.

An effective history of the United States should not be taught in a bubble, and this course will make efforts include transnational perspectives. Forces that influence national history are often global in scope, and the United States has at many points grappled with questions of national belonging by attempting to define who is “American” and who, especially immigrants and people of color within the U.S., are not. What rights and obligations come with this label? Throughout the course you will likely develop a stronger personal opinion on nationalism and belonging. Historians often have bold and sometimes controversial opinions; you are welcome to evaluate mine or ask for clarification. Your own opinions, respectfully presented and supported by evidence, are welcome in this course.

**Learning objectives:**

1. Students will examine American concepts of equal rights and citizenship, and apply them historically to different groups and events.
2. Students will understand the tensions and pressures from “above” and “below” driving social and political change through the long twentieth century.
3. Students will formulate their own arguments and opinions about historical themes through regular response papers and will receive qualitative suggestions for improving their writing throughout the course.

## Required Texts:

Rebecca Edwards. *New Spirits: Americans in the Gilded Age: 1865-1905*. New York: Oxford University Press, 2006.

Danielle McGuire. *At the Dark End of the Street: Black Women, Rape, and Resistance - A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York: Random House, Inc, 2010.

\*\*\*please note that this is a carefully written and moving text that will provide context for the “mainstream” Civil Rights movement as well as subject matter that was likely not included in textbooks. If you have concerns about or discomfort with reading about sexual violence, please do not hesitate to talk to me about alternate assignments or ideas for thoughtful reading.

Excerpted readings available on Canvas.

## Course Requirements:

**Attendance:** Attendance is critical in a history course. Lectures and discussions will not have enough overlapping content with the readings for you to “make up” missed class. Summer session is unique in that each 3.5 hour class session counts as an entire week of class content and therefore attendance will be taken at the beginning and end of class to reward those who commit to fully attending. In case of emergency, please contact me via email before you miss class. ***More than two absences will result in a failing grade.***

**Participation:** Reading should be completed by the day they are listed on the syllabus. Always come prepared to be attentive through lecture and participate in discussion. Respectful participation and listening are expected. I realize the large time blocks of summer session can be grueling and will do my best to break up lecture with discussion periods, film clips, and stretch breaks. Please bring any snacks or drinks you might like to consume during lecture or during a 15-20 minute break partway through lecture. Food is not always immediately available for purchase nearby so prepare in advance.

**Paper Assignments:** You will be required to turn in three 3-page Response Papers about the assigned texts. The prompt for these writing assignments will be given in class a week before they are due. The strongest papers will also address relevant focus questions for the adjacent weeks and connect reading and lecture materials. I am much more interested in reading about your analysis and argument, supported by text evidence, than in reading summaries with fancy words.

**In-class midterm quiz and final exam:** In-class exams will test your comprehension of lecture materials and your synthesis of larger themes from readings and lecture. Identifications should address the basic information associated with the term provided and a sentence or two about its historical significance. Memorization is not the most efficient or beneficial way to prepare for ID exams; I am looking for synthesis in your own words. Because of the pace of summer courses, your midterm will only be IDs. You will be given 7 and expected to answer 5. Your final will include 7 IDs (chosen from 10) and an in-class essay. For the essay, please answer all elements of the question thoughtfully and refer to applicable in-class readings at least once. Solid note-taking and reading throughout the quarter will help ensure that you have the study tools to be successful under testing pressure.

**Academic Integrity:** By enrolling in the university, students are automatically agreeing to abide by policies, including those on academic misconduct. Academic integrity and scholarship are core values that should guide our conduct and decisions as members of the UCSC community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Your teaching assistants and professor will not tolerate cheating and any instances of plagiarism will result in failing the course, wasting your tuition dollars, and potentially more serious academic consequences.

**Grading:**

Response Papers (worth 10% each): 30%

Attendance and participation: 20%

In-Class Midterm: 20%

In-Class final: 30%

**Accommodation Needs:**

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me as soon as possible. Contact DRC at 459-2089, drc@ucsc.edu, for more information on the requirements and/or process. Counseling and Psychological Services (CAPS) also provide useful resources to all students and can be reached at (831) 459-2628. If you find yourself struggling with the course for any reason, whether officially recognized by the university or not, please do not hesitate to reach out to the professor, who takes seriously the task of keeping your learning environment safe and accessible.

**Course Schedule:****Week One:**

*\*readings should be completed by Monday of the week they are assigned – (except week 1)*

**Readings: Edwards, *New Spirits*, introduction & part I (pages 1-103)**

*6/26 Focus Question: How did various people define and experience freedom – or lack thereof – before and after Reconstruction?*

Course Intro – Freedom and citizenship, Chinese Exclusion, the West during Reconstruction.

*6/28 Focus Question: How did reformers define and address the problems of the Progressive Era? Were they progressive or reactive?*

Immigration & Industrialization, Populism, Corruption in the Gilded Age, Temperance, Women's Suffrage, Muckraking. Limits to Progressivism, radical challenges.

Response paper 1 (due 7/5): Edwards sorts her chapters thematically, with topics like "Youth" and "Science" rather than a strict chronological telling. Pick one of these sections (ch. 2-11) for further study. What historical change does Edwards identify in that chapter? Who benefits most and least from that change? If you could add another themed chapter, what would it be about?

**Week Two:** [note: campus is closed 7/4 but we will have class as usual on Mon&Wed]

**Readings: Edwards, *New Spirits*, parts II+III (pages 105-284)**

*7/3 Focus Question: How did the U.S. justify its imperialism and world war I socially, economically, and politically? Did they align with or contradict other Progressive Era values?*

An "Accidental" Empire: Spanish-American War and Annexation of Hawai'i, Cuba, Puerto Rico, and The Philippines. World War I: Democracy abroad, suppression at home.

Mobilization, race tensions, and strategic war support. Film clip showing, *Reds* (1981)

*7/5 Focus question: If the Gilded Age and Progressive Era was a time of "new spirit," how would you characterize World War I and the 1920s? How did people celebrate or mourn different elements of "modernity"?*

1920's economic boom, 1924 National Origins Act, Harlem Renaissance. Film clip, PBS' *Many Rivers to Cross* (2013).

**Response paper #1 due, hard copy, beginning of class.**

### **Week Three:**

**Readings: Course reader, excerpts from Turkel's *Hard Times*, Escobedo's *From Coveralls to Zoot Suits*, Yung's *Unbound Feet***

*7/10 Focus question: How can economic depressions and wars be regarded as both positive and negative for domestic change? How can we complicate celebrations of WWII as social progress?*

Day 1 - the Depression and New Deal. WWII battles and mobilization on the home front. Changes to gender roles, LGBTQ history, immigration policies.

*7/12 Focus question: What made the Cold War "cold"? How does this phrase signify (or not) the realities of the conflicts?*

The Cold War, Changing military and federal spending. Baby boom, rise of suburbs and conformity in 1950s. Film clips from documentary, *Coming Out Under Fire* (1994).

**Response Paper #2 due, hard copy, beginning of class.**

### **Week Four:**

**Readings: Course reader, excerpts from Burdick and Lederer's *The Ugly American*.**

**\*\*7/17: 5 IDs - midterm quiz, 40 minutes\*\***

*Focus question: How did domestic and international affairs overlap and speak to each other? How do famous figures and everyday people interact with big histories and daily experiences of the Vietnam War and civil rights movements?*

Kennedy years, early Civil Rights, foreign policy. Black Panthers and AIM, Youth cultures, Anti-war movement.

**Readings: McGuire's *At the Dark End of the Street*, p. xv-159**

*7/19 Focus question: How did radicals, liberals, and conservatives each define the problems facing the country? What solutions to they offer? Which visions do you agree or disagree with?*

Day one: Anti-Colonial movements worldwide, 1965 Immigration Act., Chicano/a movement, LGBTQ rights, Feminist movement(s): visions of gender and social change.

### **Week Five:**

**Readings: McGuire's *At the Dark End of the Street*, p. 160-284**

*7/24 Focus question: How do we see challenges to democracy and reinforcement of a status quo play out through the 1970s and 1980s? Do some of these conflicts resonate with our own time?*

De-Industrialization & Rise of New Right, Globalization, the U.S. and the World Economy.

**Response Paper #3 due, hard copy, beginning of class.**

**7/26 - \*\*LAST DAY OF CLASS\*\***

Concluding thoughts and course takeaways.

**In-class final exam (7 IDs and 1 in-class essay).** Please bring 1 or 2 blue books to class.

Grades will be posted later to Canvas; if you would like your exam back, please confirm with the professor or your TA over email.