



**HURON UNIVERSITY COLLEGE  
DEPARTMENT OF HISTORY  
HIST 2302F 2021  
American Modern: The United States in the 20<sup>th</sup> century**

Dr. Nina Reid-Maroney

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**Class meets: Tuesday/Thursday/Friday 1:30-2:30 H220**

Office hours: Wednesday 2:30-3:30  
and other times by appointment

**Antirequisite**: History 2301E

**Course Description: An Antidote, and a Tonic**

History 2302G is a survey course that introduces the study of American History both as an antidote to presentism, and as a tonic that will help to build up our understanding of our own place and time. The course addresses large questions that are just as important to us as they were to the people of the past. What is freedom, and how does the definition of freedom change over time? What have been the avenues to social, economic and political power, and to whom are those avenues opened-- and closed? What sources and historical interpretations influence the way in which the story of the American past is told?

Beginning with a consideration of the late 19<sup>th</sup> century, and concluding with the late 20<sup>th</sup> century, the course pays attention to political, social, intellectual, and religious history, and to the interplay among the shifting constructs of race and gender. The course proceeds chronologically

but is not meant to be a gallop. To give ourselves time to think, we will concentrate on recurring themes that give shape and meaning to narratives of the American past.

Once you start to read American History, you will find echoes of it everywhere. This is especially true, for example, in the wake of a presidential election season, when political figures reach out to claim the virtues of the past, or to repudiate its vices. The course material invites you to think about the relationship between academic history, and a broader public consciousness that often places a different value on knowledge of the past.

### **Learning Objectives**

By the end of the course, you will have made progress toward meeting the course learning objectives. The course is designed to help you:

1. Recognize and define main themes across the broad sweep of U.S. social, religious and political history;
2. Analyze primary sources;
3. Question and evaluate historiographical debates among U.S. historians across a range of topics;
4. Recognize the sources and interpretive frameworks that have shaped the way in which the story of the American past has been told;
5. Engage the larger question of why any of this matters to us here and now.

### **Required Reading**

1. [\*American Yawp\*](#) (Open source textbook available online at no cost)
2. [\*The American Yawp Documentary Reader\*](#) (Open source primary source reader, available online at no cost)
3. Kevin Boyle, *Arc of Justice* (available through the Western Bookstore)
4. Anne Moody, *Coming of Age in Mississippi*

### **Assignments and Assessment:**

1. Reading responses 20% (5 x 4%) one-page responses to one of the assigned documents in [\*The American Yawp Documentary Reader\*](#) due on the weekly forum before Friday at 5pm in the week for which the document was assigned. Choose any 5 weeks that best suit your schedule.
2. Critical book review of *Arc of Justice* (20% due October 15)
3. Primary source research proposal (5% In-class assignment, to be completed week of Oct.8)
4. Reflection (5% due November 26)
5. Research essay (30% due December 3)
6. Final exam (20% take-home, scheduled during final exam period)

**Further guidelines on all written assignments are on a separate handout posted to OWL and will be discussed in class well in advance of deadlines.**

### **Weekly reading**

We are using two open-source texts for the class. *American Yawp* is a straightforward overview of US history, arranged chronologically. There is more material covered in the text than we can reasonably cover in class, but it is important to have an overview and background so that the lectures make sense! Please note that we will not be discussing *American Yawp* chapters in class.

The second open-source text is [\*The American Yawp Documentary Reader\*](#) that goes along with *American Yawp*. This primary source reader will provide some of the **material for our in-class discussions, and for formal reading response assignments**. I will post links to the selected documents for discussion and response in the course content section of the website. Read the selected sources carefully and be prepared to discuss them in class.

The other two books—*Arc of Justice* and *Coming of Age in Mississippi* you will need to buy. Both are required reading and will be discussed in class. Kevin Boyle's *Arc of Justice* is assigned for the critical book review.

### **Films and podcasts**

In addition to the assigned reading, there are assigned films/podcasts included for selected weeks of the course. The time it takes to listen/watch has been taken into account in the class schedule and balanced with the readings. Links to this assigned material are found in each week's course content section of the OWL site.

### **A Note about Content**

A critical, academic investigation of History is both rewarding and unsettling. The course content, including material on histories of oppression, enslavement, misogyny and other sorts of violence, is disturbing, and may include references to language, images and ideas from the past that still have the capacity to inflict harm in the present. Please be aware of this as you work through the readings, and remember that the classroom is a place of respectful critical discourse.

### **Office Hours**

In addition to informal research consultations in class time on Fridays, I will have drop-in office hours on Wednesdays 2:30-3:30. You are welcome to attend and to bring any questions you may have about the course. If you are not able to meet during this time, let me know and we can arrange an appointment.

### **Class Activities to note on your calendar:**

- October 1: Walking tour, Chatham Kent Black Historical Society (if travel is permitted!) All details of this activity will be shared early in the term.
- October 6: Bonus activity (and a bonus participation mark!) for attending History Day with Huron professor and historical documentary filmmaker Christopher Blow, who will give a lecture titled "Stop Breaking Down: Entertainment vs Truth in History in Film."
- CURL conference at the end of term (date and time TBD)

### **Special notes:**

International students delayed in arriving to campus in September should contact me before September 10 to discuss alternative arrangements that apply in this circumstance.

### **Class Schedule, background reading and assigned reading for discussion**

**Week of:**

<b>September 9-10</b> Background: <i>American Yawp</i> 15 & 16 Discussion: <i>AY Documentary Reader</i> 15 & 16 (selected)	Reconstruction & an Introduction to the Gilded Age
<b>Sept. 14-17</b> <i>American Yawp</i> 17 & 18 <i>Reader</i> 17 & 18 (selected)	Gilded Age & the West
<b>Sept. 21-24</b> <i>American Yawp</i> 19 <i>Reader</i> 19 (selected)	Power and Empire
<b>Sept. 28-Oct.1</b> <i>American Yawp</i> 20 <i>Reader</i> 20 (selected)	Progressives
<b>Oct. 5-8</b> <i>American Yawp</i> 21 <i>Reader</i> 21 (selected)	Modernity and War
<b>Oct. 12-15</b> <i>American Yawp</i> 22 <i>Reader</i> 22 (selected) <i>Arc of Justice</i>	1920s
<b>Oct. 19-22</b> <i>American Yawp</i> 23 <i>Reader</i> 23 (selected)	New Deal
<b>Oct. 26-29</b> <i>American Yawp</i> 24 <i>Reader</i> 24 (selected)	War on the Home Front
<b>Nov. 9-12</b> <i>American Yawp</i> 25 <i>Reader</i> 25 (selected)	Post-War Challenges
<b>Nov. 16-19</b> <i>American Yawp</i> 26 <i>Coming of Age in Mississippi</i>	Civil Rights
<b>Nov. 23-26</b> <i>American Yawp</i> 27 <i>Reader</i> 27	1960s; Feminist Revolution

**Nov. 30-Dec. 3**                      Recent Pasts  
 Reading:  
*American Yawp* 28  
*Reader* 28

**Dec. 7**                                      Review

## **RULES AND REGULATIONS**

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to OWL. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:  
 First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

### **Guide to Footnotes and Bibliographies: Huron History Department**

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.<sup>1</sup>

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
  - The title of a book is underlined or written in *italics*.
  - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..Place and date of publication in parentheses ( ),
  - A fuller reference will include the publisher after the place of publication.
  - Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

<sup>1</sup>J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

<sup>2</sup>Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

<sup>3</sup>Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

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<sup>1</sup> They should be in Arabic, not Roman numerals or letters.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

## Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



## **Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Pandemic Contingency**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should**

**consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

#### **(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

#### **(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more

courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>  
 Office of the Registrar: <https://registrar.uwo.ca/>  
 Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>  
 Academic Support & Engagement: <http://academic-support.uwo.ca/>  
 Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
 Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)  
 Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
 Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.