

University of South Florida  
Department of History

U.S. History, 1865-1945

Graduate Seminar (MA/PhD)  
HIS 6939-910, W 6:00-9:45 PM, SOC 255  
Fall 2014

Instructor: Dr. K. Stephen Prince

Office: SOC 211

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Office hours: Wednesday 4-6 PM and by appointment

Course Description:

This graduate seminar explores the history of the United States from the end of the Civil War to the end of World War II. Topics to be addressed include: emancipation and Reconstruction; wealth and poverty in the Gilded Age; federal Indian policy and plains warfare; European immigration and nativism; Asian immigration and exclusion; the rise of American empire; popular culture and consumerism; gender and women's rights; Progressivism; World War I; the New Deal era; World War II. The course is recommended for students with a major or minor field in U.S. history since 1865, but it should also prove useful for students with other chronological and geographical interests.

Course Objectives

In this class we will:

- discuss central themes in the history of the United States, c. 1865-1945
- become familiar with significant authors, arguments, and texts in the historiography of this era
- develop students' skills in researching and writing historiographical essays and historical scholarship

Student Learning Outcomes

After completing this course, students will be able to:

- enumerate central themes in the history of the United States in a global context, c. 1865-1945
- identify, describe, and analyze (orally and in writing) the authors, arguments, and texts that constitute the historiography of this era
- propose, conceptualize, research, and write a historiographical review, thesis or dissertation chapter, or historical journal article based on U.S. history in a global context, c. 1865-1945

Course Requirements:

Attendance and Participation:

If you do not come to class, you cannot pass this course. By definition, a seminar requires your attendance and engagement. You should assume that absences are unacceptable for any reason.

Please adjust your home and work schedules accordingly. Since seminar only meets once a week, missing a single class meeting deprives you of a significant portion of the class material. Students may “make up” a first absence by writing a 1000 word analysis of the week’s assigned reading. Making up a second absence requires a 1500 word analysis of the week’s reading. These make up papers *do not* qualify as one of your three required analytical papers. I reserve the right to fail any student who misses three class meetings. If you anticipate missing classes (including for religious observances) please get in touch with me as soon as possible.

Students are required to bring a “cheat sheet” on the week’s reading to each class (one cheat sheet per book). A cheat sheet should be no more than two pages, single-spaced. It should summarize the book’s main arguments, historiographical significance, methodological interventions, and structure/outline. You can experiment with the format as you see fit, but each cheat sheet should address the following: argument, chapter outline, historiographical contribution, methodology/sources. You are encouraged to use bullet points in completing these — full paragraphs are not necessary. You should bring a hard copy of your cheat sheet to class each week. I will collect them and grade them on a credit/no credit scale. You should complete a cheat sheet even on the weeks you choose to write an analytical paper (see below).

Class participation accounts for 40% of your grade in this course. You must arrive prepared to discuss the material and ready to take an *active part* in our classroom discussions and in-class activities. The classroom should be an open and supportive place. Simple courtesy and a willingness to listen will go a long way.

### Writing and Examination:

There are four major writing assignments for this course: three analytical papers and a dehydrated research paper.

- Three times during the semester (including once by week 8), each student will write an analytical paper on the assigned reading. Students may choose which books to write about. These papers should be 1000 words (about four pages) in length. Papers should address the book’s arguments and methodology, compare it to other works that we’ve read, and assess its significance to the larger trajectory of the course. They should be submitted electronically to Canvas, and are due at the beginning of class each week. They will be checked for plagiarism.
- A “dehydrated” research paper on a topic of your choice will be the capstone of this course. But what, you ask, is a dehydrated research paper? Well...
  - You might envision it as halfway between a paper proposal and a publishable historical article. You WILL NOT produce a complete 30-35 page article for this class. You will, however, begin to lay the groundwork for an article – identifying a historical problem, exploring the historiography, seeking out primary sources, beginning to analyze your sources. With a little more work in the future, your “dehydrated research paper” could become the basis for a rehydrated historical article. For our purposes, your final product will consist 10-15 pages broken into the following sections: an abstract of the project to be undertaken and the historical problems to be addressed, an attempt at an introduction with thesis statement, a survey of the pertinent historiography, a discussion of relevant

primary source materials, an analysis of select primary sources, and a plan for further research and expansion. More details will follow.

- Please note, a variety of preparatory exercises and assignments are scheduled throughout the semester. These are a required part of the process, and will be graded accordingly. See the week-by-week schedule for details.

Late papers and exams will lose 1/3 of a letter grade a day (i.e. B becomes B-), unless cleared ahead of time by the instructor.

It is YOUR responsibility to acquaint yourself with plagiarism – what it is, how to avoid it, and why to avoid it. According to university policy, if you are found to have plagiarized an assignment, you will receive a grade of FF for the course.

#### Grades:

Your grades will be calculated as follows:

- Analytical papers: 10% each
- Dehydrated research paper: 30%
- Participation (includes attendance, involvement in discussion, and completion of weekly cheat sheets): 40%

I use a +/- grading system. Grade distribution is as follows:

- A+ (100 – 97) / A (96 – 93) / A- (92-90)
- B+ (89-87) / B (86-83) / B- (82-80)
- C+ (79 – 77) / C (76 – 73) / C- (72-70)
- D+ (69-67) / D (66-63) / D- (62-60)
- F (below 60)

#### Other stuff:

Please turn off all cell phones.

Please get in the habit of checking your USF e-mail and the announcements feature on Canvas regularly. If I need to get in touch with you, I'll use one of these two methods.

I encourage all students to take advantage of my office hours. If you're not available during office hours, I'm happy to schedule another time to meet with you.

Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 days prior to needing the accommodation. A letter from SDS must accompany this request.

#### Reading:

The following books are available for purchase at the USF bookstore:

- David Cecelski, *The Fire of Freedom: Abraham Galloway and the Slaves' Civil War*
- Kate Masur, *An Example for All the Land: Emancipation and the Struggle Over Equality*

*in Washington, DC*

- Hannah Rosen, *Terror in the Heart of Freedom: Citizenship, Sexual Violence, and the Meaning of Race in the Postemancipation South*
- Greg Downs, *Declarations of Dependence: the Long Reconstruction of Popular Politics in the South, 1861-1908*
- Cathleen Cahill, *Federal Fathers and Mothers: A Social History of the United States Indian Service, 1869-1933*
- Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality, and the Law in the North American West*
- Katherine Benton-Cohen, *Borderline Americans: Racial Division and Labor War in the Arizona Border Lands*
- Susan K. Harris, *God's Arbiters: Americans and the Philippines*
- David Brody, *Visualizing American Empire: Orientalism and Imperialism in the Philippines*
- Karl Jacoby, *Crimes Against Nature; Squatters, Poachers, Thieves and the Hidden History of American Conservation*
- David Huysen, *Progressive Inequality: Rich and Poor in New York, 1890-1920*
- Julia Ott, *When Wall Street Met Main Street: The Quest for an Investor's Democracy*
- Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*
- Chad L. Williams, *Torchbearers of Democracy: African American Soldiers in the World War I Era*
  
- Note: We will also read K. Stephen Prince, *Stories of the South: Race and the Reconstruction of Southern Identity, 1865-1915*, but students will not be asked to purchase this book. The instructor will have copies available to loan. Please do not write in the loaner copies.

### Schedule of meetings:

#### PART 1:

#### RACE AND RECONSTRUCTION: THE SOUTH FROM EMANCIPATION TO JIM CROW

##### Week 1 – August 26

- \*\*Students should complete the assigned reading PRIOR to our first class meeting. We will discuss the book in class\*\*
- Cecelski, *Fire of Freedom*

##### Week 2 – September 2

- Masur, *An Example for All the Land*

##### Week 3 – September 9

- Rosen, *Terror in the Heart of Freedom*

- Dehydrated research paper: THREE POTENTIAL PAPER TOPICS due. Bring a typed list of three possible paper topics to class. Though I recognize that there's a lot you don't know at this point, be as specific as possible. Expect to write 5-7 sentences for each potential topic. Include a list of possible primary sources and a *brief* sketch of the relevant historiography (10 minutes on Amazon.com should prove sufficient).

#### Week 4 – September 16

- Prince, *Stories of the South*

#### Week 5 – September 23

- Downs, *Declarations of Dependence*
- Dehydrated research paper: TOPIC PROPOSAL due. You should now be ready to focus on a single topic for your dehydrated research paper. Ideally, this would be one of the three potential topics from week 3, but if something new has struck your fancy, that's fine. This proposal should be two to three pages in length, and should address the historical questions you'll be asking, the chronological and thematic scope of your research project, and the primary source bases you'd like to consult.

### PART 2:

#### BORDERS, NATIONS, AND EMPIRES: RACE AND MANIFEST DESTINY IN THE WEST AND BEYOND

#### Week 6 – September 30

- Cahill, *Federal Fathers and Mothers*

#### Week 7 – October 7

- Shah, *Stranger Intimacy*

#### Week 8 – October 14

- Benton-Cohen, *Borderline Americans*
- Dehydrated research paper: ANNOTATED BIBLIOGRAPHY due. Provide a list of the major primary and secondary sources you're using for your project. Be specific. Write 3-5 sentences describing the significance of each of your primary sources, your plan for using it, and potential pitfalls you may have to face. Write 2-3 sentences for each secondary source, describing its main arguments and its significance to your study.

#### Week 9 – October 21

- Harris, *God's Arbiters*
- Brody, *Visualizing American Empire*
- Note: students should produce two cheat sheets for this class

### PART 3:

## CLASS, CAPITAL, AND CITIZENSHIP: RETHINKING THE GILDED AGE AND PROGRESSIVE ERA

### Week 10 – October 28

- Jacoby, *Crimes Against Nature*

### Week 11 – November 4

- Huyssen, *Progressive Inequality*

### Week 12 – November 11

- No class. Veteran's Day.

### Week 13 – November 18

- Ott, *When Wall Street Met Main Street*
- Dehydrated research paper: PRIMARY SOURCE analysis due. Choose one of your primary sources (this might be a published book, a run of newspapers, a collection of papers, a memorial or other public history site, an interview, etc.) and begin to analyze it in light of the relevant historiography. Your analysis should be no longer than 3-4 pages. Think of this as a few body paragraphs in the middle of a historical article or monograph. Use your chosen primary source to set yourself apart from the historiography and to begin to advance your larger argument.

### Week 14 – November 24

- Capozzola, *Uncle Sam Wants You*

### Week 15 – December 2

- Williams, *Torchbearers of Democracy*

\*\*Final dehydrated research papers due date TBD\*\*

### Other Policies

- Plagiarism and Academic Misconduct. I take plagiarism very seriously. Any student caught plagiarizing will receive an FF for the course. You should make yourself aware of what counts as plagiarism. Ignorance – saying “I didn’t know this counted as plagiarizing!” – is no excuse. You must upload your exams to TurnItIn.
  - For more information about plagiarism, go to <http://www.c21te.usf.edu/plagiarism/index.html>. There, you can access a useful tutorial about what counts as plagiarism and how to avoid it.
  - For information about plagiarism in USF’s Undergraduate Catalog, go to <http://www.ugs.usf.edu/catalogs/0506/adadap.htm>.
  - USF’s Statement regarding TurnItIn: USF has an account with an automated plagiarism detection service called TurnItIn. This allows instructors and students to

- submit student assignments to be checked for plagiarism. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. I reserve and will exercise the right to 1) request that assignments be submitted as electronic files in addition to hard copies, and 2) to electronically submit assignments to TurnItIn or any other plagiarism detection software, or 3) to ask students to submit their assignments to TurnItIn through myUSF.
- Late Penalties. All papers and other assignments by the date and time stated on the syllabus. If you wish to makeup your absences (see information above), you must submit all of the materials no later the class following your absence.
    - I am willing to consider extensions on the exams but only if you talk with me at least a week in advance.
    - All late exams will be subject to a penalty of 1/3 of a letter grade per day.
  - Students with disabilities. USF is committed to providing reasonable support for students with disabilities. Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
  - Final Examinations Policy. All final examinations are to be scheduled in accordance with the University's final examination policy. <http://www.ugs.usf.edu/policy/FinalExams.pdf>
  - General Attendance Policy. <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>
  - Early Notification Requirement for Observed Religious Days. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term. <http://www.ugs.usf.edu/policy/ReligiousDays.pdf>
  - Academic Integrity of Students. <http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf>
  - Disruption of the Academic Process. <http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf>
  - Gender-Based Crimes. Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The [Center for Victim Advocacy and Violence Prevention](#) (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the [Counseling Center](#) (813-974-2831) and [Student Health Services](#) (813-974-2331).
  - Student Academic Grievance Procedures. <http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>
  - Students with Disabilities. Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
    - See student responsibilities: <http://www.usf.edu/student-affairs/student-disabilities-services/>

- See instructor responsibilities: [Student with Disabilities Services Faculty/Staff Handbook](#)
- University Emergency Policy. In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.