

# HH 1010

## The Unrealized Dream: An Introduction to U.S. History

Instructor: Associate Professor Miles Powell  
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Office: HSS-05-24  
Office hours: By appointment

Pre-requisites: None

Academic Units: 3

Meeting time: Lectures: Wednesdays, 9:30-11:30 am; Tutorials: Wednesdays, 12:30-13:30, 13:30-14:30

Venue: Lectures: LT-16; Tutorials: LHS-TR+41

### Course Aims

Aimed at history students but also suitable for anyone with an interest in American history, this elective course will provide you with a general overview of American history from the colonial period through the War on Terror. This class will also introduce you to some of the key theoretical approaches and debates in the writing of US history. Upon completion of this course, you will have a better understanding of the historical development of America's political, social, cultural, and economic systems. You will additionally be stronger writers and thinkers.

### Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

1. **Investigate and explain** the role of a range of historical processes in the political, cultural, and societal formation of the modern United States.
2. **Compare and contrast** the major historical approaches and theories concerning US history.
3. **Analyze and interpret** primary and secondary historical sources relating to American history.
4. **Formulate** compelling historical arguments about US history that effectively deploy primary and secondary source evidence.
5. **Present** historical ideas and evidence concerning US history to a specialist audience

### Course Content

In this class, students will contemplate what some historians term “The American Irony” – the fact that American citizens have often acquired independence, freedom, and affluence by conquering, enslaving, and impoverishing other peoples (a situation, it should be noted, that is by no means unique to the United States). Students will explore the major events that shaped the development of the United States, from the colonial period through the War on Terror. In the process they will learn how the United States rose to a position of global hegemony, and question whether that situation is likely to endure. This class will focus particularly on issues of race, class, and gender, which carry relevance beyond the boundaries of the United States.

### **Required Books:**

This course has no textbook, so students are encouraged to attend all lectures. Tutorial readings will be available on the NTULearn course site. To help you follow along, you may wish to consult the following book, copies of which are on reserves at the Library Outpost:

Boyer, Paul S. *American History: A Very Short Introduction* (USA: Oxford University Press, 2012)

### **Student Assessment:**

In-Class Participation:	10%
Midterm Exam:	15%
Essay Outline:	5%
Argumentative Essay:	20%
Final Exam:	50%

### **In-Class Participation:**

Students must attend every tutorial prepared to discuss that week’s assigned readings. I will also encourage student participation during lectures. Outstanding participants will demonstrate a thorough and critical understanding of the assigned material by offering perceptive comments and asking informed questions.

### **Midterm Exam:**

Students will write an in-class midterm exam on Week VII. This will include five ID and significance type short answer questions (I will explain what these are in lecture), chosen from seven options. I will draw questions from lectures and readings.

### **Essay Outline:**

At the start of lecture on Week VIII, students will submit an outline of their essay (see essay prompt below), so that I can make sure you are on the right track. This outline must include a thesis statement, a list of sources, and an overview of the essay's structure (see detailed assignment instructions below, following course outline).

### **Argumentative Essay:**

You will choose a historical figure from a provided list and use their life to make an argument about American history. Your essay must draw on appropriately-cited primary and secondary source research, and must present a clear and forceful thesis (see detailed assignment instructions below, following course outline).

### **Final Exam:**

You will need to complete five ID and significance type questions, and an essay. You will be able to choose from multiple prompts for all of these components. I will draw questions from lectures and readings.

### **Course Outline and Readings:**

Week I (15/01): Prehistory to Colonial Period

No Tutorial Readings:

**\*\*\*Writing workshop in tutorial\*\*\***

Week II (22/01): Revolution and Constitution

Tutorial Readings:

Gordon S. Wood, *The Radicalism of the American Revolution* (New York, 1992), 3-8, 325-69.

"Forum," *WMQ*, LI (Oct. 1994), 677-717.

Week III (29/01): The Promise and Perils of Nationhood

Tutorial Readings:

Kevin M. Gannon, "Escaping 'Mr. Jefferson's Plan of Destruction': New England Federalists and the Idea of a Northern Confederacy, 1803-1804" *Journal of the Early Republic* 21(3) (Autumn, 2001): 413-443.

Mary Hershberger, "Mobilizing Women, Anticipating Abolition: The Struggle against Indian Removal in the 1830s" *Journal of American History* 86(1) (June, 1999): 15-40.

#### Week IV (05/02): Westward Expansion

##### Tutorial Readings:

Peter Guardino, "Gender, Soldiering, and Citizenship in the Mexican-American War of 1846-1848" *American Historical Review* 119(1) (Feb 2014): 23-46.

Brian Delay, "Independent Indians and the U.S.-Mexican War" *American Historical Review* 112(1) (Feb 2007): 35-68.

#### Week V (12/02): Slavery and the Civil War

##### Tutorial Readings:

Emily West, "'Between Slavery and Freedom': The Expulsion and Enslavement of Free Women of Colour in the US South before the Civil War" *Women's History Review* 22(3) (June 2013): 460-477.

Manisha Sinha, "The Caning of Charles Sumner: Slavery, Race, and Ideology in the Age of the Civil War" *Journal of the Early Republic* 23(3) (7/1/2003): 233-262.

#### Week VI (19/02): The Indian Wars

##### Tutorial Readings:

Richard White, "The Winning of the West: The Expansion of the Western Sioux in the Eighteen and Nineteenth Centuries." *Journal of American History* 65 (September, 1978): 319-343.

David D. Smits, "The Frontier Army and the Destruction of the Buffalo: 1865-1883" *The Western Historical Quarterly* 25(3) (Autumn 1994): 312-338.

#### Week VII (26/02): **Midterm Exam**

No tutorial readings. **Optional film screening of *Glory* (1989). Venue TBD.**

**\*\*\*Recess Week\*\*\***

Week VIII (11/03): Industry and the Search for Markets

Tutorial Readings:

Thomas J. Osborne, "Trade or War? America's Annexation of Hawaii Reconsidered" *Pacific Historical Review* 50(3) (Aug., 1981): 285-307.

Erika Lee, "The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924" *Journal of American Ethnic History* 21(3) (Spring, 2002): 36-62.

**\*\*\*Essay Outline Due\*\*\***

Week IX (18/03): World War I and the Roaring Twenties

Tutorial Readings:

Russel Lawrence Barsh, "American Indians in the Great War" *Ethnohistory* 38(3) (Summer, 1991): 276-303.

Lizabeth Cohen, "Encountering Mass Culture at the Grassroots: The Experience of Chicago Workers in the 1920s" *American Quarterly* 41(1) (Mar., 1989): 6-33.

Week X (25/03): The Depression and the New Deal

Tutorial Readings:

Marsha Weisiger, "Gendered Injustice: Navajo Livestock Reduction in the New Deal Era" *The Western Historical Quarterly* 38(4) (Winter, 2007): 437-455.

Eric Rauchway, "New Deal Denialism" *Dissent* (Winter 2010): 68-72.

Week XI (01/04): World War Two

Tutorial Readings:

Beth Bailey and David Farber, "The 'Double-V Campaign' in World War II Hawaii: African-Americans, Racial Ideology, and Federal Power" *Journal of Social History* 26(4) (Summer, 1993): 817-843.

Connie Chiang, "Imprisoned Nature: Toward and Environmental History of the World War II Japanese American Incarceration" *Environmental History* 15(2) (April 2010): 236-67.

Week XII (08/04): Cold War, Consensus, and Protest

Tutorial Readings:

Mary L. Dudziak, "Brown as a Cold War Case" *The Journal of American History* 91(1) (June 2004): 32-42.

Michael Kazin, "Martin Luther King, Jr. and the Meaning of the 1960s" *The American Historical Review* 114(4) (October 2009): 980-989.

Week XIII (15/04): Conservative Backlash and the War on Terror

Tutorial Readings:

Hugh Hecllo, "George Bush and American Conservatism" in Michael Nelson and Barbara Perry, eds., 41: *Inside the Presidency of George H. W. Bush* (Cornell University Press, 2014): 48-77.

T. Christopher Jespersen, "Analogies at War" *Pacific Historical Review* 74(3) (August 2005): 411-426.

**\*\*\*Argumentative Essay Due\*\*\***

## **Assignment Instructions**

### **Essay Outline:**

This outline should be no more than 600 words (not including footnote citations, but **including** the annotated bibliography). The outline should introduce your thesis statement, and then lay out the structure of your essay. Your thesis statement should be written in proper academic English. You can plot out the structure of your essay using point form. You should also include an annotated bibliography identifying the sources you will use and briefly explaining why you selected them (one or two sentences per source).

### **Argumentative Essay:**

Choose a figure from the list below and answer the following question: **What does this figure tell us about the role of race, class, and/or gender in the unfolding of American history?**

Your essay should include a brief overview of the individual's life. However, it should not be a descriptive or narrative account of this person's life. Rather, your essay should be an *analysis* of what their life tells us about the role of race, class and/or gender in American history (you may choose to focus on one, two, or all three of these themes). Thus, you should examine your figure's life in light of the political, economic, military, legal, religious, social, and cultural milieu in which they lived. Your essay must also include a central argument – what historians term a “thesis.”

Your essay should analyze *at least* one written primary source and one visual primary source. These primary sources should be examined in the body of the essay. Visual primary sources (such as photographs, paintings, posters and political cartoons) should be used as an example to demonstrate your argument (not merely as an illustration). An excellent essay will analyze in the flow of the essay the historical context in which the primary sources were produced; the authorship of these sources; and their audience.

Your paper should be 1,800-2,000 words, double-spaced, and in 12-point Times New Roman or a similar-sized font. No cover page is required. Likewise, no bibliography is necessary, but your paper should use Chicago-style footnote citations.

List of figures:

Hernando De Soto  
Francisco Vasquez de Coronado  
Powhatan  
Pocahontas  
Metacom  
Mary Rowlandson  
Nathaniel Bacon  
Popé  
Pontiac  
Junipero Serra  
Sacagawea  
Tecumseh  
Chief Justice John Marshall  
Nat Turner  
Harriet Beecher Stowe  
Harriet Tubman  
John Brown  
Dred Scott  
Black Kettle  
Sitting Bull

Wovoka  
Terrence V. Powderly  
Samuel Gompers  
Duke Kahanamoku  
Booker T. Washington  
W. E. B. Dubois  
Susan B. Anthony  
Emilio Aguinaldo  
Huey Long  
A. Philip Randolph  
Ira Hayes  
Rosa Parks  
Martin Luther King  
Cesar Chavez  
Betty Friedan  
Harvey Milk  
Linda Taylor

### **Course Policies and Student Responsibilities**

Your Responsibilities: You are responsible for making yourself aware of all the information in this document. Familiarize yourself with due dates, times, and so on. It is also your responsibility to come to class prepared to participate. This means having completed the reading assignments, and having something to take notes with (either pen and paper or a laptop computer or tablet).

Medical Certificates: Medical Certificates (MCs) are not “get out of jail free” cards. The presentation of a medical certificate does not automatically excuse an absence or late work. Depending on the circumstances, I will usually ask for you to complete additional work in order to “make up” for missed classes.

Late Policy: I will penalize late work at the rate of 10% of the maximum grade per 24-hour period overdue. For example, work that is 2 hours late will receive a 10% penalty, work that is 26 hours late a 20% penalty, work that is 55 hours late a 30% penalty, and so on. I may grant extensions in some special cases. However, I will not grant extensions within one week of the deadline (in other words, if you think you need an extension, ask early).

Plagiarism and Cheating: Universities consider using the works of others without properly acknowledging that use (that is, copying) to be “cheating.” In this course, such behavior will result in a score of zero on the assignment in question. In accordance with school policy, I will also report especially egregious cases to the university to be placed on record in your academic file. Learn how to cite the work of others properly. Do not ever copy. If in doubt, ask.

### **Academic Integrity**



Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.