

HISTORY 1302.002
UNITED STATES HISTORY FROM THE CIVIL WAR
FALL 2013

Instructor: Dr. Helen McLure
Office: Room JO 5.608D, Erik Jonsson Academic Center; office hours MWF 9:00 a.m. – 9:45 a.m., or by appointment
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Class Meets: August 26 through December 11, 2013, Monday, Wednesday, and Friday, 8:00 a.m. – 8:50 a.m.

Classroom: Room JO 4.614, Erik Jonsson Academic Center

Course Description

This course will provide an overview of the astounding century and a half of political, economic, social, technological, and cultural changes that transformed the American nation from a patchwork of agricultural communities at the end of the Civil War in 1865 into an urbanized, industrial giant and world superpower by the mid-twentieth century. How and why did that happen? Using the textbook and other secondary sources as well as primary sources such as documents, art, music, and audio and video clips, we will explore, analyze, discuss and write about these transformations. Our journey will begin with the national efforts to repair the great fractures of the Civil War and continue through the expansion, excesses, and reform efforts of the Gilded Age and Progressive Era; then explore the twentieth century, which has often been called, "America's Century," including both World Wars, the Roaring Twenties, the Great Depression and the New Deal; the Cold War, civil rights, the women's movement, the Vietnam War, the conservative ascendancy, and the rise of neoliberalism, before we conclude with *your* century, the 21st century, including the "War on Terror," the economic crisis of the late 2000s, and the opportunities and challenges for the United States of a multipolar and multicultural world.

Student Learning Objectives

Upon successful completion of this course:

- Students will be able to identify, explain, and give examples of significant developments in American history since 1865.
- Students will be able to examine and analyze historical development through knowledge of institutional, social, cultural, and political evolution and change since 1865.
- Students will be able to interpret and evaluate the acceptability of historical evidence

REQUIRED BOOK PURCHASES:

Von Drehle, David. *Triangle: The Fire that Changed America*. Grove Press, 2004.

Hersey, John. *Hiroshima*. New York: Vintage Books, 1989.

Beers, David. *Blue Sky Dream: A Memoir of America's Fall from Grace*. Mariner Books, 1997.

You will read these three books and write analytic essays about each of them during the course of the semester.

SUGGESTED BOOK PURCHASES

Goldfield, Abott, Anderson, Argersinger, Argersinger, Barney. *The American Journey: A History of the United States*. Volume 2. Second Edition. Concise Edition.

This is the textbook I am using for this course. You are strongly encouraged to acquire and read this book if you wish to excel in this class, as it will supplement and reinforce class lectures and materials. However, it is not a mandatory purchase.

COURSE REQUIREMENTS & EXPECTATIONS

The basic grading components of this course consist of **Exams (50%) and Analytic Essays (50%)**. Be advised that the schedules and due dates outlined below may change due to unforeseen circumstances, but only to delay an assignment, never to move it up. You will always have sufficient advance notice of these changes via communications either in class or by email.

Exams

You will take three exams, each consisting of 50 multiple choice questions worth 2 points each. These three exams will comprise 50% of your final grade, so your success on each and every one of them will be critical to your ultimate success in the course. The exams will be based on material covered in class lectures and discussions, including documents, films, documentaries, and other primary and secondary sources. I will provide a Study Guide for each exam and we will hold an in-class review during the class meeting prior to each exam, as well.

Each exam will require a Scantron 882 E form, and all students are responsible for providing their own blank Scantron forms for each exam. **Failure to bring the required Scantron form will result in a deduction of 5 points from the exam's final grade.**

The third exam will be held during finals week, but will consist of the same format as the previous exams and will test only the material covered after Exam #2.

Exam #1	Friday, October 4
Exam #2	Friday, November 8
Exam #3	Finals week; date and time to be announced

Make-up Exams will only be given in the event of absences for University-sanctioned activities or genuine medical, personal, or family emergencies, and ONLY if you notify me in person or contact me via e-mail prior to missing the exam. Appropriate documentation, such as a signed and dated form from a physician, clinic, or hospital; police report; funeral program or obituary; subpoena, etc., must be provided in a timely fashion and make-up Exams must be taken within one week of the original exam date.

Analytic Essays

You will complete three (3) writing assignments consisting of analytic essays responding to the three required books by Von Drehle, Hersey, and Beers. The essay prompt with the question and instructions will be posted the week before they are due on our Blackboard class web site. Your essays should be a **minimum** of 700 words in length, or approximately 2½ to 3 pages of double-spaced text, and a maximum of 1000 words.

Essay #1	Due Friday, September 27, by 9:00 p.m.
Essay #2	Due Friday, November 1, by 9:00 p.m..
Essay #3	Due Monday, December 9, by 9:00 p.m.

These essays will be submitted online at our Blackboard class site. Late Assignments will immediately receive a full letter grade deduction, and continue to be reduced by ½ of a letter grade per day until the final cut-off date is reached 3 days later, when a grade of "0" will be given for all uncompleted essays. No assignments will be accepted or graded after the final cut-off date.

Attendance

Regular attendance of this course will be crucial to your success. Our teaching assistant will use a seating chart to take attendance at every class meeting. **You are permitted three (3) unexcused absences during the entire semester, but each additional unexcused absence will reduce your final grade by a half letter grade per absence.** For example, one unexcused absence will drop a B+ to a B, two will drop a B+ to a B-, and so on. Only absences due to genuine medical, personal, and family emergencies will be excused, and ONLY if appropriate documentation, such as a signed and dated form from a physician, clinic, or hospital; police report; funeral program or obituary; subpoena, etc., is provided in a timely fashion. Moreover, perfect attendance (0 unexcused absences) or near-perfect attendance (only 1 unexcused absence) will be a positive factor in the evaluation of your final grade for the course, and could raise the final score from ½ to 1 point (if the final grade is a C or higher).

Participation

This is a large lecture class, with relatively little opportunity for extended group discussion, so your grade will not be reduced because you do not contribute to activities or discussions. However, students who consistently demonstrate active engagement with the class and participate in class discussions and/or constructively contribute to message board discussions throughout the entire course can boost their final grade by as much as 3 points (if the final grade is C or higher and student has no more than 3 unexcused absences). Our teaching assistant will keep track of each student's verbal contributions during each class meeting.

GENERAL CLASS GUIDELINES

No electronic instruments of any kind may be used in this class – no cell phones, computers, tablets, iPads, iPods, etc. All electronic devices must be off your desk, turned off, and stowed away in your pocket, purse, or backpack during the entire class period. You should bring notebooks and pens or pencils and be prepared to take notes during every class meeting.

I do not permit recordings of class lectures, unless you have a letter from the Office of Disability Services specifically requesting such accommodations. I do not provide copies of my own lecture notes. Our teaching assistant will not provide copies of notes, either, unless you have a letter from the Office of Disability Services specifically requesting such accommodations. If you miss a class, you should ask a fellow student for the lecture notes.

Do not post any materials from this course anywhere on the Web.

Please be courteous to your fellow students, and do not talk to each other about non-class related matters during lectures, discussions, and other activities.

Frequent tardiness is disruptive and rude to me and to your fellow students. I reserve the right to regard students who are consistently late to class as accumulating unexcused absences, and to reduce your final grades accordingly. Similarly, exiting and returning to the classroom during lectures, films, or other activities; or leaving before the class ends; or sleeping during class meetings – all may be regarded as unexcused absences, and graded accordingly.

By enrolling in this class, you agree to abide by all of its rules and policies. If you do not like the rules and policies of this class, you are not required to remain enrolled in it.

COURSE SCHEDULE

WEEK ONE	August 26, 28, & 30	Introduction to Class; Reconstruction: The Battle for Civil Rights Begins, 1865 - 1900
Readings:	Begin reading David von Drehle, <i>Triangle: The Fire that Changed America</i> <i>American Journey</i> , Chapter 16, "Reconstruction, 1865 – 1877" AND Chapter 17, "A New South: Economic Progress and Social Transition, 1877 – 1900"	
Introductions & Seating Chart		
WEEK TWO	Sept 4 & 6	The Gilded Age and Industrial America: Monopolies, Organized Labor, and Western Populism
MONDAY, SEPT 2 LABOR DAY, NO CLASS		
Readings:	<i>American Journey</i> , Chapter 18, "Industry, Immigrants, and Cities, 1870 – 1900"	
WEEK THREE	Sept 9, 11, & 13	Into the West, the Course of Empire: Conquest and Incorporation of the Trans-Mississippi West and Hawaii, Cuba and the Philippines
Readings:	<i>American Journey</i> , Chapter 19, "Transforming the West," AND Chapter 22 , "Creating an Empire, 1865 - 1900"	
WEEK FOUR	Sept 16, 18, & 20	Progressive America: Politics & Business, the "New" Immigration, and Social Reform
Readings:	<i>American Journey</i> , Chapter 20, "Politics and Government, 1877 – 1900," AND Chapter 21, "The Progressive Era, 1900 – 1917"	
Begin reading John Hersey, <i>Hiroshima</i>		
WEEK FIVE	Sept 23, 25, & 27	"The War to End All Wars": World War I and the United States
Readings:	<i>American Journey</i> , Chapter 23, "America and the Great War, 1914-1920"	
Begin reading Hersey, <i>Hiroshima</i>		

Assignments: **Analytic Essay #1** on Von Drehle, *Triangle: The Fire that Changed America*, **due Friday, September 27, by 9:00 p.m.**

WEEK SIX **Sept 30, Oct 2 & 4** **The Twenties: Age of Paradoxes**

EXAM #1 **Friday, October 4**

Readings: *American Journey*, Chapter 24, "Toward a Modern America: 1920s"

WEEK SEVEN **Oct 7, 9, & 11** **The Great Depression, FDR, and the New Deal**

Readings: *American Journey*, Chapter 25, "The Great Depression and the New Deal, 1929 – 1939"

WEEK EIGHT **Oct 14, 16, & 18** **Arsenal of Democracy: World War II**

Readings: *American Journey*, Chapter 26, "World War II, 1939 – 1945"

WEEK NINE **Oct 21, 23, & 25** **The 1950s: The Cold War and the Affluent Society**

Readings: *American Journey*, Chapter 27, "The Cold War at Home and Abroad, 1946 – 1952"

WEEK TEN **Oct 28 & 30; Nov 1** **"We Shall Overcome": The Civil Rights Movement**

Readings: *American Journey*, Chapter 28, "The Confident Years, 1953 – 1964"

Begin reading David Beers, *Blue Sky Dream: A Memoir of America's Fall from Grace*

Assignments: **Analytic Essay #2** on Hersey, *Hiroshima*, **due Friday, November 1, by 9:00 p.m.**

WEEK ELEVEN **Nov 4, 6, & 8** **The 1960s, Years of Tumult: The Vietnam War, the Antiwar Movement, and the Counterculture**

EXAM #2 **Friday, November 8**

Readings: *American Journey*, Chapter 29, "Shaken to the Roots, 1964 – 1980"

**WEEK TWELVE Nov 11, 13, & 15 The 1970s, Crisis of Confidence:
"The National Malaise"**

Readings: *American Journey*, Chapter 29, "Shaken to the Roots, 1964 – 1980"

**WEEK THIRTEEN Nov 18, 20, & 22 The 1980s, Conservatives Ascendant:
"Greed is Good"**

Readings: *American Journey*, Chapter 30, "The Reagan Revolution and a
Changing World, 1981 – 1992"

WEEK FOURTEEN Nov 25, 27, & 29

FALL AND THANKSGIVING BREAK, NO CLASSES

**WEEK FIFTEEN Dec 2, 4, & 6 The 1990s, Global Hegemon: "This
is Our Moment"**

Readings: *American Journey*, Chapter 31, "Complacency, Crisis, and Global
Reengagement," 1993 - 2010

**WEEK SIXTEEN Dec 9 and 11 The 2000s: Challenges of a New
Millennium**

Readings: *American Journey*, Chapter 31, "Complacency, Crisis, and Global
Reengagement," 1993 – 2010

Assignments: **Analytic Essay #3** on Beers, *Blue Sky Dream: A Memoir of America's Fall
from Grace*, **due Monday, December 9, by 9:00 p.m.**

EXAM #3 Finals Week; date and time to be announced

The instructor reserves the right to change this schedule at any time.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>.

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A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty: Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. The *minimum* response to plagiarism or other scholastic dishonesty in this class will be a "0" on the exam or assignment. Students may be expelled from the university for scholastic dishonesty.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

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In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)
disabilityservice@utdallas.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holydays

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who

notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

The instructor reserves the right to amend this syllabus at any time