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|                           | <b><i>Course Information</i></b>                 |
| <b>Course</b>             | HIST 1302.003 U.S. History Survey from Civil War |
| <b>Class date/time</b>    | MW 2:30pm-3:45pm                                 |
| <b>Classroom Location</b> | JO 4.614   |

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|-----------------------|---|--|
|                       | <b><i>Professor's Contact Information</i></b>   | <b><i>TA's Contact Information</i></b> |
| <b>Name</b>           | Dr. Hudson  | Mr. Mims                               |
| <b>Email</b>          | jennifer.hudson@utdallas.edu  | dmm011400@utdallas.edu                 |
| <b>Office</b>         | JO 5.408  | JO 5.410C                              |
| <b>Office Hour(s)</b> | All meetings must be scheduled 24 hours in advance via the sign-up sheet posted on eLearning. Pursuant to Section 30.06, Penal Code (trespass by holder of license to carry a concealed handgun), a person licensed under Subchapter H, Chapter 411, Government Code (concealed handgun law), may not enter this property with a concealed handgun. | Mondays, 1:00-2:00pm                   |

### ***HIST 1302.003 Description:***

This course serves as an introduction to the methods of historical inquiry. Our investigations will focus on some of the broad currents of continuity and change in American history from the American Civil War through the present. The course will take an interdisciplinary approach to these issues. We will read select government documents and historical texts that provide a political perspective of American history. We will also analyze selections from literature, art, and music to examine America's social and cultural history. Assigned readings will be drawn from the required textbook as well as from additional primary and secondary sources posted on the eLearning course webpage. The format of the class will consist of lectures, class discussions, and hands-on practice in analyzing a variety of historical documents.

***General Education Core Objectives and HIST 1302.003 Course Objectives:*** Students who successfully complete this course will demonstrate competency in the following objectives:

- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions. Students will learn to analyze and think critically about some of the major political, economic, and cultural themes that characterize post-1877 American history.
- **Communication skills** – Students will demonstrate effective written, oral and visual communication. Students will learn to write about their understanding of some of the major events that directly affected the trajectory of post-Civil War history.
- **Social responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national and global communities. Students will become aware of how relations among and between co-cultures (e.g., race and gender) evolved from the era of post-Civil War reconstruction to the present day.
- **Personal responsibility** - Students will demonstrate the ability to connect choices, actions and consequence to ethical decision-making. Students will learn to analyze major events such as armed conflicts and government initiatives in terms of ethical decision-making.

**Required Textbook:**

James Henretta, Eric Hinderaker, Rebecca Edwards, and Robert Self, *America: A Concise History, Volume 2: Since 1865*, 6th ed. (Boston: Bedford/St. Martin's, 2015).

Readings marked with an \* are available on eLearning.

**Assignment Descriptions:**

|                   |             |
|-------------------|-------------|
| Exam #1           | 20%         |
| Exam #2           | 20%         |
| Document Analysis | 25%         |
| Quizzes           | 15%         |
| Reading Quizzes   | 15%         |
| Participation     | 5%          |
| <b>Total</b>      | <b>100%</b> |

**Exams**

There will be two exams during the semester. Each exam may consist of multiple choice, true/false, matching, identifications, short answer, and essay. There is no midterm or final exam.

**Document Analysis**

Students will analyze a primary source document available via eLearning and write a document analysis. Students may choose any document listed in the syllabus. The document analysis is a critical essay that must include a thesis statement and use evidence from the corresponding readings to substantiate an argument. Students will be graded based on their ability to present an informed, effective argument that demonstrates their understanding of the readings, displays their analysis, effectively uses the corresponding course materials, and reaches logical, substantiated conclusions based on well-organized and subordinated claims. Students may want to consider the following questions:

1. When was this document written? Who wrote it? Is the author credible? How do you know?
2. What is the document's message? Who is the intended audience? Do not merely say general audience; there is always a specific, intended audience. Remember to discuss aspects such as gender, age, ethnicity, political orientation, etc.
3. How is the document written? Is it written in an effective manner? Why or why not? What of any symbolisms or literary devices does the author use? Is the document written in a more objective or subjective manner?
4. What information does the document shed on contemporaneous history?

**Requirements:** Students may only course materials and assigned readings – no outside source materials. Blogs, Wikipedia, and other similar sources are not acceptable materials; inclusion of these non-credible, non-scholarly sources will result in significant grade deductions. Use the citations as they have already been done and included in the documents. Reference the rubric, “Do’s and Don’ts”, and the Turabian citation guide posted on eLearning. Other acceptable forms of citations include Chicago and MLA. All papers must be typed, double-spaced, with standard 1-inch margins, and use 12pt. Times New Roman or a comparable font. Students must include their name to receive full credit. The paper must be 1500-2000 words (5-7 pages) – not including a bibliography and/or cover page.

**Due Date:** The document analysis is due on eLearning by 2:30pm on Wednesday, November 2. Students may submit the assignment at any time before the deadline. Only one submission is

allowed and will immediately be deemed the final copy for grading purposes; no re-submissions allowed. Hard copies and email attachments are not accepted. Late work is not accepted.

### **Quizzes and Reading Quizzes**

The syllabus quiz covers course policies and procedures; the plagiarism quiz covers university policies about scholastic dishonesty. Reference the syllabus and the following tutorials:

<https://www.utdallas.edu/library/plagiarism/index.html>

<http://www.utdallas.edu/deanofstudents/dishonesty/>

Reading quizzes cover assigned readings as indicated on the calendar.

**Due Date:** The syllabus and plagiarism quizzes are due on eLearning by 5:00pm on Wednesday, August 31. Reading quizzes are due on eLearning by class-time on the dates indicated on the calendar.

### **Course Policies**

**Grading Policy/Late Work:** Late work is not accepted. All assignments must be submitted on time and meet the stipulated requirements to complete this course successfully. Meeting course requirements and properly citing sources are the students' responsibility. Grades are non-negotiable; they are assigned according to the assignment's merit – not according to students' demands/requests. Students should schedule a meeting with the professor well in advance of the deadlines if they have any questions about assignments.

**Extra Credit:** Extra credit will only be allowed in the following instances. Extra credit will not count towards or in place of an assignment; it will not substitute grades for assignments, exams, quizzes, or non-submissions.

#### ***Extra Credit Quiz Grades:***

1) Optional meeting with the professor: Students will receive a “free” 100 quiz grade if they schedule a meeting with the professor by Friday, September 16. Students must sign-up for a meeting 24 hours in advance on the sign-up sheet labeled “Extra Credit Office Hours” posted on eLearning. Each meeting held after the initial meeting will not count as a quiz grade. Students who schedule an appointment and do not show up will be penalized; missed meetings are not rescheduled.

2) Art Analysis Quizzes: A quiz will be posted on eLearning after each of the following three presentation topics: Ash Can School and Armory Show, Depression-era Art, and Modern Art. The quizzes can be taken for extra credit. The Ash Can School and Armory Show Quiz will be posted on eLearning at 4:00pm on Wednesday, September 14 and is due on eLearning by 5:00pm on Friday, September 16. The Depression-era Art Quiz will be posted on eLearning at 4:00pm on Wednesday, October 12 and is due by 5:00pm on Friday, October 14. The Modern Art Quiz will be posted on eLearning at 4:00pm on Wednesday, November 16 and is due on eLearning by 5:00pm on Friday, November 18.

#### ***Extra Participation Grade OR Erasure of one absence/tardy:***

1) Participation in the class food drive for the UTD Comet Cupboard: Students can bring food/personal care item donations to Comet Cupboard (MC 1.604 or FO 2.074 B). Do not bring donations to class or office hours. Students who prefer can donate online at <http://oue.utdallas.edu/cupboard> Students who donate must bring an official receipt of their food/monetary donation to the professor.

2) Attendance at the Dallas Museum of Art (DMA) field trip: Students must fill out the appropriate forms (available on eLearning) and submit them by the deadline (as indicated on the calendar) to attend the field trip at either 1pm or 3pm on Saturday, October 22.

**Electronic Devices:** Turn off all cell phones, pagers, laptops, tablets, and other electronic devices before entering the classroom. Do not use such devices while in the classroom. Students using such devices in the classroom will be marked absent and dismissed. Taping and/or recording of lectures (video and/or audio) is expressly forbidden. If a student has an accommodation need, bring the official UTD accommodation forms to the professor the first week of class.

**Attendance:** Consistent attendance is critical to students' success in this course. Attendance will be taken each day. If students sleep, engage in non-class-related activities, or interfere with a classmate's ability to learn, students will be counted absent for that day. Be on time – class starts promptly. Persistent tardiness to class is disrespectful to both the professor and classmates. Every three tardies will result in one absence. Students will be considered absent if they arrive 15 or more minutes late to class. Leaving early will count as an absence.

According to UTD policy, each student is allowed two absences, no questions asked. Each additional absence or tardy will result in the reduction of a student's final grade by a half-letter grade. Students are responsible for their attendance. The professor does not differentiate between excused and unexcused absences.

**Absences:** Should students miss a class, it is their responsibility to obtain notes from a classmate. Do not ask the professor what you missed; look at the syllabus. Class notes and presentations will not be made available to students. Missed assignments (including quizzes and exams) will not be made up. It is the student's responsibility to attend class on exam days.

**Participation:** Students' success in this course is a function of their level of engagement. The quality of students' remarks is more important than the quantity. Use an analysis of the readings, prior research, eLearning materials, and/or study when responding orally in class, and be prepared to back up any points made. The professor expects student interactions to be thoughtful, respectful, and appropriate. During class discussion, substantive and respectful disagreement with someone else's ideas, based on a careful consideration of the evidence under discussion, is appropriate. Condescending or critical remarks/behavior which belittle/demean others and/or disrupt classroom instruction are not appropriate and will not be tolerated.

**Pop Quizzes:** If it is apparent that students have not done the reading and are not prepared for class, then pop quizzes will be given and they will count towards the final grade.

**Email Correspondence:** According to UTD policy, all correspondence associated with this class, as with the rest of UTD classes, must be conducted through official UTD email accounts. Any emails sent from a non-UTD email address will not receive a response. All emails sent after 5:00pm on Fridays will not be answered until the following Monday.

**Plagiarism:** All homework, quizzes, essays, and exams must be completed on an individual basis. Students are not to collaborate with other students or discuss assignments with other students prior to submission. Collaboration, collusion, and plagiarism are acts of academic dishonesty. Students are expected to maintain a high level of responsibility and academic honesty. It is critically important that students produce original written work and document all sources accurately. Plagiarism from the Web, from papers for other classes, or from any other source is unacceptable and will be dealt with under UTD's policy on plagiarism (see the catalogue for more details). UTD treats (and punishes) unintended plagiarism to the same extent as intended plagiarism. Students suspected of plagiarism or any other act of scholastic dishonesty are subject to disciplinary proceedings. The *minimum* response to plagiarism or other scholastic dishonesty in this course will be a zero on the exam or assignment.

**UTD Policies:** Refer to <http://provost.utdallas.edu/syllabus-policies/> for University policies.

### Fall 2016 Calendar

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| Mon. Aug. 22  | <b>Course Introduction &amp; Growing Pains: Reconstruction and the Final Frontier</b><br>Course syllabus & class expectations   |
| Wed. Aug. 24  | <b>Growing Pains: Reconstruction and the Final Frontier (continued)</b><br>Reading: Chapter 15, pages 438-447, 450-453, 460-461; Chapter 16, pages 477-492  |
| Mon. Aug. 29  | <b>Iron Giants: Industrialization &amp; “The Great White Way”: Urbanization</b><br>Reading: Chapter 18, pages 528-541; Chapter 19, pages 553-565  |
| Wed. Aug. 31  | <b>Iron Giants: Industrialization &amp; “The Great White Way”: Urbanization (continued)</b><br>Reading: “A Textile Worker Explains the Labor Market”*; “Domestic Servants on Household Work”*; “The Life of the Street Rats”*; “Boredom”*<br>**SYLLABUS QUIZ DUE ON ELEARNING BY 5PM**<br>**PLAGIARISM QUIZ DUE ON ELEARNING BY 5PM** |
| Mon. Sept. 5  | <b>**NO CLASS – LABOR DAY**</b>   |
| Wed. Sept. 7  | <b>A Ferment of Ideas: Progressivism, Rights, and Reform</b><br>Reading: Chapter 19, pages 569-577; “Jacob Riis Describes Abandoned Babies in New York City’s Slums”*<br>**READING QUIZ #1 DUE BEFORE CLASS (Covers “Growing Pains”, “Iron Giants”, “The Great White Way”, & “A Ferment of Ideas”)**                                  |
| Mon. Sept. 12 | <b>The Ash Can School and Armory Show</b><br>Reading: Chapter 18, pages 544-545   |
| Wed. Sept. 14 | <b>The Ash Can School and Armory Show (continued)</b>   |
| Fri. Sept. 16 | <b>**ASH CAN SCHOOL AND ARMORY SHOW QUIZ DUE ON ELEARNING BY 5PM**</b>  |
| Mon. Sept. 19 | <b>A Changing Empire: From Isolationism to Imperialism &amp; “The War That Will End War”: World War I</b><br>Reading: Chapter 21, pages 612-623   |
| Wed. Sept. 21 | <b>“The War That Will End War”: World War I (continued)</b><br>Reading: Chapter 21, pages 624-637; “A Doughboy’s Letter from the Front”*<br>**DEADLINE FOR FIELD TRIP FORMS**   |
| Mon. Sept. 26 | <b>“The Crazy Years”: The Roaring Twenties and Reeling Thirties</b><br>Reading: Chapter 22, pages 642-643, 653-663  |
| Wed. Sept. 28 | <b>“The Crazy Years”: The Roaring Twenties and Reeling Thirties (continued)</b><br>Reading: Chapter 22, pages 642-643, 653-663 (continued)  |
| Mon. Oct. 3   | <b>Deal or No Deal? Depression, Despair, and Discontent</b><br>Reading: Chapter 23, pages 665-680, 682-692; “Working People’s Letters to New Dealers”*; “Conservatives Criticize the New Deal”*   |
| Wed. Oct. 5   | <b>EXAM #1 – BRING #2 PENCIL</b><br>Note: Exam #1 covers information since Reading Quiz #1  |
| Mon. Oct. 10  | <b>Depression-Era Art</b>   |
| Wed. Oct. 12  | <b>Depression-Era Art (continued)</b>   |
| Fri. Oct. 14  | <b>**DEPRESSION-ERA ART QUIZ DUE ON ELEARNING BY 5PM**</b>  |

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| Mon. Oct. 17    | <b>World War II</b><br>Reading: Chapter 24   |
| Wed. Oct. 19    | <b>World War II: The People's War &amp; Propaganda</b><br>Reading: "Soldiers Send Messages Home"*; "Rosies the Riveter Recall Working in War Industries"*; "My Husband Says ____"*; Watch "A Challenge to Democracy"* (video posted on eLearning)  |
| Mon. Oct. 24    | <b>The "Hot" War Turns Frigid: The Cold War</b><br>Reading: Chapter 25, pages 730-751; Chapter 26, pages 760-761   |
| Wed. Oct. 26    | <b>The "Hot" War Turns Frigid: The Cold War (continued)</b><br>Reading: "The Long Telegram"*; Novikov Telegram*; "NSC-68"*<br>**READING QUIZ #2 DUE BEFORE CLASS (Covers "World War II", & "The 'Hot' War Turns Frigid")**<br>**LAST DAY TO MEET ABOUT DOCUMENT ANALYSIS**                   |
| Mon. Oct. 31    | <b>The Cold War Amidst Affluence and Anxiety</b><br>Reading: North Dakota Civil Defense Agency"*; NSC Discusses Ramifications of Sputnik*; Eisenhower Press Conference on Sputnik*   |
| Wed. Nov. 2     | <b>The Youthful Fifties</b><br>Reading: Chapter 26, pages 765-771; Newsweek Decries the Problem of Dangerous Teens*; <i>Life</i> Identifies New Teenage Market*; <i>U.S. News and World Report</i> Assess the Perils of Mass Culture*<br>**DOCUMENT ANALYSIS DUE ON ELEARNING BEFORE CLASS** |
| Mon. Nov. 7     | <b>From the Conforming Fifties to the Counterculture Sixties</b><br>Reading: Chapter 25, pages 751-756; Chapter 28, pages 819-824, 826-834   |
| Wed. Nov. 9     | <b>The Swinging Sixties: Peace, Love, War, and Brinkmanship</b><br>Reading: Listen to JFK addressing the nation during the Cuban missile crisis* (posted on eLearning); "An American Soldier in Vietnam"*  |
| Mon. Nov. 14    | <b>Modern Art</b>  |
| Wed. Nov. 16    | <b>Modern Art (continued)</b>  |
| Fri. Nov. 18    | **MODERN ART QUIZ DUE ON ELEARNING BY 5PM**  |
| Nov. 21-Nov. 26 | **NO SCHOOL – FALL BREAK**   |
| Mon. Nov. 28    | <b>Civil Rights</b><br>Reading: Chapter 27, pages 788-795, 798-812; "George E. McMillan Reports on Racial Conditions in the South"*; "George C. Wallace Denounces the Civil Rights Movement"*  |
| Wed. Nov. 30    | <b>Women's Rights</b><br>Reading: Chapter 28, pages 824-826, 838-840; Chapter 29, pages 864-867; "Women Are Household Slaves"*; "No More Miss America"*  |
| Mon. Dec. 5     | <b>The Crook, Mr. Nice Guy, and The Peanut Farmer: The Détente Trio &amp; From Détente to the Evil Empire: The Post-Cold War Era</b><br>Reading: Chapter 28, pages 836-838, 840-844; Chapter 29, pages 859-863; Chapter 30, pages 901-905; "The Watergate Tapes"*                            |
| Wed. Dec. 7     | <b>EXAM #2 – BRING #2 PENCIL</b><br>Note: Exam #2 covers information since Reading Quiz #2   |

Course descriptions and timelines are subject to change at the professor's discretion.