

### Course Information

HIST1302.008 -- U.S. History from the Civil War                      Tu/Th 8:30-9:45 am, JO 4.614

### Professor's Contact Information

Dr. Lora Burnett

[lora.burnett@utdallas.edu](mailto:lora.burnett@utdallas.edu)

Office: JO 5.410B

Office Hours: W 9 am – 11 am

and by appointment

### Teaching Assistant's Contact Information

Ms. Amanda Dunbar

[Amanda.Dunbar@utdallas.edu](mailto:Amanda.Dunbar@utdallas.edu)

Office:

Office Hours: Th 10 am – 11 am

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

There are no course pre-requisites. Come ready to read, think, speak, and write.

### Course Description

HIST 1302 - U.S. History Survey since Civil War (3 semester hours)

This course serves as an introduction to the methods of historical inquiry; our investigations will focus on the study of American history since the Civil War. Class meetings will be a mix of lecture, discussion of assigned readings, and hands-on practice in analyzing a variety of historical documents, including maps, newspapers, political cartoons, popular literature, songs, etc. Besides readings from the textbook (listed in the syllabus below), additional sources /readings will be posted to the class eLearning page. By considering these texts together, we will be able to examine some of the broad currents of continuity and change in American history since the Civil War.

Grades will be based on weekly reading quizzes, three exams, two source analysis assignments, and class attendance/participation/professionalism. Scores on all work will be weighted according to the chart on page two of this syllabus. There will be no cumulative mid-term or final exam.

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**General Education Core Objectives:** Students who successfully complete this course will demonstrate competency in the following core 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
- **Communication skills** – Students will demonstrate effective written, oral, and visual communication
- **Social responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national, and global communities.
- **Personal responsibility** – Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.

**HIST 1302.008 Course Objectives**

- **Critical thinking skills** – Students will learn to analyze and think critically about some of the major political, economic, and cultural themes that characterize American history since 1865.
- **Communication skills** – Students will learn to write/speak about their understanding of some of the major events, ideas, and cultural currents shaping American history since the Civil War.
- **Social responsibility** – Students will become aware of how relations among and between socially and culturally diverse groups shaped and were shaped by larger currents in American history since
- **Personal responsibility** – Students will learn to consider how the relationship between economic/social conditions/circumstances and free will can shape ethical decision making

**Required Textbook**

*America’s History, Vol. 2: Since 1865*, 8<sup>th</sup> edition, James A. Henretta, Eric Hinderaker, Rebecca Edwards, and Robert O. Self (Boston, MA: Bedford / St. Martin’s, 2014).

ISBN: 978-1-4576-2817-7 (UTD Library Core Textbook call #: E178.1 .A4937 2014, vol. 2)

**Course supplies**

Paper and pencil or pen for note-taking; blue books, scantrons, and a #2 pencil for exam days.

**Assignment Descriptions**

Exam #1	20%
Exam #2	20%
Exam #3	20%
Reading Quizzes	10%
Primary Source Analysis #1	10%
Primary Source Analysis #2	10%
Attendance, Participation, and Professionalism	10%

I will make use of the +/- system in grading as stipulated by the current University of Texas at Dallas undergraduate catalog.

**Exams – see exam dates in course schedule below**

There will be three exams during the semester. **The last exam will be given on the last day of class; there will be no exams given during finals week for this class.** Exams may consist of multiple choice, short answer, and/or essay questions. For each exam day, bring a Blue Book, a Scantron, and a #2 pencil.

**Primary Source Analysis – see due dates in course schedule below**

Each chapter of the textbook includes a section called “Thinking Like a Historian” (printed on tan pages with an orange tab at the top). These sections present you with primary sources and include a set of questions to help you analyze the evidence, and an essay prompt. For **Source Analysis #1**, you will thoroughly answer all the questions in the “Thinking Like a Historian” section for one chapter of your choosing, selected from **Chapters 16-22**. For **Source Analysis #2**, you will thoroughly answer all the questions in the “Thinking Like a Historian” section for one chapter of your choosing, selected from **Chapters 23-31**. See eLearning for detailed instructions and a sample Source Analysis assignment.

**You will submit this assignment to Turnitin.com via eLearning.** I will post detailed instructions for formatting / submission on eLearning. **I strongly encourage you to write / turn in the source analysis for each chapter that you have chosen no later than one week after we have discussed that chapter in class.** This will give you some help in formulating your thoughts and some flexibility in setting your own early deadline. However, the **final deadline for each source analysis assignment is firm.** Work turned in after the deadline will receive a full letter grade deduction for each day late.

**Reading Quizzes – see due dates in course schedule below**

All assigned reading and all reading quizzes for the week must be completed **before** the class meeting for which they are listed in the syllabus. **See eLearning for specific cut-off times/dates for completion of reading quizzes.**

**Course Schedule**

*NOTE: Course schedule, assignments, policies and/or requirements may be changed at any time during the semester, at the instructor’s discretion. Students will be notified in writing of any changes to the course requirements. All readings/quizzes must be completed **before** class. Each source analysis is due **before midnight** on the date listed in the syllabus.*

<b>DATE</b>	<b>TOPIC</b>	<b>DUE</b>
Tue., Jan. 9	Introduction: Why Are We Here?	In-class writing assignment  ONE LECTURE=8750 WORDS
Thur., Jan. 11	The Republican Party, the Freedmen, & the (Re)construction of a Liberal Democratic Republic	Chapter 15
Tue., Jan. 16	Reconstructing a Republic via the Conquest of the West	Chapter 16 <b>Reading Quiz #1</b>
Thur., Jan. 18	Iron Giants: The Second Industrial Revolution	Chapter 17
Tue., Jan. 23	New Women, New Men, and the Motion of Modernity	Chapter 18 <b>Reading Quiz #2</b>
Thur., Jan. 25	New Women, New Men, and the Motion of Modernity, cont'd.	
Tue., Jan. 30	Urbanization and Its Discontents	Chapter 19 <b>Reading Quiz #3</b>
Thur., Feb. 1	Urbanization and Its Discontents	<b>SOURCE ANALYSIS #1</b>
Tue., Feb. 6	Populist Movements and the Prrogressive Sensibility	Chapter 20 <b>Reading Quiz #4</b>
Thur., Feb. 8	Populist Movements and the Progressive Sensibility, cont'd.	
Tue., Feb. 13	<b>EXAM #1</b>	<b>Blue book, scantron, #2 pencil</b>
Thur., Feb. 15	NO CLASS	

Tue., Feb. 20	From Single Nation to Sudden Empire	Chapter 21 <b>Reading Quiz #5</b>
Thur., Feb. 22	Boom and Bust: Libertines, Reactionaries, and Laissez Faire Liberals	Chapter 22
Tue., Feb. 27	From the Great Depression to New Deal Liberalism	Chapter 23 <b>Reading Quiz #6</b>
Thur., Mar. 1	From the Great Depression to New Deal Liberalism, cont'd	
Tue., Mar. 6	World War II: A Battle for "Western Civilization"	Chapter 24 <b>Reading Quiz #7</b>
Thur., Mar. 8	World War II: A Battle for "Western Civilization," cont'd	
	SPRING BREAK	
Tue., Mar. 20	<b>EXAM #2</b>	<b>Blue Book, scantron, #2 pencil</b>
Thur. Mar. 22	An Undreamt Thing: The Atomic Age and Cold War Liberalism	Chapter 25
Tue., Mar. 27	An Undreamt Thing: The Atomic Age and Cold War Liberalism	<b>Reading Quiz #8</b>
Thur., Mar. 29	Post-war Prosperity and the Mass-Produced American Dream	Chapter 26
Tue., Apr. 3	The Civil Rights Movement and Liberal Pluralism	Chapter 27 <b>Reading Quiz #9</b>
Thur., Apr. 5	The Civil Rights Movement and Liberal Pluralism, cont'd	<b>SOURCE ANALYSIS #2</b>
Tue., Apr. 10	Liberalism, the New Left, and the Reconfigured Right	Chapter 28 <b>Reading Quiz #10</b>
Thur., Apr. 12	NO CLASS	
Tue., Apr. 17	Political Realignments and Cultural Conflicts	Chapter 29 <b>Reading Quiz #11</b>
Thur., Apr. 19	From Malaise to Morning in America	Chapter 30
Tue., Apr. 24	Neoliberalism and the New World Order	Chapter 31
Thur., Apr. 26	<b>EXAM #3</b>	

## Course Policies

### **Attendance, Participation, and Professionalism**

#### Attendance

Your attendance and full attention is expected for every class meeting. We will take attendance throughout the semester, and attendance will factor into your final grade. Since exams will cover material from both the textbook and the lectures, it is to your benefit to attend class and take good lecture notes. **Hand-written** lecture notes **may** be allowed during exams, at the instructor's discretion. Therefore, your regular, punctual attendance is essential to your success in this course. Persistent tardiness and/or early departure from the class is disrespectful to your instructor and your classmates, and will result in a lower score for the attendance/participation portion of your grade.

If you have a medical emergency or a death in the family, you will need to provide written proof (e.g., a doctor's note or a published obituary) of the reason for your absence in order to have that absence excused.

#### Participation

Because this is a large lecture class, active participation by every student in every class discussion is not always possible. Sometimes your participation must consist simply of paying attention during lectures. (Believe it or not, it is fairly easy for a professor to tell when students are not paying attention.) However, participation certainly does *not* include doing work unrelated to this course during class, sleeping in class, or using computers or other personal electronic devices for personal messaging, shopping, or entertainment.

#### Professionalism

A college class is a professional work setting for professors, teaching assistants, **and** students. At all times, your conduct in this class – your conduct in the classroom, and your handling of communication with your professor, your teaching assistant, and/or your classmates – should be polite and respectful. You and your classmates are colleagues; give each other a fair hearing in discussion, and if you wish to express disagreement on a point of argument, do so with courtesy.

One crucial aspect of professionalism entails the **effective management of all the information that has been made available to you** so that you can fulfill your work responsibilities. Thus, before emailing your teaching assistant or your professor with a question, you should first **check the syllabus and eLearning** to see if the information you are seeking has already been provided to you there, **and** you should **check with a classmate** to see if the answer to your question has already been relayed to the class during lecture. If you miss a class, **never** email your professor or TA to ask if you missed “anything important.” If you miss a class, **never** email your professor or TA to ask them to give you lecture notes, summarize what was covered, or meet with you to go over what you missed. Missing a class does not entitle you to a private tutorial. Get lecture notes from one of your colleagues.

Once you have gone through **all** the above steps, you may email the Teaching Assistant for our course with any course-related questions. **Only if the TA replies that s/he is unable to answer your question should you email me about it.**

*As a general rule*, when you do need to send an email to a professor or a teaching assistant, always include the following information:

- **In the subject line**, include your course and section # -- HIST 1302.008 – **AND** the specific subject of your email
  - o **For example:** HIST 1302.008 – question about quizzes
- **In the body of your email...**
  - o Begin with an appropriate salutation and title (“Dear Professor Burnett,” “Dear Dr. Burnett,” “Dear Ms. Dunbar,” etc.)
  - o Succinctly and politely state your question / problem / request
  - o Sign off with an expression of courtesy (“Sincerely,” “Many thanks,” “All best,” etc.) and use your full name in your signature

As a courtesy, you may email your professor or your TA if you are planning to visit them during regular office hours. If you wish to meet with your professor or your TA outside of their regularly scheduled office hours, you **must** make that request via email.

If you have a question about a grade on an assignment or test, **you must first meet with your TA** in person to discuss your concern. Once you have met with the TA, he will inform me of the details of the conversation and how/whether the issue was resolved. **Only after I have received that information from the TA will I meet with you about a grade.** The odds of my changing a grade that the TA has already declined to change are slim to none.

That said, I am always more than happy to meet with students who have questions about our class discussions, about the study of U.S. history, about the humanities, or about university studies or college and career concerns more generally.

### **Late Work**

Late source analysis assignments will receive a full grade deduction for each day late. Days are not prorated. A portion of a day counts as a full day. This means that if you turn in your paper 2 hours late, it is one day late. If you turn in your paper 27 hours late, it is two days late.

Late quizzes will not be accepted.

There will be no opportunity to take missed exams at a later date.

### **Electronics Policy**

I will begin the semester with this policy: you *may* use laptops to take notes. I will re-evaluate this policy and change it if/as needed. But remember: **only original, hand-written notes may be allowed for open-note exams.** If at any time I conclude that your laptop use is becoming a distraction to anyone in the classroom (including you), I may ask you to set it aside until the end of class.

**You may not use your cell phones or any personal communication devices during class. No selfies, no Pokémon, no tweeting, no Snapchat, no photography, no livestreaming, no audio/video recording of any kind.** Violation of this policy may result in a zero for the semester in your participation grade and/or referral to the Dean of Students.

### **Academic Integrity**

Students at UT Dallas are expected to maintain a high level of responsibility and academic honesty. Students suspected of cheating on exams or plagiarizing writing assignments will be referred to the Office of Judicial Affairs.

Please consult the following web sites addressing academic integrity as well as what constitutes cheating at UTD:

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

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

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

### **University Policies**

Please review the university policies at <http://go.utdallas.edu/syllabus-policies>.

#### **Sharing Confidential Information**

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), a clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

#### **Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

*“As a Comet, I pledge honesty, integrity, and service in all that I do.”*