



HIST 1302.11E & .13E – U.S. HISTORY FROM 1865
CALL #: 20971 & 20974
TIME / DATE: T R 9:30 – 10:45am & 11:00 – 12:15pm
LOCATION: BA 243 & SS 124

COURSE SYLLABUS: SPRING 2013

Instructor: Jonathan C. Bergman, J.D., Ph.D.
Office Location: Ferguson Social Sciences 106
Office Hours: M 3:15 – 3:45,
T 12:15 – 2:00pm,
W 3:15 – 4:00pm & 6:50 – 7:20pm,
R 12:15 – 2:00pm, by appt.
Office Phone: (903) 468 - 8742
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Email Address: Jonathan.Bergman@tamuc.edu

COURSE INFORMATION

Textbooks / Readings / Supplementary Materials

Required Textbooks

Ayn Rand, *Anthem* (Plume, 1999).

Michael Belfiore, *Rocketeers: How a Visionary Band of Business Leaders, Engineers, and Pilots is Boldly Privatizing Space* (2008).

Books are available in the College Bookstore located in the Rayburn Student Center and the East Texas Bookstore. I strongly recommend buying online and used ... check out http://www.amazon.com/exec/obidos/tg/browse/-/283155/ref%3Dtab_qw_b_3/002-0198031-3764822 and <http://www.addall.com/Used/>

Additional articles, readings, podcasts, weblinks, etc. will be posted on eCollege.

Course Description

U.S. History from 1865 (HIST 1302) is a broad interdisciplinary course in the historical development of the United States and North America from 1865.

Since the breadth of American history during these years is too vast to completely document, we will explore those key markers of the American experience—

technology, politics, industry, race, war, and the city, to name a few. These disparate, yet interrelated, themes will be analyzed with an eye towards current trends in American society—and specifically, how we got from there to here. Through the use of PowerPoint demonstrations, video clips, audio recordings, primary sources, and a dialogue with contemporary materials, we will investigate the complexity of American society through its varied evolutions.

Student Learning Outcomes

Students will evaluate the ways in which war(s) impacted American society during the late nineteenth and twentieth century.

COURSE REQUIREMENTS

Activities / Assessments / Grading

Attendance: It counts, so it is in your best interest to attend class. Of course I realize that you have lives outside of the classroom, and therefore I encourage all who have special circumstances/needs to contact me. **7 or more absences = AUTOMATIC F FOR THE CLASS. Each absence will reduce the attendance component of your grade by 1 point. (5% of total grade)**

Feedback Papers: The assignment component of your grade includes 3, 3 page assignments. You will receive 0 - 5 based on your responsiveness to the question and the completeness of your answer. The first is based on a reading of Ayn Rand's *Anthem*; the second assignment is based on a personal field trip to a Dallas area museum; and, the third assignment is based on a viewing of "Dr. Stangelove." Specific details of individual assignments will follow in class, so pay attention. **(5% each assignment (15% of total grade)) FAILURE TO COMPLETE ALL SHORT PAPERS WILL RESULT IN AN F FOR THE COURSE. 1 POINT OFF PER WEEK LATE. NO OUTSIDE SOURCES. PLAGIARISM = F AND IMMEDIATE EXPULSION FROM THE CLASS.**

Long Paper: Students are required to complete a 5 page paper. **SPECIFIC QUESTION TBA.** The paper will be based on a targeted question from Michael Belfiore's *Rocketeers: How a Visionary Band of Business Leaders, Engineers, and Pilots is Boldly Privatizing Space* (2008). **I don't want the essay to be a summarization of the book — I can read it myself!** The object of the assignment is to state a firm argument, critically discuss your position, and argue for or against the points contained therein with **VOLUMINOUS CITED EVIDENCE (30% of total grade). NO LONG PAPER = F for the Course. NO OUTSIDE SOURCES. PLAGIARISM = F AND IMMEDIATE EXPULSION FROM THE CLASS.**

Quizzes: **4 QUIZZES, TOP 3 COUNT.** The quizzes will be 10 T-F, Multiple Choice and Fill-In-The Blank questions. The material will cover class discussion, ppt. presentations, **and** the readings. If you are absent, for whatever reason, that will be your tossed grade. Only compelling and supported excuses will be accepted if you should happen to miss **2 or more** quizzes. **(10% each quiz (30% of total grade))**

Final Exam: The final exam *primarily* covers material after the last quiz, but **EVERYTHING** you learned during the semester is fair game. The test format is just

like the quizzes except longer. There will be no left hooks but whether or not you attend class, pay attention and read the assigned material is critical for a satisfactory grade. **NO FINAL = F for the COURSE. (20% of total grade).**

TECHNOLOGY REQUIREMENTS

The following technology is required

A working email address on file with the university. **Be sure that your listed email is working and you regularly access it for updates.** When I send an email a presumption of delivery arises

Internet connection (If you don't have one at home use the school's high speed connections)

Word Processor program (If you don't have one try Open Office – it's free and works just like MS OFFICE)

<http://download.openoffice.org/>

ACCESS AND NAVIGATION

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. eCollege will be used to send you announcements and reminders, and to provide access to course materials such as handouts and assignments. Combined with your university email address, eCollege will be a key means for course communication. **THE SET UP AND USE OF eCollege IS A COURSE REQUIREMENT.**

To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

If you cannot see me during regular posted office hours, please send me an email so that we can make an appointment. I am quite happy to see students at any time as long as I don't have a prior commitment.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience any technical issues, feel free to contact the support desk.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course and University Procedures

Attendance: Attendance is mandatory. See Grading section for details.

Class Participation: Each week you are responsible for a group of readings. Students are expected to read the material, and actively participate in class discussion. I know this is a lecture based class and vigorous interaction will not always be possible. Nevertheless when I ask your opinion, I expect ALL of you to have one. If you are shy or awkward in public speaking situations I encourage you to speak up. The ability to formulate an argument and present it in public is critical to your development as a citizen, scholar, and member of the workforce. **Sleeping, talking and/or general disinterest will lower your final class grade up to a full letter grade. Likewise, spirited debate, preparation and participation may raise your final class grade up to a full letter grade.**

Plagiarism and Academic Honesty: Plagiarism, the use of the ideas, words, and theories of another author without proper attribution, is unacceptable and will not be tolerated. Students are expected to produce their own work on a timely basis. The tenets of academic honesty, and university policy, demand that any such infractions be met with severe penalties. **IF you are caught, you will be immediately thrown out of the class and receive a grade of F.** If you contest the matter, I will seek a permanent mark on your record noting a violation of the school's honor code. DON'T DO IT! SEE <http://gervaseprograms.georgetown.edu/honor/system/53377.html> for details.

Civility, Decorum, and Good Conduct Policy: All students enrolled in the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students are required to comport themselves in a way that is courteous and respectful to his/her fellow students and the instructor. Ad hominem attacks, disruptive conduct, and harassment will be met with the sternest possible sanctions including punishment assignments, seizure of cell phones, and/or expulsion from the class. **THIS INCLUDES TURNING OFF/MUTING ANY AND ALL MP3 PLAYERS, CELL PHONES, COMMUNICATION, AND NOISE GENERATING DEVICES, AND STOWING THEM AWAY DURING CLASS.**

Writing Center: Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting papers. The Writing Center is an open resource available to all. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/default.aspx>

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be

guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

COURSE OUTLINE / CALENDAR

Week One: Introductions. Course Nuts and Bolts. What is “History”? (1/15 & 1/17)

We begin with introductions, course requirements, contact information and administrative nuts and bolts.

Week Two: What is “History”? (1/22 & 1/24)

- 1) Carl Sagan, “The Dragons of Eden.” (The Scale of History) (Available on eCollege)
- 2) “The Next 100 Years,” *New Statesman* (The possibilities of the past in the present, and divining the future) (Available on eCollege)
- 3) What is “History”? (To be distributed in class)
- 4) “Mass. Museum looks to Cover Up Words.” (Available on eCollege)

This week we examine the nature of time, recounting of the past & the elusiveness & malleability of “History.” A brief rundown of “black letter” historiography will be presented covering schools of thought, sources, politics, bias, etc.

Week Three: The Civil War and Reconstruction-era America (1/29 & 1/31)

- 1) Eric Foner, “The Meaning of Freedom in the Age of Emancipation,” *Journal of American History* 81 (Sep., 1994) 2: 435-460. (Available on eCollege)
- 2) Jourdan Anderson, “A Freedman Writes to His Master.” (Available on eCollege)
- 3) “Mississippi Black Code, 1865,” (Available on eCollege)
- 4) Listen to “Civil War” and “Meaning of Freedom” podcasts. (Available on eCollege)

This unit gives a brief overview of the Civil War and the nature of “freedom” in America. We analyze the social, political, and economic facets of post-Civil War America, and various historiographical theories. The issue of racial politics will be discussed along with an exploration of Reconstruction era issues. Finally, we will look at the progressive nature of American social justice and trends embodied in Reconstruction.

Week Four: 19th Century America: The Urban and The Industrial. **QUIZ # 1 ON TUESDAY. ANTHEM FEEDBACK PAPER # 1 DUE ON THURSDAY.** (2/5 & 2/7)

- 1) *University of Houston’s Digital History*, read ALL THE SUB UNITS under “The Rise of the City” and “The Rise of Big Business.” (near the bottom of the page) <http://www.digitalhistory.uh.edu/era.cfm?eraID=9&smtID=2>
- 2) Read “New York City’s Trash-sucking Island” <http://www.wired.com/gadgetlab/2010/08/trash-sucking-island/all/1>
- 3) Read Rich Lowry, “Miracle of Plenty,” *Realclearpolitics* http://www.realclearpolitics.com/articles/2007/11/miracle_of_plenty.html

This segment examines the city as an integrated unit of systems working in concert to provide for the demands of the modern American landscape. We will also look at the

changing texture of the American nation in the late 19th century from a collection of farmers & smithies to an urban, industrial powerhouse.

Week Five: Populism & Progressivism. **QUIZ # 2 ON THURSDAY.** (2/12 & 2/14)

- 1) Robert Weibe, "Progressivism Arrives," in *The Search for Order*. (Available on eCollege)
 - 2) "The Wright Bros" article. <http://www.wired.com/thisdayintech/2009/12/1217wright-brothers-flight-kitty-hawk>
 - 3) Listen to "Wright Bros" & "Progressivism" podcasts. (Available on eCollege)
- This class covers the Populist movement. We will also take a look at Progressivism—the push to organize, cure, rehabilitate, and modernize the social, economic, political, and industrial systems of America in the late 19th and early 20th century.

Week Six: World War I and American Foreign Policy. (2/19 & 2/21)

- 1) "WWI: The Great War and the Shaping of the 20th Century, 1914-1918," PBS Website. Read **ALL** included web pages, hyperlinks and subtext. <http://www.pbs.org/greatwar/index.html>
- This week we cover the history of American foreign policy and expansionist aims from inception to the early 20th century. In the final section we examine America's entrance into, and conduct throughout the war. The nature of modern war is explored.

Week Seven: The 1920's. (2/26 & 2/28)

- 1) *University of Houston's Digital History*, read "The Jazz Age: The American 1920's." (READ ALL THE SUB UNITS) <http://www.digitalhistory.uh.edu/era.cfm?eraID=13&smtid=2>
 - 2) Csere, Csaba, "The Steering Column: Happy 100th to Henry's Company," *Car and Driver* (July 2003): 11. (Available on eCollege).
 - 3) Mintz, Steven, and Kellogg, Susan, *Domestic Revolutions, A Social History of American Family Life* (New York: The Free Press, 1988), 133-149. (Available on eCollege)
 - 4) Listen to "Coney Island" and "Crash" podcasts. (Available on eCollege)
- This unit focuses on American life after W.W. I during what has come to be known as the "Roaring Twenties."

Week Eight: CATCH UP. **QUIZ # 3 ON TUESDAY. MUSEUM FIELD TRIP FEEDBACK PAPER # 2 DUE ON THURSDAY.** (3/5 & 3/7)

Week Nine: SPRING BREAK!!! ENJOY!!! (3/12 & 3/14)

Week Ten: W.W. II. (3/19, 3/21)

- 1) *University of Houston's Digital History*, read "America at War: World War II." (READ ALL THE SUB UNITS) <http://www.digitalhistory.uh.edu/era.cfm?eraID=15&smtid=2>
 - 2) Dietrich, Bill, "Pro and Con On Dropping the Bomb," *The Seattle Times* March 28, 2004. (Available on eCollege)
 - 3) Listen to "Pearl Harbor" podcast. (Available on eCollege)
- This class concentrates on America's involvement in WW II & the effects of the conflict overseas & on the home front. All aspects of the war will be examined in the European & Pacific theatres. We will also plumb the social, economic and political implications of the war in a national and international perspective.

Week Eleven: W.W. II, cont'd. (3/26 & 3/28)

Week Twelve: The Cold War. **QUIZ # 4 ON THURSDAY.** (4/2 & 4/4)

- 1) *University of Houston's Digital History*, read from "The Cold War" to "The Cold War in Developing Countries" in "Postwar America: 1945-1960," (READ ALL THE SUB UNITS) <http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=2>
 - 2) Cox, Michael, "From the Truman Doctrine to the Second Superpower Debate: The Rise and Fall of the Cold War," *Journal of Peace Research* 27 (Feb., 1990) 1: 25-41. (Available on eCollege)
 - 3) "The Berlin Airlift" webpage," <http://www.spiritoffreedom.org/airlift.html>
- This unit explores the conclusion of WWII & the beginning of the Cold War—who was involved, what did the respective sides believe in & what strategies did they use to accomplish their objectives. We will examine some early Cold War "tussles" including but not limited to the Berlin Airlift, the Korean War, the U-2 crisis, etc.

Week Thirteen: VIEWING OF DR. STRANGELOVE (4/9 & 4/11)

Week Fourteen: The 50's: Prosperity, the "Red Scare (?)," & Consensus. **DR. STRANGELOVE FEEDBACK PAPER # 3 DUE ON TUESDAY.** (4/16 & 4/18)

- 1) *University of Houston's Digital History*, read from "The Military Industrial Complex" to the end in "Postwar America: 1945-1960," (READ ALL THE SUB UNITS) <http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=2>
- 2) Potter, David M., *People of Plenty: Economic Abundance and the American Character* (Chicago: University of Chicago Press, 1954), 78-90. (Available on eCollege)
- 3) Ronald Kessler, "The Real Joe McCarthy," http://online.wsj.com/article/SB120882522444233275.html?mod=todays_us_opinion

This class attempts to place post-war life in perspective by examining the prosperity, conformity, and fear generated during the Cold War. Cultural life, politics, suburban development, and technology will also be studied.

Week Fifteen: The 50's: Prosperity, the "Red Scare (?)," & Consensus, cont'd. **ROCKETEERS FINAL LONG PAPER DUE ON TUESDAY.** (4/23 & 4/25)

Week Sixteen: FINISH UP. REVIEW. FINAL EXAM (4/30 & 5/2)

COURSE CONTRACT

HIST 1302 Contract: An Expression of the Rights and Responsibilities Binding Students and the Professor for the Spring of 2013

I, _____ (print name here), a student in HIST 1302 taught by Dr. Jonathan C. Bergman, have hereby read, understand and agree to abide by the terms of this syllabus, a binding contract, particularly with respect to the sections pertaining to grading, attendance, and assignments. I agree to treat everyone in class with the respect that they are due, not to plagiarize others work/cheat on exams (which will result in an F for the course), participate fully in class discussion, and complete **ALL** assignments, tests and papers on time. I also fully understand that if I should fail to adhere to these conditions that I will be penalized according to the conditions herein described. Dr. Bergman agrees to promptly respond to your queries and e-mails, return your tests, assignments, etc. in a reasonable amount of time, entertain substantive and administrative questions in class, regularly attend and be available for office hours, and not create a hostile learning environment.

Sign name here: _____

Date: _____

*** If you do not sign this form and return it to me then you will NOT receive a final grade.**