

## HISTORY 1302.14E U.S. History from 1865

Spring 2013

TR 12.30 – 1.45 pm

BA 245

**Instructor:** Prof. Kuracina

**Office location:** Ferguson Social Sciences 104

**Office hours:** Tuesday, 3.00 pm to 5.00 pm; Thursday 3.00 pm to 6.00 pm; *and by appointment*

**Office email:** [William\\_Kuracina@tamu-commerce.edu](mailto:William_Kuracina@tamu-commerce.edu)

### COURSE INFORMATION

#### **Course Materials:**

Books: This course requires the following textbook:

- Eric Foner, *Give Me Liberty: An American History*, volume 2, 3<sup>rd</sup> edition, (New York: W.W. Norton & Company, 2011). ISBN: 978-0393935431

Additional readings have been prepared and will be distributed by email at the beginning of the semester. These are a blend of primary and secondary materials that complement lectures and provide the foundations for classroom discussions.

*Note:* It is imperative that you complete the assigned readings. The material contained therein will drive classroom discussion, a very crucial course requirement; it will also be the basis for scheduled and pop quizzes. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester.

#### **Course description:**

This course is a broad survey of American history from the beginning of Reconstruction to the present day. This course is designed to introduce students to this period in American history and to provide the student with practical historical skills that not only lay a foundation for any future studies in history, but also have cross-disciplinary applications that will contribute to their success in any field.

*Prerequisite and/or Co-requisite Majors:* HIST 253. *Non-Majors:* may enroll with consent of instructor.

This is an introduction to US history after the Civil War. We will consider broad themes and changes that occurred from 1865. A major focus of this course will be growth of modern government, its functions and responsibilities. We will also consider issues of citizenship and participatory democracy. A crucial question to consider is the ways in which changes in society occurred. By considering large themes in a detailed context, students will be prepared to understand how the United States became what it is today.

This course is primarily a lecture course; the majority of class time will devoted to the narrative of modern American history. Class notes will not be available online—students are expected to attend class, listen to lecture and take relevant notes. However, portions of the class will provide students with opportunities to discuss central themes, issues, etc. in more detail.

#### **Student Learning Outcomes:**

By the end of the semester, students should be able to:

- Evaluate the ways in which war(s) impacted American society during the late nineteenth and early twentieth century.

## COURSE REQUIREMENTS

### **Instructional, Methods, Activities Assessments:**

Attendance policy: Students are expected to attend every class session; attendance will be taken. Each unexcused absence beyond two (2) instances will result in a 10% reduction in the attendance grade; excessive unexcused absences (more than 5) may be cause for a failing grade in this course, at the instructor's discretion.

Students should inform the instructor if there is a legitimate reason (e.g., illness or emergency) for missing an exam. Students should contact the instructor within 48 hours of the missed exam to schedule a make-up; failure to do so may forfeit the possibility of making up the exam. Non-documented excuses are not generally acceptable, but can be accepted at the instructor's discretion. If you must travel on school business (with an athletic team or for another reason), then let me know ahead of time.

Students are expected to do the reading as noted in this syllabus and to be prepared to participate in classroom discussions. Occasional in-class writing assignments or short quizzes may be assigned and will contribute towards your participation grade; these may not be made up. Although lectures, readings and discussions will overlap significantly, the readings will also include materials that may not be covered in class; nevertheless, students are responsible for all content covered in reading assignments.

Participation: You are encouraged to bring questions with you to class and to interrupt lecture to ask your questions should some point require further explanation. Students are expected to create and sustain an open intellectual classroom environment which fosters discussion – students should listen to each others' comments and questions with an open mind and to respect viewpoints other than their own. Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong." Your participation grade will be based on the following criteria:

- A = Student is always prepared; makes frequent voluntary contributions to classroom discussion
- B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on
- C = Student is usually prepared but rarely voluntarily speaks
- D = Student is generally unprepared and does not contribute to discussion
- F = Student is unprepared and appears disinterested in contributing to discussion

Assignments: There are two main objectives to this course: 1) to provide students with a fundamental understanding of the material by covering the basic content; and 2) to afford students opportunities to interpret the history in response to more general historical themes. This process involves both in-class discussion and a more standardized analysis through exams and written assignments.

*Response papers:* Students will complete two brief response papers (2–3 full pages) that are designed to integrate a specific moment or event into a broader historical significance. In each assignment, students will be given a prompt, a statement or a series of questions to which they will type a response that contextualizes the document(s) in the assigned reading. These papers enable students to apply specific content to broader historical trends. They are due one week after the assignment is given. Response papers will be approximately 2–3 pages in length (including text and notes). The paper must use footnotes as applicable. The text must be double-spaced, the pages must be numbered, all margins will be set at 1 inch and the paper should be written in Times New Roman 12pt font or its equivalent. This paper may not be submitted in more than one class.

The paper will be graded according to the following criteria:

- Compliance with the assignment
- The presence, strength and originality of a thesis

- The proper use of evidence to support that thesis
- The degree to which the paper is analytical and evaluative rather than narrative
- Evidence that the sources used and listed in the bibliography were read and understood
- Organization of the paper and logical progression of the argument
- Mechanics (spelling, grammar, syntax and punctuation)

*NOTE:* There are **four** opportunities to write response papers and students must only write **two**. Each assignment has two options for responses based on the reading packet, and students will write a paper about one.

*Exams:* The 4 exams are not comprehensive, as they are designed to assess students' understanding and retention of the content material covered in the course. All exams will have multiple-choice questions, and will include either a short-answer identification section or an essay section; these written components are intended to afford students opportunities to discuss the significance of the course material, to actually analyze historical content. Unless otherwise instructed, students are required to bring Examination Blue Books (available at the bookstore) to the exam in which they will record their answers to the multiple-choice questions and complete written responses. **Exams submitted on lined notebook paper will not be accepted.** During the exam, students will also be required to put away all electronic devices, including cell phones and iPods.

*Discussion and participation:* this course is intended to move beyond lectures of content into a general assessment of the significance of precise moments and the integration of these moments into a broader historical context. Generally class discussion will be steered by a series of guided questions that are designed to enable students to draw their own conclusions about the significance of each moment or movement.

*Quizzes:* Students are expected to complete the assigned readings when these are due. At the instructor's discretion, quizzed on the readings listed that week; quizzes will be based on the assigned reading (either from the text or the discussion materials) and are designed to demonstrate that students have completed the reading assignment. The total quiz score will then comprise one-third of the participation and discussion grade.

### **Grading:**

Student performance will be evaluated as follows:

- exams (4 exams, each worth 15% of final grade)
- response papers (2 response papers, each worth 10% of final grade)
- class discussion, participation & quizzes (10% of final grade)
- attendance (10% of final grade)

*Written work:* Grading criteria for written work holds true for exams, written quizzes or occasional written "homework" assignments. It is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

General letter grades correspond to the following scale:

A = 90–100

B = 80–89

C = 70–79

D = 60–69

F = less than 59

Course expectations: Following are the basic expectations for success in this course.

- Complete all reading and writing assignments before coming to class. You must keep up with the assignments to perform well in this course. All of the readings can and should be applied to exam responses and writing assignments.
- Written assignments are expected on the assigned due date. **Five percent** of the assignment grade will be deducted for each day it is late.
- *Late assignment policy:* Students have or will have ample warning of assignment due dates; computer/printer malfunctions or meltdowns or any other last-minute hiccups are **not** acceptable excuses.
- All assignments can be discussed with the instructor by email or in person during office hours.
- Exams must be completed on the scheduled due date, unless the student provides a valid, documented excuse. Absence on exam days will only be excused with appropriate documentation (e.g., medical documentation). If a student must miss an exam, the instructor **must** be notified of the absence **prior** to the exam and a make-up exam must be rescheduled within one week's time. Absences without a valid excuse or exams that are not made-up per these guidelines will result in a "0" grade for the exam.

**All of the requirements must be completed to pass this course**

## **TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION**

The following information is provided to assist students in preparing to use technology in this course:

Word processing: Students will need access to a word processor and a printer to access and print out reading assignments, to write research papers, to prepare for debates and written exams and to complete type-written response assignments. Students' word processors must enable them to read and insert footnotes into a Microsoft Word document.

Internet: Students will need email access to receive reading assignments and for course-related correspondence.

Turnitin: Turnitin is a web-based plagiarism detection software site that scans student papers into a database of all such papers and check submitted papers against those in the database and virtually every website on the Web to determine whether or not paper content was "lifted" or fabricated in any fraudulent way. Students must submit their papers in Microsoft Word format after creating an account tied to this course. To submit a paper to Turnitin, go to [www.turnitin.com](http://www.turnitin.com) and click on "new user." Choose "student" and click "next." Enter the Class ID and Password (details on ID and password are forthcoming). Once you input your information into the system, you should see HIST 1302 "US History" listed in your classes. Click on the appropriate assignment, click on the icon under "submit" and follow the instructions to upload your paper. Please let me know if you have any problems (and do not wait until the very last minute to upload your paper). Submissions to Turnitin are due by 5.00 pm on the same date the hard-copy work is submitted to the instructor.

## **COMMUNICATION AND SUPPORT**

Students are encouraged to contact the instructor whenever the need arises; clear lines of communication enable the instructor to better assist your learning processes and provide any necessary support. Outside the classroom, the best way to contact the instructor is by email and during posted office hours. Do not hesitate to talk to me about any

concerns you may have or any problems or issues you may experience during the semester – I can only assist you if I am aware of what is going on with you.

## COURSE AND UNIVERSITY POLICIES AND PROCEDURES

### **Classroom Behavior:**

To avoid being a distraction to either other students or the instructor, please take care of personal needs before class begins and turn off cell phones. Do not send text messages, chat on IM or post Facebook updates during class; although you think you can do these things subtly, you cannot – it is a distraction.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

### **Written Assignment Format and Late Assignment Policy:**

Papers must be typed and double-spaced with one-inch margins. Pages must be numbered. Your name, the course number and the due date must appear at the top of the first page; no cover page is necessary. Pages should be stapled. Any authors' quotations or ideas that are derived from another writer must be cited; footnote citations are preferred, but not mandatory. We will briefly discuss citations in class, but if there are any questions about how to cite or what to cite, please ask. Any papers that do not conform to these guidelines will be returned to the author for resubmission and will be penalized for being submitted late.

All writing assignments will be turned in at the beginning of class on the due date. Late papers will only be accepted with advance permission and will be penalized 5% for each day it is late.

### **Academic Honesty:**

In all our courses, history faculty members expect that all work turned in by students for grades is their own work. It is the policy of the university, the history department and the instructor that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Plagiarism is defined as taking the words or ideas of someone else and passing them off as your own. Cheating is defined as obtaining unauthorized assistance on any assignment. Collusion is defined as selling or purchasing academic products with the intention that they be submitted to fulfill an academic or course requirement. Students are expected to uphold and support the highest possible academic standards at all times. Any student found guilty of violating academic integrity policy will fail the assignment in question, will automatically fail the course and will be subject to disciplinary action by the university (see Texas A&M University-Commerce Code of Student Conduct 5.b. [1,2,3]). Further information on the history department's plagiarism policy can be found on the department webpage. If you are unclear about what constitutes academic dishonesty, ask.

### **Writing Center:**

Students are encouraged to take advantage of the Writing Center's resources for assistance with drafting their written assignments. Although the center will not write your paper for you, it may help you to improve your writing skills. If you use the Writing Center, plan in advance because it can only help you if there is adequate time to incorporate their suggestions into your paper. Additionally, I am willing to read rough drafts (and even multiple drafts) of your written work so long as the drafts are submitted at least one week prior to the due date.

### **Students with Disabilities:**

Students requiring special accommodations for learning disabilities must work with the Academic Support Committee. 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

Gee Library, Room 132,

Phone: (903) 886-5150 or (903) 886-5835

Fax: (903) 468-8148

Email: [StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu).

*Note:* This syllabus is your contract with the instructor for the semester. By enrolling in this course you agree to abide by all the policies and requirements set forth below. The terms of this contract are non-negotiable, apply equally to each student, and remain in effect throughout the semester; only the instructor may alter the terms of this agreement. Please contact the instructor if there are any questions about this syllabus or the terms herein.

## COURSE OUTLINE AND CALANDAR

### **Tentative course schedule (and themes):**

The following schedule is meant to be a guide for students throughout the semester and indicates when assignments are due. Please refer to the schedule frequently. I will do my best to keep to this schedule, but I reserve the right to change it as the semester progresses and as such circumstances arise.

#### **Week 1**

January 15 – Introduction

January 17 – The Meaning of Freedom

- Foner, pp. 586–599

#### **Week 2**

January 22 – Reconstruction

- Foner, pp. 600–622
- The Mississippi Black Code (reading packet)
- Article XIV of the United States Constitution (reading packet)

January 24 – Industrialization & Westward Expansion

- Foner, pp. 632–656
- Chief Joseph, “An Indian’s View of Indian Affairs” (reading packet)

#### **Week 3**

January 29 – Gilded Age Politics

- Foner, pp. 656–672

January 31 – **Exam 1**

#### **Week 4**

February 5 – Populism, Segregation & Nativism

- Foner, pp. 678–703
- John Marshall Harlan, Dissent in *Plessy v. Ferguson* (reading packet)
- Frederick Douglass, “The Composite Nation” (reading packet)

February 7 – Imperialism

- Foner, pp. 703–718

#### **Week 5**

February 12 – Urban Inequalities & Progressivism

- Foner, pp. 724–749
- Andrew Carnegie’s Gospel of Wealth (reading packet)
- “How I Became a Socialist” (reading packet)

February 14 – Progressive Politics

- Foner, pp. 749–762
- The Progressive Party Platform (reading packet)

**Week 6**

February 19 – Internationalism & World War I

- Foner, pp. 768–779

February 21 – World War I in the US

- Foner, pp. 779–808
- Eugene V. Debs, Speech to the Jury (reading packet)

**Week 7**

February 26 – **Exam 2**

February 28 – Roaring Twenties

- Foner, pp. 818–847

**Week 8**

March 5 – Great Depression

- Foner, pp. 847–854
- Put Your Husband in the Kitchen (reading packet)

March 7 – FDR and the New Deal

- Foner, pp. 860–871

March 12 – **Spring break**

March 14 – **Spring break**

**Week 9**

March 19 – Second New Deal

- Foner, pp. 875–898
- Herbert Hoover on the New Deal and Liberty (reading packet)

March 21 – World War II

- Foner, pp. 904–915

**Week 10**

March 26 – The Home Front

- Foner, pp. 915–944

March 28 – Cold War

- Foner, pp. 950–966
- Declaration of Independence of the Democratic Republic of Vietnam (reading packet)

**Week 11**

April 2 – Truman's Presidency and Anti-Communism

- Foner, pp. 866–980
- The Truman Doctrine (reading packet)
- McCarthy on the Attack (reading packet)

April 4 – **Exam 3**

**Week 12**

April 9 – Postwar US & Eisenhower

- Foner, pp. 990–1018

April 11 – Civil Rights Movement

- Foner, pp. 1018–43, 1036–1040
- Martin Luther King Jr. and the Montgomery Bus Boycott (reading packet)

**Week 13**

April 16 – Lyndon Johnson & "Great Society"

- Foner, pp. 1040–1053

April 18 – Vietnam & New Rights Movements

- Foner, pp. 1053–1076

**Week 14**

April 23 – Nixon & Watergate

- Foner, pp. 1082–1093

April 25 – Ford, Carter & Reagan

- Foner, pp. 1093–1118
- Jimmy Carter on Human Rights (reading packet)
- Reagan's Inaugural Address (reading packet)

**Week 15**

April 30 – Conclusions

May 2 – Review

**Exam 4 scheduled during exam week**