

# US History since 1865

## Fall 2015

**History 1302.06E**  
**Tuesdays and Thursdays, 9:30-10:45 a.m.**  
**Location: HL 203**

Instructor: Mrs. Audra Yoder  
Instructor email: Audra.Yoder@tamuc.edu  
Office location: Ferguson SS Building, room 130  
Office hours: Tuesdays and Thursdays, 11:00-12:00, or by appointment  
Office phone: 903-468-6093

Prerequisites: (ENG 1301 or ENG 1301 Concur) or (ENG 101 or ENG 101 Concur) or (ENG 1302 or ENG 1302 Concur) or (ENG 102 or ENG 102 Concur)

### Course Description

Welcome to US History since 1865! This course aims to give you a general working knowledge of the political, social, economic, and cultural development of the United States since the Civil War. We will explore questions like, What major historical events have impacted America's development as a nation over the last 150 years? How does our understanding of the American past affect our understanding of contemporary world affairs?

One of my central goals in this course is that you learn how to think historically and to make historical arguments. You will learn how to ask questions about the past, and how to go about answering those questions by consulting primary sources, thinking critically about them, and forming hypotheses based on factual evidence. More generally, this course is designed to help develop your critical thinking and writing skills, valuable abilities you will use throughout your academic and professional lives.

### Required Texts

- Eric Foner, *Give Me Liberty! An American History*, vol. 2, 4<sup>th</sup> Seagull Edition (Norton, 2014).
- Michael P. Johnson, *Reading the American Past: Selected Historical Documents*, vol. 2, 5<sup>th</sup> Edition (Bedford/St. Martin's Press, 2012).

Other required reading material will be distributed in class and/or made available through eCollege. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>. I will use eCollege to send you announcements, post grades, and distribute course materials. Our campus email addresses and eCollege will be our primary means of communication outside the classroom.

### Grading

Exam 1.....	15%	A = 90 - 100%
Exam 2.....	15%	B = 80 - 89%
Document Analysis (3 @ 5%).....	15%	C = 70 - 79%
Primary Source Paper.....	25%	D = 60 - 69%
Final Exam.....	20%	F = below 60%
Discussion and participation.....	5%	
Attendance.....	5%	
Total.....	100%	

## Student Responsibilities

### *Attendance and preparedness*

Attendance at all class and exam sessions is required. A daily sign-in sheet will be passed around. Students who come in late and miss the sign-in sheet will be considered absent. Do not come in late, and do not pack up early. Both are rude and disruptive. You are responsible for all material covered in class and in the required readings regardless of your presence in class. Absences for university business are excused, but must be discussed with the instructor in advance. Absences for medical and other emergencies must be documented and timely discussed with the instructor on an individual basis.

I expect you to have read all the assigned readings and completed all assignments **before** you show up to class. That is, you are required to attend class having done all the reading and having prepared questions and thoughts for discussion in advance. **You will not succeed in this course if you do not carefully read the assigned material. In-class lectures and discussions are designed to complement, not recapitulate or replace, material in the assigned readings.** The textbook's role is to teach you facts about American history. My role is to reinforce that information, to help you respond critically to it, and to help you learn to think like a historian.

**Please bring both textbooks to every class. All readings not in the textbooks will be distributed through eCollege.**

**Classroom technology.** Studies have shown that students succeed better when they don't use technology during lectures. You are therefore **not** allowed to use a laptop, tablet, or any other electronic device for note-taking in this class. Instead, outside of class time, you can take notes any way you like on the assigned texts as you read them. You can then bring hard copies of these notes to class and add to them with a pen or pencil if you want. In any case, bring a notebook and a pen or pencil to class for note-taking. My PowerPoint presentations, together with other resources and materials, are freely available on our eCollege site. There's no need for you to use a laptop or tablet in class.

It goes without saying that there is no texting in class. I don't even want to hear something vibrate. **Put your phone in airplane mode—not just on vibrate—before you enter the classroom.** I'm giving our class 100% of my attention, and I expect you will as well. In return, I will do my utmost not to be boring!

**Students with disabilities:** 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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu).

### *In-class discussions*

Please bring your questions about the readings to class. Take time to jot down some questions and thoughts for discussion before you arrive in the classroom. Class discussions will revolve around the material in the assigned reading. Don't just share your pre-conceived ideas and opinions—tell us how the readings challenge, or confirm, or alter your understanding of the historical situation we're discussing. If you don't understand something, that's all the more reason to ask! Chances are others are wondering the same thing.

At our second class meeting (Thurs, Sept. 3), you will be divided into five groups of roughly equal size. Twice during the semester, each of these groups will be responsible for leading our class discussion on that day's lecture material and readings. The group-led class discussions will occupy 30 minutes of class time and will take place on most Thursdays throughout the semester. Further details and guidelines for planning group-led discussions are posted on eCollege.

I need your help in making our classroom a safe place for the honest discussion of ideas. Together, we will create an intellectual environment in which we can listen to each other's thoughts with an open mind and respect the views and opinions of others. During class discussions, I expect you to engage your classmates in thoughtful, respectful conversation. Engagement means taking the time to think through other people's ideas before offering your own. Think about how you can make what you say valuable to the whole class. **Doing history is a collaborative exercise.** We're here to sharpen each other and build each other up, not to win arguments.

**Nondiscrimination statement:** Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### *Writing*

This semester, you'll have two main writing assignments. Clear, persuasive writing is key to your success in this course and to your academic success generally. I strongly encourage you to take advantage of our university's Writing Center, a free resource available to help you draft effective papers. To take full advantage of the Writing Center, plan ahead and set up meetings with them well in advance of paper due dates.

In the first half of the semester, you will turn in three (3) Document Analyses. Each Document Analysis is a well-organized one-page essay that will analyze one of the primary documents you've chosen from the Johnson text. Further details and the criteria for analysis can be found on the assignment guidelines, which are posted on eCollege. See the course schedule for due dates.

Then, in the second half of the semester, you will choose one (1) of the Document Analyses you've already completed, and incorporate it into a longer five-page essay comparing the primary document you already wrote about with two other documents *not* found in the Johnson text. Further details will be posted on eCollege. See the course schedule for the due date.

**Submission of written assignments.** Written assignments must be printed out, stapled together if necessary, and handed in at the beginning of class on the day they are due. Written assignments turned in late (i.e. any time after the beginning of class on the day they are due) will automatically lose a letter grade. Late assignments will lose an additional letter grade for each subsequent 24-hour period that elapses before their submission. No exceptions. Assignments turned in late and/or as email attachments will lose points, unless a documented emergency or university business requires your absence from class on the day they are due. If you know you're going to be absent on a given day, and have a good reason for being so, plan ahead and turn in your assignment early. I will accept assignments submitted as email attachments only if circumstances dictate that they must be turned in on a day we don't have class. Late assignments emailed are still late.

Please note that printing issues and technical difficulties are not legitimate excuses for written work submitted late. You are responsible for securing your own access to a reliable word processor and printer, of which there are many on campus. Technological issues resulting from

your failure to plan ahead—e.g. your printer breaks five minutes before class—will not excuse you from turning in your work on time.

**Formatting of written assignments.** To ensure uniformity, all written assignments must be double-spaced, in 12-point Times New Roman font, with one-inch margins on the top and bottom and on both sides. When referring to the readings, use parenthetical citations that include the author's last name and the page number. Here are a couple examples:

**Citing ideas from the textbook in my own words:** When Roosevelt took office, he didn't yet have a concrete plan for dealing with the Great Depression (Foner, 802).

**Direct quotation:** "In 2000, more than one American in seven was older than sixty-five" (Foner, 1082).

Note that the period appears *outside* the parenthetical citation. If you have questions about formatting, just ask. **You will lose points for failing to adhere to these formatting guidelines.**

### ***Exams***

You will have three exams over the course of the semester. See the course schedule for exam dates. Exams will cover *all* course content—lectures, readings, films, and yes, discussions. None of the exams are cumulative, including the final, and they will all include both objective sections and essay questions. You will need to bring a bluebook on exam days. I don't supply bluebooks. Failure to bring a bluebook to an exam period will result in a 5% deduction from your exam grade.

### ***Cheating, plagiarism, and other kinds of academic misconduct***

**I have zero tolerance for academic misconduct of any kind.** Written assignments or exams found to have been completed dishonestly will automatically receive a grade of zero and may result in your failing the course. You will not have the opportunity to make up the assignment or exam, nor will any extra credit options be given. Trust me, academic misconduct is difficult to get away with and is never worth it. It wastes your time and mine.

Academic misconduct includes, but is not limited to, the following:

- **Plagiarism:** The citation, quotation, or representation of another person's ideas as your own without proper attribution. This includes reproducing your own work from another course or context for the purpose of fulfilling assignments for this class.
- **Cheating:** Searching for, using, or attempting to use unauthorized materials or online study aids for academic exercises in this class. The assigned readings and other optional materials provided will be enough for you to successfully complete all assignments. You don't need to waste time looking elsewhere for resources.
- **Fabrication and all forms of lying:** This includes falsification of factual information, as well as lying to me about any aspect of your academic conduct in this class.
- **Collusion:** Collaborating with other students, working as a group, or sharing work, unless explicitly allowed or instructed to do so by the instructor, is a form of cheating.

Given the information available to you concerning academic misconduct, and my availability to discuss any aspect of this matter that you do not understand, academic misconduct committed

involuntarily or as a result of your ignorance of the rules is punishable according to the regulations described above. In other words, if you cheat, you can't claim ignorance of the rules as an excuse. As your instructor, it is my responsibility to immediately report any and all cases of academic misconduct to the University Discipline Committee.

If you have questions about this, or wonder if something you're thinking about doing is academic misconduct, just ask. These rules exist to help you succeed. There are no stupid questions.

Further information about our university's policies concerning academic misconduct can be found in the student handbook and on the history department's Academic Integrity Policy page, <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/history/academicIntegrityPolicy.aspx>

## **Instructor Responsibilities**

### ***Communication***

The better we communicate, the better I can help you with any questions or concerns you may have. I'm always happy to meet with you to talk about your progress in the course or anything else you'd like to discuss. If you can't meet with me during my office hours, then I'd be happy to set up a time to Skype or FaceTime.

The best and quickest way to get in touch with me is by email. When you email me, I promise to respond as quickly as I can. I normally do not check my email between 8:00 pm and 7:00 am. I also do not check my campus email on Sundays. But in general, my policy is to respond to all student emails within 24 hours, if not sooner.

Please note that I will be in Philadelphia for an academic conference November 18-23, and I'll be slow to respond to emails during those days I'm out of town.

Finally, I'm committed to making the expectations and responsibilities in this course clear and easy to understand.

**That said, I consider this syllabus to be part of the required reading for this course, and I hold you responsible for its content. I am not accountable for in-class work or assignments completed late, unsatisfactorily, or incorrectly as a result of your failure to read the syllabus, follow directions, or plan ahead. If you do not fully understand the requirements or expectations of this course or any assignments pertaining to it, you have the responsibility to ask me about it.**

## **Student Learning Outcomes**

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.

## **Additional Resources**

Technical, myLeo, and eCollege support: [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu)

Learner support One Stop Shop: <http://www.tamuc.edu/admissions/onestopshop>

Academic Success Center: [www.tamuc.edu/campusLife/campusServices/academicSuccessCenter](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter)

## Course Schedule

This is your guide to the semester. While I do not anticipate any changes to this schedule, I reserve the right to make adjustments as circumstances require. Dates marked with “feedback” let you know when you can expect graded assignments and exams to be returned.

### Week 1

Tuesday, Sept. 1	Syllabus and course intro	Optional reading: “The Five Cs of Historical Thinking,” “Reading Primary Sources”	
Thursday, Sept. 3	Lecture: Reconstruction and Freedom Discussion of readings Document Analysis Q&A Divide into discussion groups	Required reading: <b>The syllabus</b> , “The Five Cs of Historical Thinking,” “Reading Primary Sources,” Foner, ch. 15, pp. 554-579	<b>Due today:</b> Student Responsibility Agreement (signed hard copies due in class)

### Week 2

Tuesday, Sept. 8	Lecture and discussion: The rise and fall of Radical Reconstruction	Required reading: Johnson, doc. 16-4, finish Foner ch. 15	<b>Due today:</b> Document Analysis 1
Thursday, Sept. 10	Lecture: Economic Transformation and the West	Required reading: Johnson, doc. 17-3, Foner, ch. 16, pp. 592-616	<b>Group 1 leads discussion</b>

### Week 3

Tuesday, Sept. 15	Lecture and discussion: Gilded Age society and politics	Required reading: Johnson, doc. 18-1, finish Foner ch. 16	<b>Feedback:</b> Document Analysis 1
Thursday, Sept. 17	Lecture: Populism, segregation, and social change	Required reading: Johnson, doc. 19-4, Foner, ch. 17, pp. 637-664	<b>Group 2 leads discussion</b>

### Week 4

Tuesday, Sept. 22	Lecture and discussion: American imperialism and the Spanish American War	Required reading: Johnson, doc. 20-5, finish Foner ch. 17	
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Thursday, Sept. 24	Lecture: American consumer society	Required reading: selections from Veblen, <i>Theory of the Leisure Class</i> (on eCollege), Foner, ch. 18, pp. 681-706	<b>Group 3 leads discussion</b>
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### Week 5

Tuesday, Sept.29	Film and discussion: The Triangle Fire	Required reading: Johnson, doc. 20-4	<b>Due today:</b> Document Analysis 2
Thursday, Oct. 1	Lecture: Progressive politics	Required reading: Johnson, doc. 21-1, finish Foner ch. 18	<b>Group 4 leads discussion</b>

### Week 6

Tuesday, Oct. 6	Lecture and discussion: World War I	Required reading: Johnson, doc. 22-1, Foner, ch. 19, pp. 715-726	<b>Feedback:</b> Document Analysis 2
Thursday, Oct. 8	Lecture: World War I, continued	Required reading: Johnson, doc. 22-4, Foner ch. 19, pp. 725-744	<b>Group 5 leads discussion</b>

### Week 7

Tuesday, Oct. 13	Lecture and discussion: 1919 and reaction	Required reading: Johnson, doc. 22-5, finish Foner ch. 19	<b>Exam 1</b> covers Foner, chapters 15-19, plus all documents, the film, and discussion material since the beginning of class.
Thursday, Oct. 15	<b>EXAM 1. Bring a bluebook!</b>		

### Week 8

Tuesday, Oct. 20	Lecture and discussion: Business culture, civil liberties, and the culture wars	Required reading: Johnson, doc. 23-2, Foner, ch. 20, pp. 768-798	
Thursday, Oct. 22	Lecture and discussion: The Great Depression	Required reading: Johnson, doc. 24-1 finish Foner, ch. 20	<b>Due today:</b> Document Analysis 3 <b>Feedback:</b> Test 1

## Week 9

Tuesday, Oct. 27	Lecture and discussion: The New Deal Primary Source Paper Q&A	Required reading: Johnson, doc. 24-2 Foner, ch. 21, pp. 807-834	Primary Source Paper assignment and grading rubric go live on eCollege
Thursday, Oct. 29	Lecture: The limits of the New Deal and American communism	Required reading: Johnson, doc. 24-5 finish Foner, ch. 21	<b>Group 1 leads discussion</b> <b>Feedback:</b> Document Analysis 3

## Week 10

Tuesday, Nov. 3	Lecture and discussion: World War II	Required reading: Johnson, doc. 25-4 Foner, ch. 22, pp. 850-872	<b>Due today:</b> A list of the 3 documents you will use in your primary source paper (email is fine)
Thursday, Nov. 5	Lecture: World War II, continued	Required reading: Johnson, doc. 25-5 finish Foner, ch. 22	<b>Group 2 leads discussion</b>

## Week 11

Tuesday, Nov. 10	Lecture and discussion: The Cold War	Required reading: McCarthy-Truman telegrams (link on eCollege) Johnson, doc. 26-4 Foner <b>entire chapter 23</b>	
Thursday, Nov. 12	Lecture: The 1950s	Required reading: Johnson, doc. 27-1, Foner <b>entire chapter 24</b>	<b>Group 3 leads discussion</b> <b>Exam 2</b> covers Foner, chapters 20-24, plus all documents and discussion material since Oct. 20.

## Week 12

Tuesday, Nov. 17	<b>EXAM 2. Bring a bluebook!</b>		
Thursday, Nov. 19	No class today. On your own time, watch a film on the Cold War (title TBD).		

### Week 13

Tuesday, Nov. 24	Lecture: The 1960s and the Civil Rights Movement Discussion of film	Required reading: Johnson, doc. 28-2 Foner, ch. 25, pp. 972-993	<b>Due today:</b> One paragraph critical response to the film. Hard copies due in class. No exceptions.
Thursday, Nov. 26	<b>HAPPY THANKSGIVING! — NO CLASS</b>		

### Week 14

Tuesday, Dec. 1	Lecture: The Vietnam War Discussion of primary source papers (in groups)	Required reading: Johnson, doc. 29-2 finish Foner ch. 25	<b>Due today:</b> Primary Source Paper
Thursday, Dec. 3	Lecture: Nixon and Watergate	Required reading: Johnson, doc. 30-1 Foner, ch. 26, pp. 1020-1047	<b>Group 4 leads discussion</b>

### Week 15

Tuesday, Dec. 8	Lecture and discussion: Reagan	Required reading: Johnson, doc. 30-4 finish Foner ch. 26	
Thursday, Dec. 10	Lecture: Globalization and the 1990s	Required reading: Johnson, doc. 31-1 Foner, <b>entire chapter 27</b>	<b>Group 5 leads discussion</b> <b>Feedback:</b> Primary Source Paper

### Final Exam:

The final exam covers Foner, chapters 25-27, plus all documents and discussion material since November 19 (including the film).

The final exam will be in the same format as the previous two exams and will take place **Thursday, December 17, 8:00 - 10:00 a.m.**

Don't forget to bring a bluebook!