US History since 1877
HIST 1302-002
Tuesdays and Thursdays, 9:30-10:45
Business 158

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BUS 267
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903-566-5758

Office Hours:
Wednesdays, 8-11 AM
Or by Appointment

Course Description

This course is an introductory level survey of United States history from the end of Reconstruction in 1877 up to the present. Additionally, this course will trace US history not just within our national boundaries, but will consider the ways in which the US shaped, and was shaped by, global events as its international presence increased throughout the nineteenth and twentieth centuries. As a result, this course will look at some of the major themes and questions of this era, including:

What has the US’s role in and influence on the world been in the last 150 years? How did the capitalist expansion of the Gilded Age shape American culture and society for different people? How did different groups experience, shape, and respond to social, economic, political, and cultural changes in the twentieth century? How have issues like racial or economic inequality transformed over time? In what ways and in what context did governmental power change in the twentieth century? How have economic, political, and social policies and struggles of the latter half of the 1900s shaped the world as we know it in the second decade of the twenty-first century?

These are just some of the questions this course seeks to address. By addressing these and other issues, we will examine not only the ways in which historical processes played out in this period, but how we understand those processes today and what they mean to us historically, culturally, socially, and politically.

Objectives

This class is designed to get students to generally understand the various narratives of US history between 1877 and the present, even while fostering the students’ ability to analyze and think about history and the history-making process more generally at the local, regional, national, and global levels. The class will use a variety of sources, including primary sources, secondary monographs, film, music, art, and other media to teach students how to analyze historical processes and to formulate their own analysis and understanding of US history. Finally, this class will help students apply an understanding of US history to current events at the local, national, and global levels.

Thus, by the end of the semester, students will:

• Develop critical thinking skills that reflect an ability to analyze, synthesize, and
evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, this course will teach students to:
- Identify key events, people and institutions in American history since 1877.
- Trace the political, economic and social transformations from 1877 to the Progressive Age.
- Trace the political, economic and social transformations from the Progressive Age to the end of World War II.
- Trace the political, economic and social transformations from the end of World War II to the end of the 20th century.
- Examine the effects of industrialization and globalization on American politics, economics and society.
- Analyze the effects of religious and social changes on the United States.
- Examine the effects of Native Americans, African-Americans, and others on American politics, economics, and society.
- Assess the impact of the historical development on contemporary issues.
- Assess the role of individuals in social changes and processes in the United States.
- Evaluate the impact of race, gender and class in an American comparative and global perspective.

**Texts and Readings**
This course relies on a mixture of primary and secondary sources in order to get students to understand US history as people lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. This may be the first time that students deal with primary documents and secondary materials; as a result, two helpful guides of questions they should ask are available at on Blackboard. Students should refer regularly to these guides when thinking about their texts, be they primary documents or secondary monographs. Textbooks will be available in the bookstore, and are mandatory reading. Required texts are:

(ISBN: 978-0199739912)

(ISBN: 978-0295959894)

David Rockefeller Center for Latin American Studies, 2005.  
(ISBN: 978-0674019300)

(ISBN: 978-0691127590)

**Course Requirements**

Students are expected to complete **all four** assigned books throughout the semester. Readings are due the date they are listed on the syllabus. In addition to these readings, you must complete a short source analysis for **each** of the readings. These will be worth a total of 10% of your grade (2.5% each), and are due at the beginning of class on the day we discuss the readings, as outlined on the Course Schedule below. See the attachment at the end of this syllabus for a copy of the source analysis.

In addition to these short responses, students are also responsible for turning in one analytical paper based on one of three assigned books in the course. This paper is to be 4-5 pages in length, and is worth **20%** of your final grade. There are three options for the paper:

1) **ALL** students may choose to do PAPER 1, due **Tuesday, February 5**. Those who do the first paper are finished with their paper assignment for the semester. Those who do not do the first paper assignment will be forced to do **only one** of the other assignments based on the following criteria:
2) Students with last name starting with **A through L** – PAPER 2, due **Thursday, March 28**
3) Students with last name starting with **M through Z** – PAPER 3, due **Thursday, April 25**

There will be **no exceptions** to this structure. If a student does not do paper one, they must do the paper assigned based on their last name, as outlined above. Papers turned in late lose a full letter grade of their total grade **per class day late**. Papers not turned in by a week after they are due will receive a zero for the assignment. Due dates are listed clearly on the syllabus below.

All papers will be submitted electronically through Blackboard, with the professor providing specific instructions as the due date approaches. Students are welcome to bring by drafts of their papers at any time before the due date as well, and they are also encouraged to use the Writing Center (located in BUS 202; phone – 903-565-5995).
Student attendance and participation are required. It is imperative that you participate in your own educational experience. We will periodically engage in broad conversation on readings to understand and analyze key moments in US history. Students who miss more than five classes will receive a zero for their participation. Attendance and Participation make up ten percent (10%) of your final grade.

Students will take three exams during the semester. Students who miss an exam without prior excuse will receive an F on the exam. Upon the student’s request, it is the professor’s prerogative whether or not to permit the unexcused student to take a make-up exam. All make-up exams will be given the final Monday (April 29) of the semester. Students may make up only one exam. In the event a student misses more than one exam, the student will automatically receive a zero on at least one of the exams (pending the student making up the other exam). Each exam is worth 20% of your final grade. Collectively, these exams are thus worth 60% of your total grade for the course.

Grades
As outlined above, the grades will be determined in the following manner:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Paper 1:</td>
<td>20%</td>
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<tr>
<td>Mid-Term Exam 1:</td>
<td>20%</td>
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<tr>
<td>Mid-Term Exam 2:</td>
<td>20%</td>
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<td>Final Exam:</td>
<td>20%</td>
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<td>Attendance &amp; Participation:</td>
<td>10%</td>
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<tr>
<td>Short Reading responses (4)</td>
<td>10%</td>
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<td>TOTAL:</td>
<td>100%</td>
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Classroom Etiquette
While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you don’t want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit near the door and leave in a quiet fashion.
- **Put away your cell phones:** Yes, in this time, it is very easy to become compulsive about checking phones. However, you are here to learn; excepting in the case of an emergency, please do not take out your phones, answer your phones, send text messages in class, play games on your
phone, or otherwise use your phone as a distraction, as it is both distracting and disrespectful. If you are expecting a really important call (i.e., a sick family member, etc.), please alert the professor before class.

- **Computer use:** Computers can often help students in taking notes during class. However, they are also an easy distraction for those in the classroom. Using laptops/iPads/other tablets to take notes is acceptable, but any and everybody who wishes to do so must sit in the first two rows of the class; anybody using a computer or tablet in the back of the class will be asked to put it away. And again, as with cell phones, if you are using a tablet, it is to be used to take notes, not to play games, send e-mails, surf the internet, watch movies/TV shows, or otherwise serve as a distraction.

**Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

**Definition of Academic Dishonesty**

Scholastic dishonesty includes, but is not limited to, submitting work that is not one’s own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source.

Plagiarism is presenting the words or ideas of another person as if they were your own. Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the student’s respective dean.

Please read the complete policy at [http://www2.utttyler.edu/catalog/10-12/1491.htm](http://www2.utttyler.edu/catalog/10-12/1491.htm)

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities.
If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Rev. 06/2012

Course Outline

Week 1 – Intro
Thursday, January 10 – Introduction: What History Is and What History Isn't (And Why You Should Care)

Week 2 – (Re)Creating a Nation, 1877-1890s
Readings: American Horizons, Ch. 16
Tuesday, January 15 – The US at the End of Reconstruction (1877)
Thursday, January 17 – Creating a Transcontinental Nation

Week 3 – The Gilded Age, 1880s-1900
Readings: American Horizons, Ch. 17
Tuesday, January 22 – Incredible Wealth, Incredible Repression: Capitalism and Politics in the Gilded Age
Thursday, January 24 – Fighting for Rights: Labor in the Gilded Age

Week 4 – The Rise of the City in the US
Readings: Peiss, Cheap Amusements; American Horizons, Ch. 18
Tuesday, January 29 – “Head to the City”: Urbanization and Immigration in the Nineteenth Century
Thursday, January 31 – Life in the City: In-Class Discussion of Cheap Amusements
Short Reading Response #1 due at the beginning of class

Week 5 – The US Becomes an Empire: 1890s-1900s
Readings: American Horizons, Ch. 19
Tuesday, February 5 – Internal Imperialism: Immigration and Ethnicity in the US
Paper 1 (open to all students) due by 9:30 AM
Thursday, February 7 – The US Emerges on the International Stage: The New Imperialism

Week 6 – The Age of Reform
Readings: American Horizons, Ch. 20
Tuesday, February 12 – Midterm Exam #1, in class
Thursday, February 14 – The Rise of Progressivism in the US, 1890-1920

Readings: American Horizons, Ch. 21
Tuesday, February 19 – “Isolated” but Intervening: The US, 1910-1916
Thursday, February 21 – From Isolation to War: The US in World War I and after, 1917-1920

Week 8 – From a Roar to a Depression: The 1920s
Readings: American Horizons, Chs. 22 and 23
Tuesday, February 26 – Upheaval in a New Era: Social, Cultural, and Economic Ferment in the 1920s and early-1930s
Thursday, February 28 – Transforming Society, Politics, and the Economy: The New Deal, 1933-1940

Week 9
Readings: Okubo, Citizen 13660; American Horizons, Ch. 24
Tuesday, March 5 – From Isolation to War Redux: The US in World War II
Thursday, March 7 – Life during Wartime: In-Class Discussion of Citizen 13660
Short Reading Response #2 due at the beginning of class

SPRING BREAK, MARCH 11-16

Week 10 – The Early Cold War
Readings: American Horizons, Ch. 25
Tuesday, March 19 – The Dawn of the Cold War, 1944-1954
Thursday, March 21 – Mid-Term Exam #2, in class

Week 11 – A “Golden” Era? The US in the 1950s
Readings: Schlesinger, Bitter Fruit; American Horizons, Ch. 26
Tuesday, March 26 – Dynamism and Dissent: the 1950s
Thursday, March 28 – The US in the Americas: In-Class Discussion of Bitter Fruit
Short Reading Response #3 due at the beginning of class

Week 12 – The Age of Anguish: The 1960s
Readings: American Horizons, Ch. 27
Tuesday, April 2 – Cold War Culture and Society in the 1950s (Film – Atomic Café)
Paper 2 (Last Names A-L ONLY) due by 9:30 AM
Thursday, April 4 – Discussion of Atomic Café

Week 13 – The Vietnam Era
Readings: American Horizons, Ch. 28
Tuesday, April 9 – The A’Changin’ Times: The 1960s in the US
Thursday, April 11 – The Vietnam War in US Society and Culture

Week 14 – New Politics, New Uncertainties: The 1970s
Readings: Farber, Taken Hostage
Tuesday, April 16 – Movie: Hearts and Minds
Thursday, April 18 – Finish and discuss Hearts and Minds in class

Readings: American Horizons, Ch. 29
Tuesday, April 23 – New Uncertain Political Climates: from Watergate to Iran-Contra
Thursday, April 25 – The US’s Uncertain Path: In-Class discussion of Taken Hostage
Short Reading Response #4 due at the beginning of class

Week 16 – Prosperity, Terror, and the Present: 1991-2013
Readings: American Horizons, Ch. 30 and 31
Tuesday, April 30 – The End of the Cold War and the Rise of the New Conservatism in the Neoliberal Nineties
Paper 3 (Last Names M-Z ONLY) due by 9:30 AM
Thursday, May 2 – A New Century Brings New Issues: The US in the 21st Century
FINAL EXAM: Thursday, May 9, 9:30-11:30AM
US History since 1877 – Book Analysis

Answer the questions below. All students must do a book analysis for all four books through the semester. These analyses are to be turned in on the day we discuss the books in class. See your syllabus for due dates.

Summary information (4 points)

1. When was this book written?

2. For whom do you think this book was written?

3. What was(were) the basic topic(s) or issue(s) of this book?

4. What are the author(s) argument(s)?

Book Information (16 points)

5. List three things that the author said that you think are important

A.

B.

C.

___ (3 pts.)

B. Why do you think these items are important?

___ (3 pts.)

C. What types of primary sources (documents) does the author use to make their case?

___ (2 pts.)
D. List two things the book tells you about the historical event, idea or person. (A date, an event. Something that can be construed as a “fact.”)

1. 

2. 

___ (2 pts.)

E. Why do you think the people discussed in the book acted the way they did? What do you think you would do in similar situations?

___ (3 pts.)

F. How does this book add to or/and challenge other things you know about the US? This means considering what you previously knew about the United States, and comparing it to the issues/themes discussed in the book.

___ (3 pts.)