

US History to 1877

Spring 2016
HIST 1302-001

Tuesdays and Thursdays, 8:00-9:20 AM
Administration Building (ADM) – Room 127
3 Credit Hours

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Office Hours:
Tuesdays, 3:30-5:00 PM
Thursdays, 9:30-11:00 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. 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 into 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 history-making processes 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 US's growing role and presence in the world between the 1890s and 1929.
- 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.
- Trace the US's role in the world in the Cold War and into the 21st century.
- Examine the effects of industrialization and globalization on American politics, economics and society in the latter half of the 20th century.
- 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 secondary and primary sources in order to get students to understand early American history as people of diverse backgrounds lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. Textbooks will be available in the bookstore, and are mandatory reading. Required texts are:

- Schaller, Michael, et al. *American Horizons, Concise: US History in a Global Context, Volume II: Since 1865*. Oxford University Press, 2012. [Recommended]
(ISBN: 978-0199739912)
- Carney, Court. *Cuttin' Up: How Early Jazz Got America's Ear*. Lawrence, KS: Kansas University Press, 2009. [Required]
(ISBN: 978-0700518897)
- Okubo, Miné. *Citizen 13660*. University of Washington Press, 1983. [Required]
(ISBN: 978-0295959894)
- Schlesinger, Stephen. *Bitter Fruit: The Story of the American Coup in Guatemala*. Cambridge, MA: David Rockefeller Center for Latin American Studies, 2005. [Required]
(ISBN: 978-0674019300)
- Farber, David. *Taken Hostage: The Iran Hostage Crisis and America's First Encounter with Radical Islam*. Temple University Press, 2006. [Required]
(ISBN: 978-0691127590)

Course Requirements

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One

of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. **Therefore, student attendance and participation are required.** We will periodically engage in broad conversation on documents to understand and analyze key moments in US history. Students who have **more than five unexcused absences** will receive a **zero** for their attendance and participation grade; there will be **no exceptions** to this policy. It is the professor's prerogative to determine whether or not an absence can be excused, and **all excused** absences must be properly documented. Attendance and Participation make up ten percent (10%) of your final grade. If it becomes clear that students are not doing the assigned readings, quizzes will become a regular feature of the course.

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 all four of the books. These four analyses 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 (see Course Schedule, below). The Book Analysis form is available on Blackboard. **All analyses must be typed**, and students must turn in a **hard copy**; handwritten analyses turned in will receive a zero; **emailed analyses will not be accepted**. Analyses not turned in at the beginning of the class in which they are due will not be accepted late and will receive an automatic zero.

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 1200 words 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 16TH** by 8:00 AM. 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 **TUESDAY, APRIL 12TH** by 8:00 AM.
- 3) Students with last name starting with M through Z – PAPER 3, due **THURSDAY, APRIL 21ST** by 8:00 AM.

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**. Students are strongly encouraged to take drafts of their papers to the Writing Center (located in BUS 202; phone – 903-565-5995).

Students will take three exams during the semester. Students who miss an exam without prior excuse will receive a **zero** 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 at 8AM on **the final Monday (April 25)** of the semester; there will be **no exceptions** to this date and time. Each of these exams is worth twenty percent (20%); the three exams compose 60% of your total grade for the course.

Grades

Given the assignments described above, grades for the semester will be determined in the following way:

Paper	20%
Mid-Term Exam 1:	20%
Mid-Term Exam 2:	20%
Final Exam:	20%
Attendance & Participation:	10%
<u>Short Reading responses (4)</u>	<u>10%</u>
TOTAL:	100%

Attendance and Makeup Policy

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than three unexcused absences will result in a failing grade on attendance and participation (10% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also provide documentation in order for an absence to be excused. At the professor's prerogative, makeup exams will be available in the case of an emergency. Students also must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

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 to yourself and your colleagues and disrespectful to all in the classroom (including yourself). If you are expecting a really important call (i.e., a sick family member, etc.), please alert the professor before class.
- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has

included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

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.

As a result, 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://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

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://www.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/Accessibility 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 psychological disabilities. If you have a disability, including non-visible a disability diagnosis such as a chronic disease, learning disorder, head injury 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 an Accessibility Case Manager. 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 webpage (<http://www.uttyler.edu/disabilityservices/>) or the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to saroffice@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.

Course Outline

Week 1 – Intro

Tuesday, January 19 – Introduction: What History Is and What History Isn't (Or, Who Cares?)

Thursday, January 21 - The US at the End of Reconstruction (1877)

Week 2 – (Re)Creating a Nation, 1877-1890s

Tuesday, January 26 – Creating a Transcontinental Nation

Thursday, January 28 – Incredible Wealth, Incredible Repression: Capitalism and Politics in the Gilded Age

Week 3 – The Gilded Age, 1880s-1900

Readings: Carney, Cuttin' Up

Tuesday, February 2 – Fighting for Rights: Labor in the Gilded Age

Thursday, February 4 – “Head to the City”: Urbanization and Immigration in the Nineteenth Century

Week 4 – The Growing Global Role of the US

Readings: Carney, Cuttin' Up

Tuesday, February 9 – Race and Society in the US at the Dawn of the 20th century

In-Class Discussion of Carney, Cuttin' Up

Book Analysis #1 due at the beginning of class

Thursday, February 11 – The US Emerges on the International Stage: The New Imperialism

Week 5 – The Age of Reform

Tuesday, February 16 – The Rise of Progressivism in the US, 1890-1920

Paper 1 (open to all students) due by 8:00 AM

Thursday, February 18 – **Midterm Exam #1, in class**

Week 6 – War and Interventions: The US in the World, 1910-1920

Tuesday, February 23 – “Isolated” but Intervening: The US, 1910-1916

Thursday, February 25 – From Isolation to War: The US in World War I and after, 1917-1920

Week 7 – From a Roar to a Depression: The 1920s

Tuesday, March 1 – Upheaval in a New Era: Social, Cultural, and Economic Ferment in the 1920s and Early 1930s

Thursday, March 3 – Transforming Society, Politics, and the Economy: The New Deal, 1933-1940

SPRING BREAK – MARCH 7-11

Week 8 – From World War to A Global Superpower, 1939-1945

Readings: Okubo, Citizen 13660

Tuesday, March 15 – From Isolation to War Redux: The US in World War II

Thursday, March 17 – Life during Wartime

In-Class Discussion of Citizen 13660

Book Analysis #2 due at the beginning of class

Week 9 – The Early Cold War

Tuesday, March 22 – **Mid-Term Exam #2, in class**

Thursday, March 24 – The Dawn of the Cold War, 1944-1954

Week 10 – A “Golden” Era? The US in the 1950s

Readings: Schlesinger, Bitter Fruit

Tuesday, March 29 – Dynamism and Dissent: the 1950s

Thursday, March 31 – Cold War Culture and Society in the 1950s (Film – *Atomic Café*)

Week 11 – Turmoil and Transformation in the 1950s-1960s

Readings: Schlesinger, Bitter Fruit

Tuesday, April 5 – The US’s Role as Hegemon in the Cold War: The US in the Americas

In-Class Discussion of Bitter Fruit

Book Analysis #3 due at the beginning of class

Thursday, April 7 – The A’Changing Times: The 1960s in the US

Week 12 – From Vietnam to Central America: The Cold War and the US, 1963-1981

Readings: Farber, Taken Hostage

Tuesday, April 12 – The Vietnam War in US Society and Culture

Paper 2 (Last Names A-L ONLY) due by 8:00 AM

Thursday, April 14 – New Uncertain Political Climates: from Watergate to Iran-Contra

Week 13 – The US and the World at the End of the Cold War

Readings: Farber, Taken Hostage

Tuesday, April 19 – Shifting Cultural Contexts and Global Issues in the Late Cold War

In-Class discussion of Taken Hostage

Book Analysis #4 due at the beginning of class

Thursday, April 21 – The End of the Cold War and the Rise of the New Conservatism

Paper 3 (Last Names M-Z ONLY) due by 8:00 AM

Week 14 – Prosperity, Terror, and the Present: 1989-2013

Tuesday, April 26 – The US in the post-Cold War Setting, 1989-2001

Thursday, April 28 – A New Century Brings New Issues: The US in the 21st Century

FINAL EXAM: Date and Time TBA