

# **HIST 1312-006: Survey of US History since 1865**

Spring 2014 – MWF 2:00-2:50 – UH 115

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*"As storytellers we commit ourselves to the task of judging the consequences of human actions, trying to understand the choices that confronted people whose lives we narrate so as to capture the full tumult of their world. In the dilemmas they faced we discover our own, and at the intersection of the two we locate the moral of the story."*

- William Cronon

## **Description of Course Content:**

This course is an introduction into the cultural, social, economic, and political history of the United States since 1865. The emphasis on this course will be on a critical understanding of significant events that influenced social relations and the cultural history of the United States from Reconstruction to the early twenty-first century. This course is designed to help students understand American society in the past and how it continues to influence society today, as well as help students further develop reading, writing, and analytical skills.

## **Student Learning Outcomes:**

Following the completion of this course, students should be able to:

- Identify major eras, events, and themes in American history since 1865.
- Develop a critical understanding of how constructed identities based on race, gender, and class have evolved over time and influence life today.
- Analyze the way social and cultural relations contributed to the development of political events discussed throughout the course.
- Articulate historical arguments supported with evidence from primary and secondary sources.

## **Required Textbooks and Other Course Materials:**

- Michael P. Johnson, *Reading the American Past, Volume II: from 1865*, fifth edition (Bedford St. Martin's, 2012)
- Three LARGE ([clean](#)) Blue Books

## **OPTIONAL TEXTBOOK:**

James L. Roark, et al. *The American Promise, Volume II: Since 1865*, Fifth Ed. (2012)

## **Descriptions of Major Assignments and Examinations:**

Over the course of the semester, students will construct a research paper (5-7 pages in length) on a topic of their choice that pertains to the course material. In addition to the research paper, there will be three exams: an ID exam, a midterm essay exam, and the final exam. The exams

are designed to evaluate the student's overall understanding of the course material covered prior to the exam date. The exams will only cover material from the assigned readings and from lecture. There will also be five online quizzes over the assigned readings, and graded participation during in-class discussions.

### **Attendance:**

I do not take attendance in this class. It is the responsibility of the student to attend regularly, or to plan ahead if they know in advance that they will miss a class. I do not post any lecture material (include PowerPoint slides or lecture notes) online, nor do I provide lecture notes to anyone who may ask. Students who miss class must obtain notes for the classes missed from another student. While class is in session, all students who do attend are expected to stay until the end of lecture – those who must leave before end of class should notify the professor in advance.

### **Other Requirements:**

While class is in session, all cell phones should be turned off and put away. Laptops, netbooks, tablets, etc. may only be used for taking notes in class. If used for any other purpose, especially if it proves disruptive to the class, I will ask you not to use the device for the remainder of the semester. Those who wish to use laptops should sit at the back of the classroom.

### **Grading:**

Research Paper (including topic selection, bibliography, draft, etc.): 150 points

In-class Discussions (ten days, ten points each): 100 points

Online Quizzes (five quizzes, ten points each): 50 points

Midterm and Final Exams (100 points each): 200 points

### Grade scale for this class:

450-500: A

400-449: B

350-399: C

300-349: D

299-0: F

### **Expectations for Out-of-Class Study:**

A general rule of thumb is that for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading required materials, completing assignments, preparing for exams, etc.

### **What about Make-Up Exams, Extra Credit, etc.?**

If a student misses an exam, they may make up the exam during a scheduled make-up day at the end of the semester. Students cannot make up the online reading quizzes, unless documentation is provided that reflects the student's loss of access to a computer for the entire week the quiz is open. Those who miss in-class discussion for acceptable, documented reasons, will receive an alternative, online assignment. There will be opportunities for extra credit provided throughout the semester; details will be announced in class and on Blackboard.

### **Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration

period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will Not be Automatically Dropped for Non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

### **Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

### **Academic Integrity:**

I expect all students to engage *in their own work*. Students must complete an online plagiarism tutorial available online (<http://library.uta.edu/plagiarism/index.html>) to acknowledge an understanding of plagiarism *before* they may proceed with any of the assignments related to the research paper. Those caught cheating will automatically receive zero credit for that assignment or exam for the first offence. **Those caught cheating a second time will automatically receive an F for the course.**

All students enrolled in this course are also expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

### **Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded

programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

### **Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

### **Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

### **Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

### **Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the front and back of the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

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*"History has to be rewritten in every generation, because although the past does not change the present does; each generation asks new questions of the past, and finds new areas of sympathy as it re-lives different aspects of the experiences of its predecessors."*

– Christopher Hill

**Course Schedule:**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the enrolled students.

**Readings in Bold available on Blackboard.**

<b><u>Week 1</u></b>	<b>Assigned Reading:</b>	
Jan. 13 – Jan. 17	Intro to course and syllabus	
	History: The Past and the Discipline	Johnson, "Introduction for Students," viii-xiv
	Rebuilding the Union	Carl Schurz, <i>Report on the Condition of the South</i> (1865), 1-5 <b>Jourdon Anderson, "Letter to My Old Master" (1865)</b>
<b><u>Week 2</u></b>		
Jan. 20 – 24	<b>Martin Luther King Jr. Day</b>	<b>NO CLASS</b>
	The Failure of Reconstruction	<b>Sojourner Truth, "Address to the First Annual Meeting of the American Equal Rights Association (1867)</b> Elias Hill, <i>Testimony before Congressional Committee Investigating the Ku Klux Klan</i> (1871), 18-21
	Discussion: Reconstruction and the Rise of Jim Crow	Gunner Jesse Blake, <i>Narrative of the Wilmington "Rebellion" of 1898</i> , 83-87 <b>"Drug Him Through the Street": Hughsey Childes Describes Sharecropping</b>
	<a href="#"><u>Plagiarism Tutorial Results Due</u></a>	
<b><u>Week 3</u></b>		
Jan. 27 – 31	The "Wild" West?	<i>Mattie V. Oblinger to George W. Thomas Family</i> (1873), 26-29 N.A. Jennings, <i>A Texas Ranger</i> (1875), 29-32
	The Great Indian Wars of the Western Frontier	Chief Joseph, <i>Speech to a White Audience</i> (1879), 33-35 Richard Pratt, "Kill the Indian... and save the man" (1892), 36-39
	Discussion: How the West Changed America	<b>Frederick Jackson Turner, <i>The Frontier in American History</i> (1893)</b> <b>William F. Cody, "The Prince and Princess of Wales" (1914)</b>
	<b>Paper topic due (5 points)</b> <b><u>Quiz #1 Due</u></b>	
<b><u>Week 4</u></b>		
Feb. 3 – 7	The New Industrial Order	Henry George, <i>An Analysis of the Crime of Poverty</i> (1885), 55-58 Andrew Carnegie, <i>Wealth</i> (1889), 52-55
	Workers Fight Back	<i>Pinkerton Guard Testimony</i> (1893), 87-90

**Week 5**

Feb. 10 – 14

	Walter Wyckoff, <i>Among the Revolutionaries</i> (1898), 71-74
<b>ID Exam</b>	
Populism and the Progressive Era	Jacob Riis, <i>Waifs of New York City's Slums</i> (1890), 67-70 Mother Jones, <i>Letter to Mrs. Potter Palmer</i> (1907), 109-110
The "Immigrant Problem" and Race Relations in the Gilded Age	<b>Robert G. Ingersoll, "Should the Chinese Be Excluded?" (1893)</b> Booker T. Washington, <i>The Atlanta Exposition Address</i> (1895), 114- 116 W.E.B. Du Bois, <i>Booker T. Washington and Others</i> (1903), 117-120
Discussion: What Does "American" Mean?	<b>An NAACP Official Calls for Censorship of <i>The Birth of a Nation</i> (1915)</b>
<b>Bibliography due (10 points)</b>	

**Week 6**

Feb. 17 – 21

American Imperialism Abroad	Emilio Aguinaldo, <i>Case against the United States</i> (1899), 96-99 <b>Rudyard Kipling, <i>The White Man's Burden</i> (1899)</b> Albert J. Beveridge, "The March of the Flag" (1900)
Teddy, Football, and New American Nationalism	<b>"Upton Sinclair Hits His Readers in the Stomach" (1904)</b> <b>"Congressman Landis... Says Football is 'Bum Sport'" (1905)</b>
Review: the Research Paper and the Midterm Exam	
<b>Quiz #2 Due</b>	

**Week 7**

Feb. 24 – 28

"The Great War"	<i>For Freedom and Democracy</i> (1917), 122-126 <i>Letter to Elmer J. Sutters</i> (1918), 130-133
Women and the Suffrage Movement	Marie Jenny Howe, <i>An Anti-Suffrage Monologue</i> (1913), 111-114 <b>Kelly Miller, "The Risk of Woman Suffrage" (1915)</b>
Discussion: Striving for 20 <sup>th</sup> Century Modernity	Edward Earle Purinton, "Big Ideas From Big Business: Try Them Out for Yourself!" (1921)
<b>Paper outline due (10 points)</b>	<b>Edgar F. Wolfe, "The Rise of the Baseball Fan" (1923)</b>

**Week 8**

March 3 – 7

	The Reactionary 20s	A. Mitchell Palmer, <i>The Case against the "Reds"</i> (1920), 133-137 <b>Robert H. Clancy, "The Immigration Act of 1924"</b>
	Prohibition and the Roaring 20s	Royal Melendy, <i>Ethical Substitutes for the Saloon</i> (1900), 105-108 <b>Draft Newspaper Article Regarding Tacoma Conspiracy (1930s)</b>
	<b>Midterm Essay Exam</b>	
<b>Week 9</b>		
March 10 – 14	<b>SPRING BREAK</b>	<b>NO CLASS!</b>
<b>Week 10</b>		
March 17 – 21	The Great Depression and the New Deal	"Working People's Letters to New Dealers" (1935), 169-173 "Conservatives Criticize the New Deal" (1936), 181-185
	WWII Abroad and on the Homefront	Grant Hirabayashi, "A Japanese American War Hero Recalls Pearl Harbor," 189-192 <b>"I Saw the Walking Dead": A Black Sergeant Remembers Buchenwald</b>
	Discussion: The End of the War and Origins of the Cold War	George C. Marshall, <i>For the Common Defense</i> (1945), 209-213 George F. Kennan, <i>The Long Telegram</i> (1946), 213-217
	<b>Quiz #3 Due</b>	
<b>Week 11</b>		
March 24 – 29	The Red Scare	Joseph McCarthy, <i>Speech Delivered in Wheeling, West Virginia</i> (1950), 221-224 <i>Donald M. Griffith Interview</i> , 225-228
	Suburban Conformity: 1950s America	Edith M. Stern, <i>Women Are Household Slaves</i> (1949), 229-233 <b>Cornelia Otis Skinner, "Women Are Misguided" (1956)</b>
	Discussion: Life in the Nuclear Age	North Dakota Civil Defense Agency, <i>How You Will Survive</i> (1960), 242-246
<b>Week 12</b>		
March 31 – April 4	The Emergence of Rock n' Roll	<b>"Elvis Presley Shakes Up America" (1956-1957)</b> <b>"Shrieks of 55,000 Accompany Beatles" (1965)</b>
	Counterculture in America	Students for a Democratic Society, <i>The Port</i>

**Week 13**

April 7 – 11

	<i>Huron Statement</i> (1962), 250-254 <b>Tom Wolfe, <i>The Electric Kool-Aid Test</i>, "I Black Shiny FBI Shoes" (1968)</b>
Discussion: Rebellion and the Youth Culture	<b>"We Are Living in a State of Anarchy" (1968)</b>
<b>Rough draft due (25 points)</b>	
In the Land of Jim Crow	Marcus Garvey, <i>The Negro's Greatest Enemy</i> (1923), 159-163 <b>"No Heat, No Water... and a Large Sign Reading 'Colored'" (1954)</b>
The Civil Rights Revolution	Martin Luther King Jr., <i>Letter from Birmingham City Jail</i> (1963), 254-259 George C. Wallace, <i>The Civil Rights Movement: Fraud, Sham, and Hoax</i> (1964), 259-263
Discussion: Black Power and the New Left	National Organization for Women, <i>Statement of Purpose</i> (1966), 268-271 <b>The Black Panther Party's 10-Point Platform and Program (1966)</b>
<b>Quiz #4 Due</b>	
JFK, LBJ, and The Great Society	<b>Prime Minister Fidel Castro's letter to Premier Khrushchev (1962)</b> <b>Statement by LBJ after Passage of the Voting Rights Bills (1965)</b>
Vietnam	"President Kennedy Explains Why We Are in Vietnam," 273-275 Arthur E. Woodley Jr., <i>Oral History of a Special Forces Ranger</i> , 284-289
Review: Finishing up the Research Paper	
Nixon and Lost Faith in the Federal Government	<i>Transcript from Tape-Recorded Meeting</i> (1973), 294-301
The Rise of Conservatism	Ronald Reagan, <i>Address to the National Association of American Evangelicals</i> (1983), 310-314 <b>Ronald Reagan, Remarks at the Brandenburg Gate (1987)</b>
Discussion: Conflict in the Middle East	<b>"The Gulf Arabs and Iran" (1978)</b> <b>"Text of Khomeyni's Message on Hostage Situation" (1980)</b>
<b>Final paper due (100 points)</b>	

**Week 14**

April 14 – 18

**Week 15**

April 21 – 25



**Week 16**

April 28 – May 2

**Make-up Exam:  
April 28 (room  
and time, TBA)****FINAL EXAM**

	The US in a Post-Cold War World	<b>The Economist, <i>One World?</i> (1997)</b>
	9/11 and the War on Terror	<i>The National Security Strategy of the United States</i> (2002), 319-323 Khalid Sheikh Muhammad, <i>Confession</i> (2007), 324-327
	Discussion: History and Life Today	Barack Obama, <i>On a New Beginning</i> (2009), 336-339
	<b><u>Quiz #5 Due</u></b>	
	<b>Monday, May 5 2:00-4:30 p.m.</b>	<b>UH 115</b>