



Course HIST 1302.005
Course Title U. S. History fr. 1865
Professor Dr. Yvonne Johnson
Term Spring 2019
Meetings TR 11:30-12:45
FN 2.102

Professor's Contact Information

Office Location JO 3.530
Email Address Yvonne.johnson@utdallas.edu
Office Hours 9:30-11:15 TR

Teaching Asst.: Nausheen Hoosein

COURSE DESCRIPTION

In addition to an introduction to the methods of historical inquiry, this course, United States History from 1865, surveys the cultural, economic, institutional, political, and social forces and events which have shaped the United States from the Civil War to the present. Class meetings will include lectures, discussions and documentary analysis. In addition to the texts listed below, students will be asked to read and analyze primary source documents which will be posted to the class eLearning page. Together, we will examine the interaction among individuals, communities, states, the nation, and the world, and consider how these interactions have contributed to the development of the United States and its global role.

GENERAL EDUCATION COURSE OBJECTIVES:

Students who successfully complete this course will demonstrate competency in the following core objectives:

Critical Thinking (CT)—Students will engage in creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information

Communication (COM)— Students will demonstrate effective development, interpretation, and expression of ideas through written, oral, and visual communication

Social Responsibility (SR)— Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Personal Responsibility (PR)— Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making

STUDENT LEARNING OUTCOMES FOR HST 1301.006:

Students who successfully complete this course will demonstrate the ability to:

1. Describe social institutions, structures, and processes in the evolution of the American experience to 1865. (COM)
2. Compare and contrast social, cultural, political, economic, and constitutional historical settings and processes. (CT)
3. Articulate the interconnectedness of the people, places, and cultures from around the globe that contributed to the United States' experience. (SR)
4. Explain the United States Constitution and the creation of U.S governmental structure, and the impact that constitution and structure has on current U.S. society. (CT) (COM)
5. Analyze historical forces and historical interpretations and their impact on the larger world. (CT)
6. Explain cause and effect relationships as they apply to historical behaviors and patterns in the political, social, cultural, economic, and psychological realms. (PR)
7. Apply terminology, concepts, and principles in Historical Studies to historical and contemporary issues and/or problems. (PR)
8. Produce objective observations and evaluate results using empirical procedures. (CT)
9. Identify differences between matters of subjective interpretation and objective fact in the study of history. (CT)
10. Develop explanations for individual and group behavior within large-scale historical and social contexts. (CT) (COM)

REQUIRED TEXTBOOKS:

Henretta, James A. *et, al. America's History*. Vol. 2, 9th Edition (value), New York: Bedford/St. Martin's, 2018.

Kennedy, Robert. *Thirteen Days: A Memoir of the Cuban Missile Crisis*. New York: W. W. Norton & Co., 1969.

REQUIRED SCANTRONS FOR TESTING:

Each student is to bring four (4) scantron booklets to the Teaching Assistant for this class. You need to purchase FORM 886-E. This booklet has four writing surfaces. The TA will keep a record of the scantrons submitted. DO NOT put your names on the scantrons.

OPTIONAL TEXTBOOKS:

Baime, A. J. *The Accidental Presidency: Harry S Truman and the Four Months that Changed the World*. New York: Houghton Mifflin Harcourt, 2017.

Grann, David. *Killers of the Flower Moon*. New York: Vintage Books, 2017.

McElvaine, Robert S. *The Great Depression: 1929-1941*. New York: Broadway Books, 1984.

Philbrick, Nathaniel. *The Last Stand: Custer, Sitting Bull, and the Battle of the Little Bighorn*. New York: Viking Penguin, 2010.

Van DeVanter, Lynda. *Home Before Morning*. Amherst: University of Massachusetts Press, 2001.

Ziegelman, Jane & Coe, Andrew. *A Square Meal: A Culinary History of the Great Depression*. New York: Harper, 2016.

GRADING

3 Exams (100-120 points each) (true-false, multiple-choice & essay)	320 points
Make-up Exams are given ONLY for documented absences, and are all-essay.	
10 Document Analyses (in-class – each is up to 10 points; 1-2 paragraphs each)	100 points
1 book quiz on <i>Thirteen Days</i> (objective, short & long answer)	100 points
Optional Book Quiz or Genealogy Paper - EXTRA CREDIT	35 points
TOTAL POSSIBLE POINTS FOR COURSE	555 possible points

POINTS WILL BE DIVIDED BY 520 TO REACH FINAL COURSE PERCENTAGE

DOCUMENT ANALYSIS:

Students will be asked to examine ten (10) documents that are posted on the eLearning website. On Fridays indicated in the course schedule, students will be asked to write an analytical response to one of these documents, explaining the long-term impact of the document and the impact it may have on our current society and/or governmental structure. We will then discuss the document in class. This is an in-class write and cannot be made up. **See dates for these in-class write in course schedule below.**

As you plan to write about each document you will want to consider each of the following elements:

- Who wrote the document and when was it written?
- Who is the audience and what is the purpose of the document?
- What is the document's message?
- What effect did the document have on its intended audience?
- What long-term implications did the document have?
- How has it impacted our current governmental structure/society (including race, ethnic and religious implications)

Do not pre-write your paper. I will bring a specific question to class relating to each document that I will ask you to address. You cannot make this assignment up unless you have a documented medical emergency.

REQUIRED BOOK EXAM:

Students must take a book exam in class on Robert Kennedy's *Thirteen Days*. The exam will be comprised of objective, short and longer answers and will be worth 100 points.

OPTIONAL PAPER:

Students may also write a 5-10 page genealogy paper describing the ethnic and cultural background of their family, from the present to the past. This optional paper is worth up to 35 bonus points – the **maximum Bonus Points** given for the course. This paper must have at least 3 outside sources, contain parenthetical citations include a Works Cited page and conform to MLA guidelines. Credit for this paper typically ranges from 10-25 points.

OPTIONAL BOOK EXAM:

Students may read one of the optional books listed on this syllabus above. Exams will be provided for each of the optional books. Most of the book quizzes should be taken during the instructor's or TA's office hours. If necessary, one or more of the exams will be placed in the Testing Center. An hour will be allotted for the optional book exams, and students may bring their books to these exams.

DO NOT collude with other students in your responses and above all, do not plagiarize your paper. See below for discussion of plagiarism and cheating. You are expected to read your chosen book and to rely completely upon that source for your quiz. The book quizzes vary in points but typically are 20-25 points each. You may combine book quizzes or the genealogy paper to obtain **the maximum Bonus Points** given for the course – 35 points TOTAL.

FINAL LETTER GRADES

98-100 - A+

93-97 - A

90-92 - A-

87-89 - B+

83-86 - B

80-82 - B-

77 -79 C+

73-76 - C

70-72- C-

67- 69 - D+

63- 66 - D

60-62 - D-

Below 60 - F

The total number of points will be divided by 520 to reach the percentage.

ATTENDANCE & CLASS POLICIES:

Students are expected to attend classes. Excessive absences, as determined and specified by the instructor in the course syllabus, may impact a student's grade and ultimately result in a failing grade for any course. Tardiness is disrespectful of both the instructor and fellow students. Tardiness to class will be noted and recorded.

Please go to the restroom before class. DO NOT get up during class, leave and return, This, also, is distracting for both instructor and students

Document analyses are class specific (offered only during a class period) and cannot be made up.

Class attendance is recorded. Students are allowed only three (3) absences with no penalty. After three absences, and with each subsequent undocumented absence a student's grade will be lowered by one-half level. Students are responsible for their attendance.

Tardiness will also be recorded and noted, as will leaving the class early. Four late arrivals (or leaving before the class is over) will have the same implications as one absence. If you arrive after roll has been taken, it is your responsibility to inform the instructor of your presence I will be happy to accommodate students who have religious observances on dates that do not conform to the traditional academic calendar. See me at least 10 days in advance.

Your Teaching Assistant will be available for questions, concerns, and/or advice, and will also assist me in grading. I, however, am ultimately responsible for grading and assigning grades for this course.

I DO NOT allow taping of classes, except under exceptional circumstances. If you need to tape this course, your need must be requested from the Accessibility Office on campus.

TURN OFF and put away all cell phones and laptop computers (ipads etc.). Please bring a notebook dedicated to this class and take notes by hand.

EMAIL CORRESPONDENCE:

According to UTD policy, all correspondence associated with this class, and other UTD classes, must be conducted through official UTD email accounts Any emails sent from a non-UTD email address will not receive a response.

ACADEMIC ETHICS:

Students are expected to perform all assignments and take exams without notes or outside assistance. ALL WORK IS EXPECTED TO BE YOUR OWN. Students are expected to be familiar with the conditions which constitute an offence against academic honesty to avoid breeches of these standards. Such offenses include "cheating, plagiarism, or knowingly

furnishing false information to the college.” Any student who violates Academic Honesty as defined will receive a ZERO (0) grade for the assignment and most likely an F for the course.

A word about Plagiarism and Cheating: A student who **plagiarizes** is “one who submits an assignment as his or her own work which is, in whole or in any part, taken from another person’s work without proper acknowledgement OR using another person’s ideas without proper acknowledgement.” A student who cheats “is one who gives or receives information that would give an unfair advantage on a quiz or exam, laboratory report homework or any other graded paper. Unauthorized use of notes in any form, answers or help received on a cellular phone or palm pilot or use of information downloaded on a calculator or palm pilot is considered cheating.”

Students suspected of cheating on exams or plagiarizing writing assignment will be referred to the Office of Judicial Affairs at UTD.

Please consult the following websites addressing academic integrity as well as what constitutes cheating at UTD:

<http://www.utdallas.edu/deanofstudents/integrity>

<http://www.utdallas.edu/deanofstudents/dishonesty>

<http://www.utdallas.edu.deanofstudents/bigfour>

Comet Creed: “As a Comet, I pledge honesty, integrity, and service in all that I do.”

CLASSROOM CONTROL

It is the responsibility of faculty to control classes for the benefit of all students. The instructor may assign seats or reassign seats in order to maintain order.

Faculty members have the authority and the responsibility to control their classes. Should a student disrupt class activities, the student will be asked to leave the classroom and to schedule an appointment with the instructor. If the student refuses to leave the classroom, the instructor will contact campus police and notify the Student Affairs office. In the event of a serious classroom disruption requiring an immediate response, the instructor will call the Campus Police.

ELECTRONIC DEVICES:

Students are not to text during class, record or use electronic devices in this classroom under any circumstances (except for Accessibility reasons).

ACCESSIBILITY SERVICES

If you receive services through the ACCESS Office and require accommodation for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs.

SEXUAL MISCONDUCT/HARASSMENT (CONFIDENTIAL SHARING):

Faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator when informed of

misconduct via email, in person or within assignments. Per university policy, faculty must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or misconduct should contact the Student Counseling Center (972-883-2527) or after hours 972-UTD-Talk (971-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), a clergy person (or other legally recognized religious advisor) of their choice, or an offcampus resource (rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victim of sexual misconduct, domestic violence, or stalking are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resource may be found at

<http://www.utdallas.edu/oiec/title-ix/resources>.

TENTATIVE COURSE SCHEDULE & ACADEMIC CALENDAR

Week 1: January 8 – January 10

- 1/15 Course Introduction/Syllabus/ Introduction to Reconstruction Era
Reading Assignment: Henretta Text, Chapter 14, (Reconstruction) pp. 416-441
Reading Assignment: Document #1 – “First Presidential Impeachment.”
- 1/17 Document Analysis #1 (1st 15 minutes)
National Reconstruction, the Meaning of Freedom & the Dismantling of Reconstruction
Reading Assignment: Henretta Text, Chapter 15, (Conquering a Continent) pp. 443-467.

Week 2: January 17 – January 19

- 1/17 Incorporating the West
- 1/19 Native Americans Dispossessed
Reading Assignment: Henretta Text, Chapter 16, (Industrial America) pp. 474-495.

Week 3: January 22-January 24

- 1/22 The Rise of Big Business & Immigrants, East and West
Reading Assignment: Document #2
- 1/26 Document Analysis #2 (1st 15 minutes)
Labor Gets Organized
Reading Assignment: Chapter 18 & 19, (Modern American Culture & the Rise of the Cities) pp. 498-546.

Week 4: January 29-January 31

- 1/29 Science & Faith, Commerce & Culture, Men, Women & Solitude of Self
The New Metropolis & Governing the City
Reading Assignment: Document #3
- 2/2 Document Analysis #3 (1st 15 minutes)
Progressive Reform
Review for Exam: TBA

Week 5: February 5 – February 9

- 2/5 **FIRST EXAM: CHAPTERS 14-18 – Henretta Text**
Reading Assignment: Chapter 19, pp. 549-575.
- 2/7 **Reform Visions, Politics 1880-1892**
Reform Reshaped & Theodore Roosevelt's Square Deal

Week 6: February 12 – February 14

- 2/12 **Reform Visions, 1880-1892**
Woodrow Wilson & the New Freedom
Reading Assignment: Document #4
Reading Assignment: Chapter 20 (An Emerging World Power) pp. 582-607
- 2/14 Document Analysis #4 (1st 15 minutes of class)
U.S. Imperialism & Territorial Acquisition

Week 7: February 19 – February 21

- 2/19 U.S. in World War I
Reading Assignment: Document #5
Reading Assignment: Chapter 21, (From War to Depression) pp. 610-633.
- 2/23 Document Analysis #5 (1st fifteen minutes)
The Roaring Twenties – Red Scare & Scandals

Week 8: February 26 – February 28

- 2/26 Coolidge, Hoover & the Stock Market Crash
Reading Assignment: Document #6
Reading Assignment: Chapter 22, (Franklin Roosevelt & the Depression) pp. 636-662.
- 3/2 Document Analysis #6 (1st 15 minutes of class)
Franklin D. Roosevelt – the New Deal

Week 9: March 5 – March 7

- 3/5 The Second New Deal
Reading Assignment: Document #7
Reading Assignment: Chapter 23, (The World at War) pp. 665.
- 3/7 Document Analysis #7 (1st 15 minutes of class)
The Road to War

Week 10: March 12 – March 14

- 3/12 Fighting & Winning the War
TUTORIAL for EXAM II - TBA
- 3/14 **EXAM II – Chapters 19-23**

SPRING BREAK: March 18 – March 24 – NO CLASSES

Begin reading *Thirteen Days*
Reading Assignment: Chapter 24 (Cold War America), pp. 698-725.

Week 11: March 29 - March 31 - Chapter 24

- 3/29 Cold War America
Reading Assignment: Document #8
- 3/31 Document Analysis #8 (first 15 minutes of class)
John F. Kennedy & the Cold War
Reading Assignment: Chapter 25 (Triumph of the Middle Class pp. 728-751

Week 12: April 2 – April 4 – Chapter 25

- 4/2 Middle Class America & Inequalities
Reading Assignment: Chapter 27, pp. 769-797, Henretta text.
Reading Assignment: Document #9
- 4/4 Document Analysis #9 (first 15 minutes of class)
Liberalism at High Tide: Cuban Missile Crisis
Discussion of Robert Kennedy's memoir
Complete Reading of *Thirteen Days*

Week 13: April 9 – April 11 – Chapter 26

- 4/9 **Book Exam on Thirteen Days**
Reading Assignment: Chapter 26 (Civil Rights Movement), pp.754-782.
- 4/11 Civil Rights Beginnings

Week 14: April 16 - April 18 – Chapter 27 (Vietnam War), pp. 784-812.

4/16 Background of Vietnam War
Reading Assignment: Document #10

4/18 Document Analysis #10 (first 15 minutes of class)
Nixon and Vietnam

Week 15: April 23 – April 25 – Chapter 28 (Watergate Scandal and Political Realignment) pp. 815-839.

4/23 Watergate Scandal

4/25 Carter Years and Political Realignment
Reading Assignment: Chapters 29 & 30, pp. 846-900

Week 16: April 30 – May 2 – Chapters 29 & 30 (Bush & Obama Administrations)

4/30 Conservative America in the Ascent – George Bush & the Middle East

5/2 Tutorial for 4th Exam - TBA

Saturday, May 4 – Reading Day

FINAL EXAM: TBA - Week of May 6-10, 2019