

Learning is collaborative!

Supplemental Instruction (SI): SI consists of optional discussion sections led by one of the course TAs, Kate Grover. These sessions will help reinforce and clarify course content plus help you to learn the material more effectively. SI also gives you a smaller forum for discussing course content and getting to know your classmates. Regular participation in SI discussion, although optional, has been shown to improve students' performance by an average of one-half to one full letter grade higher than the class mean.

Requirements: Regular attendance, completion of all reading and assignments, three exams.

Goals/outcomes: As members of this intellectual community, you will:

1. Gain a greater understanding of people, places, groups, events, and ideas throughout American history how they have impacted American culture and society in their time and in ours.
2. Engage with a variety of types of texts and evidence to become interdisciplinary interpreters of American history.
3. Build critical thinking and analysis skills through written expression, including constructing thesis statements and supporting your argument with evidence from lecture and readings.

Grading:

First exam	20%	Mon Feb 25, in class
Place analysis (3 pgs)	10%	Wed Mar 13
Second exam	30%	Mon Apr 8, in class
Final exam	40%	Day, time, location TBA

Grading scale: A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F 0-59

Exam format: All exams will be closed book/notes. Exam I will consist of FIVE identification questions (choice of 10) and Exam II will consist of ONE essay (choice of 2). There will be a review session held before each exam. The final exam will contain SIX (6) IDs (choice of 15) and ONE essay (choice of 2). The IDs on the final will be taken from the last third of the course but the essay will require you to integrate and synthesize material from the entire semester to construct your analysis. On all tests, you will be expected to write your essay answers with supporting evidence from the assigned readings and lectures. For this reason, regular class attendance is crucial in order to do well in the course. Do not rely on the inevitable Google doc as a substitute for reading or attending lecture. I do not intend to post lecture slides to Canvas.

Make-up policy: Failure to take a scheduled exam **without making prior arrangements with the teaching assistant or me** will result in an automatic zero for that exam. I will allow you to take a make-up exam only in the event of a medical or family emergency, or if you have official, documented University of Texas at Austin business outside of campus. In both cases, you must notify your TA or me BEFORE the scheduled exam, unless extraordinary circumstances while traveling to the exam dictate otherwise, in which case official documentation will still be required. All make-up exams must be taken at 8 a.m. one week after the scheduled exam.

Post-exam protocol: If you would like the TA to review your exam after it has been graded, please carefully review the comments and wait a minimum of 24 hours before contacting the TA. Thereafter, make sure to address all questions about your grade within eight days after you have received your exam back. If you do not reach an understanding with the TA, then I will be

happy to review your exam as well. Please keep your exams as they will help you as you review for the final exam.

Required readings: Required texts will be in the course reader, available for purchase at Jenn's Copies (2518 Guadalupe St). I encourage each of you to be active readers and interact with the texts by underlining, highlighting, and engaging with the texts as you see fit. Some readings are available online via Canvas. Please show up to class ready to discuss the assigned texts.

Attendance: Students are expected to attend class regularly and to participate as best they can in such a sizable class. While no record of attendance will be kept, being in class consistently and doing the assigned reading are essential to satisfactory performance in the class.

Office hours: I encourage you to come to office hours during the semester so you can get the most out of the course. This is an opportunity for you to discuss exam expectations, aspects of the lecture material or readings, or just to say hello.

Devices: Laptops and tablets in class must remain silent and may not be used for any reason other than course-related material (this should go without saying, but no phones are to be used in class). I trust you to use technology responsibly, but failure to abide by this policy may result in the revocation of in-class laptop/tablet privileges at my discretion.

Communication: Course-related announcements, relevant or interesting links, potential changes to the course schedule, and other important information will be posted to the course Canvas site (and therefore sent to you via email), so please check your email at least once per day. All emails sent to me will be responded to within 24 hours of receipt unless unforeseen circumstances arise.

Classroom conduct: This course is built upon discussing topics that are often controversial and difficult. I encourage all of you to share your informed opinions, feeling, and experiences, and to engage in conversations that invite productive and respectful disagreement. As such, we all must maintain respect for the classroom environment and for our colleagues. Be willing to have your own points of view challenged and be willing to respectfully challenge others. The most productive and exciting intellectual growth emerges from engaging with diverse opinions.

Concealed handgun policy: Per official University of Texas policy, "It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. 'About' the person means that a license holder may carry a holstered handgun in a backpack or handbag, but the backpack or handbag must be close enough that the license holder can grasp it without materially changing position. The holster must completely cover the trigger area and have enough tension to keep the gun in place if jostled. A license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk, parking lot, parking garage, or other parking area." With this in mind, consider that the simplest thing for conceal-carry license holders to do would be to leave their handgun in a safe, secure location rather than bring it to class.

Flags: This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization. This course also fulfills the history core curriculum requirement.

Students with disabilities: Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty members are not required to provide accommodations without an official accommodation letter from SSD.

Academic honesty: In an effort to create an atmosphere of mutual respect and integrity in the classroom, cheating and plagiarism of any kind will not be tolerated. Cheating or plagiarism will result in an automatic zero for the assignment and will be reported to the Dean of Students. University policies regarding academic honesty are available at http://deanofstudents.utexas.edu/sjs/acadint_what_is.php

TL;DR version: show up to class consistently, be respectful of each other, put phones away, use laptops for class-related stuff only, don't cheat on quizzes or exams.

→→→ CLASS SCHEDULE ←←←

Wed 1/23 Introduction to course

Reminder: purchase course reader at Jenn's copies, 2518 Guadalupe St

Fri 1/25 Utopia and the Age of Exploration

- 1) John Winthrop, portion of "A Model of Christian Charity" (1630)
 - 2) Peter Manseau, excerpt from *One Nation Under Gods: A New American History*
- Links to both readings are posted on Canvas

Mon 1/28 Colonial visions of the New World

- 1) Christopher Columbus, selection from *Journals* (written 1493, first published 1530s)
- 2) John Smith, "Commodities" and portion of "Climate" from *Generall Historie of Virginia* (1624)

Wed 1/30 Transcendentalism: the divine in nature

- 1) Ralph Waldo Emerson, selections from "Nature" (1836)

Fri 2/1 Encountering and portraying the sublime

- 1) Barbara Novak, *Nature and Culture* chapter 1

Mon 2/4 Steam power and the annihilation of space and time

- 1) Carol Sheriff, *The Artificial River* chapter 3

Wed 2/6 Indian removal

- 1) "Appeal of the Cherokee Nation" (1830)
- 2) Tiya Miles, *Ties That Bind* chapter 8

Fri 2/8 Manifest Destiny, race, and westward expansion

- 1) Andrew Jackson letter to A.V. Brown (2/12/1844)
- 2) John L. O'Sullivan, "Manifest Destiny" (1845)
- 3) Thomas Hart Benton speech to Congress (1846)

Mon 2/11 Utopian communities

- 1) Yaacov Oved, *Two Hundred Years of American Communes* chapter 1
- 2) Dolores Hayden, maps from *Seven American Utopias* chapter 2

Wed 2/13 Gold rush

- 1) George Keller, selection from *A Trip Across the Plains* (1851)
- 2) Bayard Taylor, *El Dorado: or, Adventures in the Path of Empire* chapters 29 and 30 (1850)

Fri 2/15 Industrialization

- 1) Ida Tarbell, *The History of the Standard Oil Company* chapter 1 (1902)

Mon 2/18 Asian immigration

- 1) Norman Asing, "A Protest Against Anti-Chinese Prejudice" (5/5/1852)
- 2) Chinese Equal Rights League, "Appeal" (1892)

Wed 2/20 National Parks and the conservation movement

- 1) John Muir, "The Destruction of the Redwoods" (1901)
- 2) Robert Sterling Yard, selection from *Glimpses of Our National Parks* (1916)

Fri 2/22 The disappearing frontier

- 1) Nicholas Black Elk, *Black Elk Speaks* chapters 23-25 (1932)
- 2) Buffalo Bill Cody, "Famous Hunting Parties of the Plains," *The Cosmopolitan* (June 1894)

Mon 2/25 **EXAM 1** – Bring a blue book

Wed 2/27 Legacies of segregation

- 1) David Delaney, *Race, Place, & the Law* chapter 4

Fri 3/1 Tenement dwellers in the Gilded Age

- 1) Jacob Riis, *How the Other Half Lives* chapters 4 and 13 (1890)

Mon 3/4 The first suburbs

- 1) Dolores Hayden, *Building Suburbia* chapter 4

Wed 3/6 Immigration and nativism

- 1) Ellison DuRant Smith, "Shut the Door" speech (4/9/1924)
- 2) Robert H. Clancy, "An Un-American Bill" speech (4/8/1924)

Fri 3/8 The Great Migration and the "New Negro"

- 1) J.A. Martin, "Negroes Urged to Remain South" (11/25/1916)
- 2) Dwight Thompson Farnham, "Negroes a Source of Industrial Labor" (Aug 1918)
- 3) A. Philip Randolph and Chandler Owen, "The New Negro – Who is He?" (Aug 1920)
- 4) Alain Locke, "Harlem," *Survey Graphic* (Mar 1925)

Mon 3/11 Divided highways

- 1) Lincoln Highway Association, *Road Guide*, "Hints to Transcontinental Tourists" (1915)
- 2) Lincoln Highway Association, *The Lincoln Highway* Preface (1935)
- 3) Victor Hugo Green, selections from *The Negro Motorist Green Book* (1947 and 1949 editions)

Wed 3/13 Mexicans and Mexican-Americans before the War

- 1) Francisco Balderrama, *Decade of Betrayal* chapter 1

DUE: place analysis assignment

Fri 3/15 Dust Bowl

- 1) Donald Worster, *Dust Bowl* chapters 1 and 2

Mon 3/18 NO CLASS – SPRING BREAK

Wed 3/20 NO CLASS – SPRING BREAK

Fri 3/22 NO CLASS – SPRING BREAK

Mon 3/25 Life during wartime

- 1) Mine Okubo, selections from *Citizen 13660* (1946)

Wed 3/27 Redlining and housing policy

- 1) Mapping Inequality: Redlining in New Deal America (online resource)
<https://dsl.richmond.edu/panorama/redlining/>
Read "Introduction," "Bibliographic Note," and investigate some of the maps

Fri 3/29 The shopping mall

- 1) Anette Baldauf, "Shopping Town USA: Victor Gruen, the Cold War, and the Shopping Mall," *Eurozine* (Feb 13, 2008)

Mon 4/1 The postwar suburbs: refuge

- 1) Elaine Tyler May, *Homeward Bound* introduction
- 2) Levittown: Building the Suburban Dream (online resource)
[Statemuseumpa.org/Levittown/one/d.html](http://statemuseumpa.org/Levittown/one/d.html)
Click around and read whatever interests you most

Wed 4/3 The postwar suburbs: access

- 1) "Integration Troubles Beset Northern Town," *Life Magazine* (9/2/1957) and follow-up letters
- 2) David Bittan, "Ordeal in Levittown," *Look Magazine* (8/19/1958)

Fri 4/5 Desegregation

- 1) Supreme Court of the United States, "Brown v. Board of Education judgement" (5/31/1955)
- 2) Henry Hampton and Steve Fayer, *Voices of Freedom* chapter 5

Mon 4/8 **EXAM 2** – Bring a blue book

Wed 4/10 The environmental movement

- 1) Rachel Carson, portion of *Silent Spring* (1962)

Fri 4/12 Sit-ins and student activism in the sixties

- 1) Hampton and Fayer, *Voices of Freedom* chapter 4
- 2) Mario Savio, "Sit-in Address on the Steps of Cal Berkeley Sproul Hall" (12/2/1964)
- 3) UT History Corner, "The Battle of Waller Creek" (online)
<https://jimnicar.com/2013/11/11/the-battle-of-waller-creek/>

Mon 4/15 Before and after Stonewall

- 1) Lyn Pederson (Jim Kepner), "The Importance of Being Different," *ONE Magazine* (1954)
- 2) Lucian Truscott IV, "Gay Power Comes to Sheridan Square," *Village Voice* (7/3/1969)

Wed 4/17 Urban renewal

- 1) Robert Caro, *The Power Broker* chapter 36
- 2) Marshall Berman, *All that is Solid Melts into Air* portion of chapter 5 (290-299)

Fri 4/19 Make Austin weird again

- 1) Red Wassenich, "How Austin Became Weird: The Story of a Slogan," *The End of Austin*
<https://endofaustin.com/2016/05/24/how-austin-became-weird-the-story-of-a-slogan/>
- 2) Brendan Gaughen, "Slacker Geography, 25 Years Later," *The End of Austin*
<https://endofaustin.com/2014/05/22/the-geography-of-slacker-25-years-later/>

Mon 4/22 Revolution girl style now!: Riot grrrl and feminist creative communities

- 1) Mary Celeste Kearney, *Girls Make Media* portion of chapter 2 (51-76)

Wed 4/24 Flash point: Los Angeles, 1992

- 1) Nelson George, "Niggas With Attitude"
- 2) Michael Omi & Howard Winant, "The Los Angeles 'Race Riot' and Contemporary U.S. Politics"

Fri 4/26 The age of mass incarceration

- 1) Michelle Alexander, *The New Jim Crow* introduction

Mon 4/29 The cost of cheap energy

- 1) Smithsonian Institution Ocean Portal Team, "Gulf Oil Spill" (online)
<https://ocean.si.edu/conservation/pollution/gulf-oil-spill>
Read everything on the main page and explore the interactive portions

Wed 5/1 Gentrification

- 1) *Austin American-Statesman* in-depth report on gentrification (online)
<https://projects.statesman.com/news/economic-mobility/>
Read each of the three main sections: A Separated City, Building a Divide, and Further Fracture, check out the maps and watch the videos

Fri 5/3 The immigration crisis

- 1) Eileen Truax, *We Built the Wall* chapters 5, 7, and epilogue

Mon 5/6 Slavery and memory

- 1) Walter Johnson, *Soul By Soul* epilogue
- 2) P.R. Lockhart, "Why celebrating Juneteenth is more important now than ever," *Vox* (6/19/18)
<https://www.vox.com/identities/2018/6/19/17476482/juneteenth-holiday-emanicipation-african-american-celebration-history>

Wed 5/8 Remembering the Civil War

- 1) Tony Horwitz, *Confederates in the Attic* chapter 2

Fri 5/10 Vietnam Memorial Wall

- 1) Vietnam Veterans Memorial Fund, "Items Left at the Wall – The Virtual Collection" (online)
<http://www.vvmf.org/items/>
Explore the virtual collection, read descriptions of the items, particularly the handwritten notes

Final exam May 15-18; 20-21 (day/time/location TBA)

This syllabus is subject to change during the course of the semester, if necessary.

