

HIS 315L-39187 (CD, EL) (MWF 11-12) Fall 2012

US History: Reconstruction to 2000

Dr. Megan Seaholm, Garrison Hall 4.124 (WF, 2:30-4:30 and by appointment)

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TA office hours and Supplemental Instruction Seminar Times are posted on Bb under "Faculty Information"

Course Description: Lectures, readings, videos, maps, and photos are used to provide students with a survey of US history from Reconstruction to 2000. As such, students will study significant aspects of the nation's political, economic, cultural, and diplomatic history and will be challenged to understand the **why, how, and so what** of this history. Students begin with learning about what happened and then proceed to questions of causality and consequence.

Moving from **what happened to why or how**, and, then, to **so what** students will sharpen their skills in **critical thinking**. Both exams will include essay questions to encourage students in their **written communication skills**. Along the way, students will consider some of ethical dilemmas confronted by Americans who lived long ago. Students will examine issues of **personal responsibility** and **social responsibility** as they learn about how previous generations understood these responsibilities.

3 for the price of 1: This particular class satisfies **three requirements of the new core curriculum**: 3 hours of the 6 hours of US History required by the state legislature; one course with the "cultural diversity in the United States" flag; and one course with the "ethics and leadership" flag. (See below) Each college and school is implementing these new requirements on a different timeline.

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 experienced persistent marginalization.

The course carries the **Ethics and Leadership** flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

Required Reading:

- **Selected articles or documents posted on Bb.**
- ***Give Me Liberty***, 3rd Edition, vol. 2, by Eric Foner
- ***Voices of Freedom***, 3rd Edition, vol. 2, edited by Eric Foner
- ***The Era of Franklin D. Roosevelt, 1933-1945***, by Richard Polenberg
- ***The Seventies: The Great Shift in American Culture, Society, and Politics***, by Bruce Schulman

Course Requirements, Grading, and Class Policies

Students are responsible for all information presented in class and for all assigned reading.

Grading: Final grades will be determined on the basis of the following rubric. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999. The University does not recognize the grade of A+.

A = 94-100
A- = 90-93
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
C- = 70-73
D+ = 67-69
D = 64-66
D- = 60-63
F = 0-60

The University's plus/minus web site is:

<http://www.utexas.edu/provost/planning/plus-minus/>

Graded work:

Midterm Exam, 25% course grade
1st Ethical Reasoning Seminar (attendance and essay), 15% course grade
2nd Ethical Reasoning Seminar (attendance and essay), 15% course grade
Pop Quiz, 5% course grade
Final Exam, 40% course grade

Exams:

Midterm Exam: Friday, 10/19, in class
Pop Quiz: ?
Final Exam: Wednesday, 12/12, 2-5 pm

Make-up Exams: You are expected to take all tests at the scheduled time. **Only students who are unable to take the test on the scheduled day will be allowed to take a make-up exam.** Students who miss an exam because of illness or other circumstances beyond their control and who wish to take a make-up exam, must make arrangements with me within one week after the missed exam.

Questions or Complaints about grades:

If you have **questions or complaints** about your exam or essay grades, you must speak with the Teaching Assistant who graded your exam. You are welcome to speak with Dr. Seaholm after you have met with your TA. Also, you should present any questions or complaints about the first exam before the second exam. You should address any questions about the second exam before the final exam

Scholastic Dishonesty (aka cheating): You may not refer to books, notes, electronic devices, or other students during exams. Any student caught cheating (giving or receiving

unauthorized assistance during an exam) will be referred to Student Judicial Services in the Dean of Students' office. Subsequent to due process, students caught cheating on exams will receive a grade of F in the course.

University Policy on Scholastic Dishonesty:

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>.

Ethical Reasoning Seminars: Each student is expected to attend TWO seminars.

Everyone makes ethical decisions. This was as true for people who lived 100 years ago as it is for people who live today. Everyone has a value system, a set of ethics, or a moral code; but, any ethical system is a set of broad principles. What is right and what is wrong, according to one's values, is not always clear, even to the most ethically conscientious person. So, as human beings, we use some sort of ethical reasoning even when we are not aware that we are engaged in "ethical reasoning." In lectures, Professor Seaholm will talk about ethical reasoning; and students will use ethical reasoning—based on the student's own value system—in two ethical reasoning seminars.

These seminars will be led by the Teaching Assistants, all of whom have had special training. There will be FOUR sets of seminars on **four different issues: poverty, eugenics, targeting civilians in wartime, racial segregation and civil disobedience.** Eight seminars, scheduled at different times, on each issue will be offered during four weeks (one week for each issue) of the semester. In these seminars, the Teaching Assistant will present an issue and suggest the ethical questions posed by the issue. Students will discuss the ethical questions posed by the issue in small groups. Then, each student will have 20 minutes to write a **1-2 page essay** about his or her analysis of the situation and how he or she would decide on a response. These essays will not be graded according to adherence to a *particular* ethical system. Rather, these essays will be graded on how well the student applied moral analysis to the ethical question.

If you cannot or will not attend two of these seminars and write a short essay at the end of each seminar, you should drop this class. Attendance at one seminar and the paper written during the seminar is 15% of one's grade.

Ethical Reasoning Seminar Schedule:

Poverty: Monday, 9/17 through Sunday, 9/23, 8 seminars at different times.

Eugenics: Monday, 10/8 through Sunday, 10/14, 8 meetings.

Targeting civilians in wartime: Monday, 11/5 through Sunday, 11/11, 8 meetings.

Racial segregation and civil disobedience: Monday, 11/26 through Sunday 12/2, 8 meetings.

Supplemental Instruction Seminars: Supplemental Instruction offers optional weekly discussion sections for students enrolled in historically difficult large-format courses in a variety of subjects. Led by specially trained graduate-level instructors* studying in relevant fields, SI discussion sections help students master course content while strengthening the learning and analytical skills that are required for success. Rather than recapitulating course lectures, SI sessions offer students active, guided practice on the material and cognitive skills graded for the course.

The days and times of these seminars will be posted on Bb.

Services for Students with Disabilities: Special testing arrangements or other accommodations recommended by Services for Students with Disabilities will, of course, be honored. Students must talk with me to discuss these arrangements at least one week before scheduled exams.

BLACKBOARD:

The lecture schedule, reading assignments, announcements, reading guides, and study guides will be posted on Blackboard. You can access Blackboard, using your UT EID, through UT Direct. Study guides will be posted on Blackboard one week before each exam.

You should regularly check Blackboard for announcements.

Religious Holidays: University policy states that you should notify me of your expected absence at least fourteen days prior to the date of the observance of a religious holy day. If you miss a class due to observance of a religious holy day, please ask one of your classmates to let you make a copy of their lecture notes. If you have difficulty getting lecture notes for the day or days missed, let me know. If you miss an exam or a pop quiz because of observance of a religious holy day, you will be allowed to take a make-up exam.

FYI: 24/7 Nurse Advice: 512-475-6877 (NURS); schedule appointment at Health Center online: https://portal.uhs.utexas.edu/login_directory.aspx. 24 Hour Telephone Counseling: 471-2215 (471-CALL)

In the Classroom:

- I do not record attendance, but **students are responsible for all information presented during class.**
- Please be sure that cell phones are silenced during class.
- If you plan to attend class, please come to class on time.
- Whether you listen or don't listen, take notes or doodle, read the *Daily Texan* or play games on your laptop computer is up to you. However you spend your time during class, **do not talk.**
- Please be courteous to those around you who might wish to listen to the lecture.

**SCHEDULE: Lectures, Reading Assignments, Exams,
and Ethical Reasoning Seminars**
(subject to minor changes)

The lectures will make more sense to you if you read the assignments listed for each class before the class meeting.

Supplemental Instruction Seminars: Two of these optional but extremely valuable seminars will be held each week. The schedule and location will be posted on Blackboard under Course Documents.

W, 8/29 Introduction: 3 for the price of 1 (and other options)

F, 8/31 Reconstruction
Foner, *Give me Liberty* (hereafter, *Liberty*), ch. 15, pp. 441-465; Foner, *Voices of Freedom* (hereafter, *Voices*), documents 94, 95, 96; read Amendments # 13, 14, and 15 to the U.S. Constitution (in the Appendix of Foner, *Liberty*)

M, 9/3 NO CLASS; Labor Day holiday

W, 9/5 "Redemption" and the New South
Foner, *Liberty*, ch. 15, pp. 466-473, 516-523; Foner, *Voices*, #s 106,107.

F, 9/7 The Second Industrial Revolution
Foner, *Liberty*, ch. 16 (except for pp. 483-492)

M, 9/10 Industrial Capitalism: Business
Foner, *Liberty*, review pp. 480-481.

W 9/12 Labor: "Industrial Freedom" and "Industrial Democracy"
Foner, *Liberty*, review pp. 482, 497-506; Foner, *Voices*, #114.

F, 9/14 Ideologies of the Gilded Age
Foner, *Voices*, #s 100, 103, 104

M, 9/17 The American West: The First Westerners
Foner, *Liberty*, ch. 16, pp. 487-493, except p. 490; Foner, *Voices*, #s 99 & 117

1st Ethical Reasoning Seminars, 9/17—9/23. See times and locations for 8 sessions on Bb under Course Documents.

W, 9/19 The American West: Settling the "frontier"
Foner, *Liberty*, ch. 16, pp. 483-487.

F, 9/21 VIDEO: "Geronimo and the Apache Resistance"
DVD #9999, Fine Arts Library

M, 9/24 Gilded Age Politics and the Money Question
Foner, *Liberty*, review pp. 493-496.

W,9/26 Farmers Organize: The Populist Revolt

Foner, *Liberty*, pp. 507-515; Foner, *Voices*, #105.

- F, 9/28** **Immigration and Urbanization in Turn-of-the-Century America**
Foner, pp. 523-528 and 546-550; Foner, *Voices*, 97.
- M, 10/1** **Becoming a World Power**
Foner, *Liberty*, pp. 529-541; Foner, *Voices*, #s 109, 110, 111.
- W, 10/3** **The Progressive Era**
Foner, *Liberty*, ch. 18; Foner, *Voices*, 115, 118, 119; read Amendment #s 16, 17, and 18 to U.S. Constitution.
- F, 10/5** **Women's Rights, Woman Suffrage, Women Progressives**
Foner, *Liberty*, pp. pp. 559, 563-567; Foner, *Voices*, #s 113, 116, 122; 19th Amendment to U.S. Constitution.
- M, 10/8** **The United States and World War I**
Foner, *Liberty*, ch. 19, pp. 575-589 (through "Prohibition"); Foner, *Voices*, #s 120, 121; Paul Popenoe and Roswell Johnson, "The Program of Eugenics and the Negro Race," under Course Documents on Bb; excerpt from U.S. Supreme Court decision *Buck v. Bell* (1927), under Course Documents on Bb.
- 2nd Ethical Reasoning Seminars. 10/8 through 10/14. See times and locations for 8 seminars on Bb under Course Documents.**
- W, 10/10** **100% Americanism and the "First Red Scare"**
Foner, *Liberty*, pp. 593-609; Foner, *Voices*, #s 123, 125, 127
- F, 10/12** **The "Roaring 20s:" Prosperity and the "New Era"**
Foner, *Liberty*, pp. 610-623; Foner, *Voices*, # 128.
See Study Guide for Midterm Exam on Bb under Course Documents
- M, 10/15** **Culture Wars of the 1920s: the "Traditionalist Revolt"**
Foner, *Liberty*, pp. 624-633; Foner, *Voices*, # 134
- W, 10/17** **Q & A in preparation for Midterm Exam**
- F, 10/19** **MIDTERM EXAM. Bring new and unmarked bluebook to class.**
- M, 10/22** **The Great Depression**
Foner, *Liberty*, pp. 634-642. Start reading Part One in Polenberg and chapter 21 in Foner, *Liberty*.
- W, 10/24** **VIDEO: "The Road to Rock Bottom"**
VIDCASS # 3947, vol.2, Fine Arts Library
Polenberg, Part Two, document #4
- F, 10/26** **The New Deal...and its Critics**
Foner, ch. 21; Polenberg, Part One through p. 24.; Polenberg Part Two, pp.39-52, 68-89.
- M, 10/29** **The Roosevelt Recession and the "Court-Packing" Controversy**

Polenberg, Part 2, Sections 5 & 7; Amendment 20, 21, and 22 of the US Constitution.

W, 10/31 The Interwar Years, 1920-1940

Foner, *Liberty*, pp. 674-679

F, 11/2 The United States and World War II: Organizing for Victory

Foner, *Liberty*, 679-703; Polenberg, Part Two, A. Phillip Randolph in Section 6.

M, 11/5 VIDEO: "The Life and Times of Rosie the Riveter"

VIDCASS # 9553, Fine Arts Library

3rd Ethical Reasoning Seminars. 11/5 through 11/11. See times and locations for 8 seminars on Bb under Course Documents. Complete the reading for 11/7 before attending a seminar.

W, 11/7 The United States and World War II: Fighting and Winning the War

Foner, *Liberty*, 703-708; Polenberg, Part Two, Section 9: "Western Defense Commands," Hugo Black and Frank Murphy in *Korematsu v. U.S.*; Randolph Paul; John W. Pehle and John McCloy; and Franklin D. Roosevelt.

F, 11/9 Post War America: Truman, Eisenhower, and the Cold War

Foner, *Liberty*, pp. 709-729; 751(bottom)-755; Foner, *Voices*, #s 151,152,153.

M, 11/12 Cold War Containment—at home and abroad: The Loyalty-Security Crusade

Foner, *Liberty*, pp. 729-737; Foner, *Voices*, #s 156, 157.

W, 11/14 The "Age of Affluence"

Foner, *Liberty*, pp. 738-751, 755-757, 768-770; Foner, *Voices*, #159.

F, 11/16 The Cold War's Longest War: Vietnam

Foner, *Liberty*, pp. 787-796; Foner, *Voices*, #150

M, 11/19 The Cold War and the Third World; Nixon's Vietnam War, *Detente*

Foner, *Liberty*, "Nixon and *Détente*" in ch. 26.

W, 11/21 Reading Day.

F, 11/23 Thanksgiving holiday

M, 11/26 African-American Civil Rights Activism, 1900-1960

Foner, *Liberty*, pp. 757-766; Foner, *Voices*, #s 126, 155, 160, 164.

4th Ethical Reasoning Seminars. 11/26 through 12/2. See times and locations for 8 seminars on Bb under Course Documents.

W, 11/28 Reform and Rebellion: 1960s and 1970s

Foner, *Liberty* ch. 25; Schulman, Introduction; Amendment 24 of the US Constitution; from Foner, *Voices*, #s 168, 169, 171, 172, 174.

- F, 11/30** **Reaction and Backlash: 1970s**
Foner, *Liberty*, pp. 809-819; Schulman, Part I (chapters 1-4); Foner, *Voices*, #s 177, 178.
- M, 12/3** **The Energy Crisis and Stagflation**
Foner, *Liberty*, pp. 820-828; Schulman, ch. 5 & 6.
See Study Guide for Final Exam on Bb.
- W 12/5** **The Conservative Revival**
Foner, *Liberty*, 827-834; Schulman, ch. 8 & 9; Foner, *Voices*. #s 166,167,177.
- F, 12/7** **The Conservative Triumph and the End of the 20th century**
Foner, *Liberty*, pp. 834-843 & ch. 27. Schulman, Conclusion.

Final Exam: Wednesday, 12/12, 2-5 pm Location TBA.