HIS 315L
Unique # 39335
Spring, 2013
jjones@austin.utexas.edu

Prof. Jones
Office hours: 11-12 Tues., Wed., Th.
Office: GAR 2.109
Office ph: 471-4193

THE UNITED STATES SINCE 1865
SAC 1.402, 9:30-11 Tuesday, Thursday

Required Readings Available for Purchase at the University Coop:


Barbara Ehrenreich, Nickel and Dimed: On (Not) Getting by in America

(other readings are either online or accessible through Blackboard or JSTOR)

*Also on reserve at PCL

Doffers at the Bibb Mill No. 1, Macon, Georgia, 1909
Photo by Lewis Hine. National Archives and Records Service

In this course we shall examine the growth and development of the United States, from a war-ravaged, largely agrarian nation of 35 million people in 1865 to a post-industrial nation with a population of 313 million in 2013. We’ll concentrate on five themes:

--Peoples in motion: Immigrants and migrants
--Economic transformations: From an agricultural to a manufacturing and then service economy; the significance of consumerism as an engine of economic growth
--Rise of the U. S. as a world power: The twentieth-century Cold War and its aftermath
--The struggle for individual and group rights: The politics of diversity
--Growth in the role of the federal government, especially in defense and social welfare
To examine these themes, we’ll explore voices from history in the form of letters, newspaper articles, short stories, speeches, petitions, letters, diaries, legal cases, advertisements, and music.

**Course Objectives:** Students will learn the basic chronology and major themes of American history from the Civil War to the present, and will learn how to think in a critical and analytical way about relevant primary sources. In addition, students will learn to see the five themes listed above not as discrete events, or developments, but rather as overlapping historical processes.

More specifically, this course will address the following Core Objectives:

- **Critical Thinking Skills:** Primary documents will supplement the textbook and provide students with an opportunity to “do” history by considering the context of the material, its author and the author’s purpose, and the nature of the text itself. Students will be required to connect individual documents with larger themes under discussion.

- **Communication Skills:** Students will learn how to communicate their ideas effectively through both oral and written means, by working in small-group discussion sections with their peers, completing in-class examinations that include essay questions, and writing a short paper.

- **Social Responsibility:** Students will examine the ways various communities have configured and re-configured themselves since 1865; the nature of clashes among local, state, and federal priorities; relations between the United States and foreign nations; and the growth of a consumer culture and federal entitlement programs that transcend regional boundaries.

- **Personal Responsibility:** Lectures will highlight the role of specific men and women in shaping and reflecting the history of their time. All students in the class will be required to take responsibility for their own education by attending class and completing assignments and turning them in on time. Students must familiarize themselves with academic-integrity policies and make certain that any work they submit for the class is their own.

**Course Expectations:** This class meets from 9:30 to 11 AM on Tuesdays and Thursdays. **Regular attendance is a requirement of the course.** Students should read the assignments listed for that day on the syllabus, and bring the readings under discussion to class; complete assignments in a timely manner; and take each examination on the day that it is scheduled. No laptops or tablets are allowed in the classroom. More generally, during class all students must refrain from using electronic devices of all kinds.

Students who request a make-up exam must provide a doctor’s excuse or some other documentation explaining their inability to take the exam that day. Blank bluebooks turned in during any exam will receive a 0.
Assignments:
--two in-class examinations
-- a short (3-page) paper based on a topic raised in an issue of the New York Times on the date of the student’s birthday, sometime during the period 1890-1930
-- a final examination based on the lectures and the readings.
--small study-group work: At the beginning of the semester, each student will be assigned to a group of 6 students. During most class periods (not every class, but more often than every other class), students will meet their group for 20 minutes or so to discuss questions covering the day’s lecture and assigned readings. These questions will ask students to a) synthesize material from the readings and lectures; b) bring different authors into conversation with each other; and/or c) evaluate a primary text in its socio-historical context. The position of “scribe” will rotate, with the student so designated responsible for providing in writing a brief report on the group’s discussion. Reports will be graded with a check, a check minus, or a check plus.

Evaluation:
At the end of the semester, students will be evaluated on an A, A-, B+, B, B- etc. scale.
Two in-class examinations: each worth 20 percent (total 40 percent): Feb. 12, April 9
Short paper: 15 percent: March 7
Final examination: 30 percent
Attendance/group work: 15 percent

Students must take responsibility for signing an attendance sign-in sheet each class period. (A=3 or fewer classes missed; B=4-5 classes missed; C= 5-7; more than 8= 0 points)
Students may make up a missed class by attending one of the two Littlefield Lectures, Feb. 28 and March 1, to be delivered by Professor Jacquelyn Dowd Hall of the University of North Carolina, on the topic of twentieth-century feminism. Both lectures will take place at 4PM in UNB 2.102 (Eastwoods Room). To get attendance credit, check in with your TA at the lecture.

Extra Credit:
Students can earn 1 or 2 points of extra credit added on to their final grade for taking part in one of the two debates scheduled for class this semester (Feb. 19 and March 7). Students who volunteer should be prepared to work in a small group of 3-4 students, and speak—make a case for a particular position-- before the whole class.

The University of Texas at Austin provides upon request appropriate academic accommodation for qualified students with disabilities. For more information, contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, or the Office of the Dean of Students at 471-6441.

A student who is absent from a class or examination for the observance of a religious holiday may complete the work missed within a reasonable time after the absence, provided the student has notified the instructor in writing of the dates he or she will be absent. Notification must be made two weeks prior to the absence or on the first class day if the absence will occur during the first two weeks of class. In addition, the notification must be personally delivered to the instructor and signed and dated by the instructor, or sent certified mail with a return receipt request. A student who fails to complete missed work within the time allowed will be subject to the normal academic penalties.
Please note: Academic integrity is central to the mission of the university. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the internet, or created by another student. Please consult this website: http://www.utexas.edu/cola/depts/history/about/academic-integrity.php

Teaching Assistants and Supplementary Instructor:

Ms. Purkiss  Office hours: Thursday 11:15-1:15, BEL 02-212P

Ms. Ozanne  Office hours: Thursday 11-1, Prufrock’s Coffee Shop (PCL)

Mr. Shelton  Office Hours: Wednesday 2-4, BEL 02-212Y

Mr. Bunn: Office Hours: Wednesday 1:45-3:45, Café Medici (on the Drag)

Supplementary Instructor: Mr. Bunn  Sections will be held on Tuesdays from 11-12 and on Wednesdays from 4-5

Week I
Jan. 15  Introduction to the Course: What is History, and Why Should We Study It?

Jan. 17  The Civil War: The Country’s Greatest Political and Moral Crisis
Historical Figure of the Day (HFD): Frederick Douglass

Week II
Jan. 22  Postwar Reconstruction or Restoration? What Price National Unity?
    Chap. 15, *Created Equal* (pp. 361-85); *For the Record*, pp. 1-16, 39-40
    HFD: President Andrew Johnson

Jan. 24  Varieties of Black Political Activity: James Simms of Savannah
    HFD: James Simms

Week III
Jan. 29  The Railroad as Symbol and Engine of a New Economy
    Chaps. 16-17, *Created Equal* (pp. 388-427)
HFD: Victoria Woodhull

Jan. 31  John D. Rockefeller and “The People’s Luminant”
   Hamlin Garland, “Under the Lion’s Paw” (online and on Blackboard documents)
   For the Record, pp. 17-35, 41-59
HFD: John D. Rockefeller

Week IV
Feb. 5  The Populist Party and the Emergence of the Solid South in 1900
   Chap. 18, Created Equal (pp. 428-449)
HFD: William Jennings Bryan

Feb. 7  Progressive Reform I: Some Odd Reforms, from Disfranchisement to Chain Gangs
   For the Record, pp. 22-33, 82-5, 94-111
HFD: Ida B. Wells-Barnett

Week V
Feb. 12  In-class examination

Feb. 14  Progressive Reform II: Urban Life and Its Challenges
   Chap 19, Created Equal (pp. 450-471)
HFD: President Theodore Roosevelt: “The Strenuous Life”: Physical Culture in the Early
   Twentieth Century: Ms. Ava Purkiss

Week VI
Feb. 19  Whither Urban America in 1910? Industrialists, Workers, and Reformers Speak

Feb. 21  World War I
   Chap. 20, Created Equal (pp. 472-490)
   For the Record, pp. 114-40, 154-64
HFD: Emma Goldman

Week VII
Feb. 26  Cross-Currents of 1920s I
   Chap. 21, Created Equal (pp. 491-509)
HFD: Edward Bernays

Feb. 28  Cross-Currents of the 1920s II
   For the Record, 165-174, 184-5, 189-92
   Andrew Doyle, “Turning the Tide: College Football and Southern Progressivism” (pdf on
   Blackboard)
HFD: Louis Armstrong
Week VIII
March 5  A New Deal?
   Chap. 22, Created Equal (pp. 510-533)
   HFD: President Franklin D. Roosevelt

March 7  The New Deal: Sharecroppers, Northern Workers, and Republicans Speak
   For the Record, pp. 195-205
   HFD: Florence Reece
   Short paper due

[March 11-16 Break]

Week IX
March 19  World War II: Fighting for Victory at Home and Abroad
   HFD: Guy Gabaldon

March 21  Origins of the Cold War and the Civil Rights Movement
   Chaps. 23-4, Created Equal (pp. 534-573)
   HFD: Joseph McCarthy

Week X
March 26: PASSOVER (no class)

March 28  The 1950s and the Transportation Wars: Mr. Kyle Shelton
   Chap. 25, Created Equal (pp. 574-596); For the Record, pp. 290-313
   HFD: Ella Baker

Week XI
April 2  The Great Society
   Chap. 26, Created Equal (pp. 597-615)
   HFD: President Lyndon B. Johnson

April 4  The 1960s
   For the Record, pp. 287-310
   HFDs: Betty Friedan and Phyllis Schlafly
Week XII
April 9  In-class examination

April 11 Economic and Social Upheaval Meets Political “Malaise”: The 1970s
   Chap. 27, Created Equal  (pp. 616-633)
HFD: Russell Means

Week XIII
April 16  The Reagan Revolution and the Fall of the Soviet Union: Ms. Michelle Reeves
   Chaps. 28, Created Equal (pp. 634-654); For the Record, pp. 345-58
HFD: President Ronald Reagan

April 18  How Great Was the Great Society?
   Barbara Ehrenreich, Nickel and Dimed, Introduction and Chap. 1

Week XIV
April 23 Economic Transformations and the Proliferation of Distressed Communities:
   What Price Progress?
   Chaps. 29-30, Created Equal (pp. 655-696)
HFD: Rodney King

April 25  9/11 and Beyond: Historical Perspectives on Contemporary America
   Ehrenreich, Nickel and Dimed, Chap. 2

Week XV
April 30  Conclusions
   For the Record, 359-377; Ehrenreich, Nickel and Dimed, Chap. 3

May 2  Review for final examination

FINAL EXAMINATION: Monday, May 13, 9-noon

(Please note this date and time; students will not be excused for travel, jobs, or other plans.)