

HIS 315L-39345 (CD, EL) MWF 2-3 pm, Spring 2013
US History: Reconstruction to 2000
Dr. Megan Seaholm, Garrison Hall 4.124 (MF, 3-5 pm and by appointment)
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Supplemental Instructors/TAs:

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Office hours/locations are posted under Faculty Information on Bb.

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. 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.**
- ***Of the People: A History of the United States***, vol. 2, concise edition, By James Oakes, et. al. 2010, 2011, or 2012 editions are acceptable.
- ***Voices of Freedom***, 3rd Edition, vol. 2, edited by Eric Foner
- ***The Seventies: The Great Shift in American Culture, Society, and Politics***, by Bruce Schulman
- **Articles and documents about Ethics and particular ethical issues, posted on Bb.**

Course Requirements, Grading, and Class Policies

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

Grading: I do not use Plus/Minus grading in this class. A = Excellent; B = Good to Very Good; C = Average; D = Poor; F = Failing

Graded work:

- 1st Midterm Exam, Monday 2/18/13 Essay question; 18.5% course grade
- 2nd Midterm Exam, Monday, 4/8/13, Short answer questions; 18.5% course grade
- Ethical Reasoning discussions and assignments; 33% course grade (see last page)
 - Reflections on Ethics Journal, 8%
 - Essay on Ethical Issue, 15%
 - Participation in Friday discussion groups, 10%
- Final Exam, Saturday, 5/11/13, 2-5 pm; 30% course grade. Location TBA

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>.

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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 Friday Discussion Meetings**
(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.

M, 1/14 Introduction: 3 for the price of 1 (and other options)

W, 1/16 Reconstruction and the "New South"

Reading: James Oakes, et. al., *Of the People: A History of the United States*, vol. 2, concise edition (hereafter referred to as Oakes) ch. 16; Foner, *Voices of Freedom* (hereafter, *Voices*), documents 94, 95, 97, 98, 107; read Amendments 13, 14, and 15 to the U.S. Constitution (in the Appendix of Foner, *Liberty*)

F, 1/18 Late-19th Century Industrialization

Reading: Oakes, ch. 17, pp. 481-487.

M, 1/21 Martin Luther King, Jr. Holiday; No class.

W, 1/23 How do we make ethical decisions? Ethical Theory and Ethical Reasoning

Reading: Seaholm's Ethics 101; "Moral Decision Making: An Analysis (Macdonald); Macdonald's "Guide to Moral Decision Making;" Moral Rules, all on Bb

F, 1/25 Big Business and Wage Labor

Reading: Oakes, ch. 17, pp. 487-497; ch.19, 550-553; ch. 20, pp. 557-567; *Voices*, 101, 114, 115, 127

M, 1/28 The American West: Conquest

Reading: Oakes, ch. 17, 497-501; *Voices*, 99, 117

W, 1/30 The American West: Settlement

Reading: Oakes, ch. 17; pp. 501-506; *Voices*, 99, 117.

- F, 2/1 Farmers Organize: The Populist Revolt**
Reading: Oakes, ch. 19. pp. 552-554; ch. 19, pp. 539-546; *Voices*, 105.
- M, 2/4 Ideologies of the Gilded Age**
Reading: Oakes, ch. 18, p. 525; ch. 19, pp. 547-550; *Voices*, 100, 101, 102, 103, 104.
- W, 2/6 A Short History of Poverty in the 19th century with attention to Immigration and Urbanization**
Reading: Oakes, ch. 18.
- F, 2/8 Politics and Government in late 19th century America**
Reading: Oakes, ch. 19, pp. 533-546; ch. 20, pp. 567-574; *Voices*, 108.
- M, 2/11 Becoming a World Power**
Reading: Oakes, ch. 19, "Foreign Policy and Commercial Expansion," pp. 543-544; ch. 20, "The Overseas Frontier," pp. 560-562, pp. 574-586; *Voices*, 109, 110, 111.
- W, 2/13 The Progressive Era**
Reading: Oakes, ch. 21; *Voices*, 115, 118, 119; read Amendment #s 16, 17, and 18 to U.S. Constitution.
- F, 2/15 Women's Rights, Woman Suffrage, Women Progressives**
Reading: Review Oakes, ch. 18, pp. 514-516; ch. 19, pp. 533-539 *Voices*, 113, 116, 122; 19th Amendment to U.S. Constitution.
- M, 2/18 FIRST MIDTERM EXAM**
- W, 2/20 Eugenics: A 20th Century Reform**
Reading: 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.
- F, 2/22 World War I and the "First Red Scare"**
Reading: Oakes, ch. 22; *Voices*, 120, 121, 123, 125.
- M, 2/25 The "Roaring 20s:" Prosperity and the "New Era"**
Reading: Oakes, ch. 23, pp. 645-658; Foner, *Voices*, 126, 128 133
- W, 2/27 Culture Wars of the 1920s: the "Traditionalist Revolt"**
Reading: Oakes, ch. 23, pp. 658-672. Foner, *Voices*, 131, 132.
- F, 3/1 The Great Depression**
Reading: Oakes, ch. 24, pp.673-681; *Voices*, 135, 136.
- 4-5 pm:** Additional showing of "The Road to Rock Bottom" for those attending discussion groups on 3/8. Location TBA.
- M, 3/4 The New Deal**
Reading: Oakes, ch. 24, pp. 681-699; *Voices*, 137, 138, 139.
- W, 3/6 The New Deal....and its Critics**
Reading: Oakes, ch. 24, pp. 681-699; *Voices*, 139.
- F, 3/8 VIDEO: "The Road to Rock Bottom"**
 VIDCASS # 3947, vol.2, Fine Arts Library
 (This video will also be shown on Friday, 3/1, 4-5 pm, location TBA.)

Spring Break: No classes, 3/9 (Saturday) through 3/17 (Sunday)

You might want to read Bruce Schulman's book, *The Seventies*, over spring break. Then you can review it with the reading guide (posted on Bb) during the last two weeks of class.

- M, 3/18 Aggression, Fascism, and the beginning of World War II**
Reading: Oakes, ch. 25, pp. 700-707
- W, 3/20 The United States and World War II**
Reading: Oakes, ch. 25, pp. 707-730; *Voices*, 143, 144, 145, 147, 148, 149.
- F, 3/22 VIDEO: "The Life and Times of Rosie the Riveter"**
VIDCASS # 9553, Fine Arts Library
- 4-5 pm,** Additional showing of "The Life an Times of Rosie the Riveter" for those attending discussion groups on 3/22.
- M, 3/25 Warfare and ethical conduct: The "Just War" theory and ethical dilemmas from the Civil War through World War II.**
Reading: "Principles of the Just War;" "Civilian Casualties of World War II;" both on Bb.
- W, 3/27 From the Normandy Invasion (June 6, 1944) to the Bombing of Hiroshima and Nagasaki (August 6,9, 1945)**
Reading: review relevant material in Oakes.
- F, 3/29 VIDEO: "American Experience: The Bombing of Germany"**
DVD 9425, Fine Arts Library
- 4-5 pm:** Additional Showing for students attending discussion groups on 3/29.
- M, 4/1 Post War America: Truman and the Cold War**
Reading: Oakes, ch. 26, *Voices*, 151, 152, 153.
- W, 4/3 Eisenhower and the Cold War**
Reading: Oakes, ch. 27, 774-781.
- F, 4/5 The "Age of Affluence"**
Reading: Oakes, ch. 27; *Voices*, 159.
- M, 4/8 2nd Midterm Exam**
- W, 4/10 The Cold War's Longest War: Vietnam**
Reading: Oakes, ch. 28, pp. p. 790-791 (American Portrait), 797-800,806-807, ch. 29, pp. 831-832; *Voices*,150.
- F, 4/12 African-American Civil Rights Activism, 1900-1957**
Reading: Oakes, ch. 26, p749-751; ch. 783-786; *Voices*,148,160,164.
- M, 4/15 The African-American Civil Rights Movement and other Civil Rights Movements**
Reading: Oakes, ch. 28, pp. 791-793, 796-797, 803-806, 810-812; ch. 835-836; *Voices*, 165.

** You should start reading *The Seventies* by Bruce Schulman. Plan to have completed the book by May 1.

- W, 4/17** **JFK, LBJ, and the Great Society**
Reading: Oakes, ch. 28, pp. 791-816.
- F, 4/19** **Protest, Liberation, and Reaction**
Reading: Oakes, pp. ch. 28, pp. 812-821; 836-843; Schulman, Introduction through Part I.
- M, 4/22** **President Nixon: Foreign Policy and Economic Decline**
Reading: Oakes, ch. 29; Schulman, ch. 5-6.
- W, 4/24** **Civil Disobedience and Violence, 1950-1970s**
Readings: "Civil Disobedience" on Bb
- F, 4/26** **VIDEO: "Watergate: The Fall of a President"**
Review section on "Watergate" in Oakes, ch. 29.
Schulman, Part II.
- 4-5 pm:** Additional showing for students attending discussion group meetings on 4/26.
- M, 4/29** **Conservative Resurgence, 1970s**
Reading: Schulman, Part III; *Voices:* 177, 178, 180.
- W, 5/1** **The Reagan Revolution**
Reading: Oakes, ch. 30
- F, 5/3** **The Conservative Triumph and the End of the 20th century**
Reading: Oakes, ch. 31 through section titled "Retreating from the New World Order"

FINAL EXAM: Saturday, May 11, 2-5 pm, location TBA.

Ethical Reasoning Discussions and Assignments:

This class carries the Ethics Flag. The class is designed to introduce students to skills involved in ethical analysis and ethical decision-making by observing ethical dilemmas confronted by Americans in the past. 33% of each student's course grade will be based on discussions and assignments related to ethical reasoning.

- **Friday discussion meetings:** Every student will attend seven discussion sessions scheduled on Fridays during class time. The Supplemental Instruction-Teaching Assistants will facilitate these discussions. You will receive an email from me about the seven Fridays when you will attend a discussion meeting instead of coming to class.

These discussions will provide students with opportunities to discuss ethical issues and processes of decision-making. In particular, discussion topics will include the ethical issues involved in academic fraud, poverty, eugenics, targeting civilians in wartime, and civil disobedience. **You must read the readings assigned for each discussion meeting. You will not understand what is going on or be able to participate in discussion if you do not do these brief reading before the discussion group meets.**

The Supplemental Instructors will also talk with students about more effective reading, exam preparation, and writing. Participation in these discussions counts as 10% of the course grade.

Lecture notes for Fridays will be posted on Bb. When documentary videos are shown in class on Friday, a second showing is scheduled for 4 pm on that (or a previous) Friday afternoon.

- **Reflections on Ethical Issues Journal:** Students are asked to keep a journal in which they record thoughts about ethical issues—past or present—and share some of your thoughts in an on-line discussion with the other students in your Friday discussion group. For example, you may notice events or debates of the past that created ethical dilemmas for the people of the time, eg the treatment of Native Americans, Imperialism, Temperance. Or, you may want to share thoughts about present-day ethical concerns, concerns that you or your friends face. Make a comment about these ethical conundrums on your group's discussion page. Students should submit at least one such observation in the two week period between discussion group meetings. This assignment counts as 8% of course grade. You must submit at least seven serious comments in order to receive full credit.
- **5-7 page essay on ethical reasoning:** Each student must write and submit a 5-7 page double-spaced essay that analyzes one of the five ethical issues considered in discussion group meetings. Additional details about this assignment will be posted on Bb. This assignment counts as 15% of course grade.