

UNITED STATES HISTORY, PART II – 1865 TO THE PRESENT
History 1305

Spring 2015
Tuesday and Thursday, 9:30 – 10:45
225 A. B. Anderson Hall

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Office Hours: Tuesday and Thursday,
8:00 – 9:30, and by appointment

Course Description

History 1305 is designed to introduce you to U.S. political, social, and cultural history from Reconstruction to the present. As a liberal education course, History 1305 will examine basic values and encourage engaged citizenship by addressing a host of topics whose legacies remain relevant to us today, from the allotment of American Indian lands and the social effects of the Great Depression to the civil rights and women's movements and the right-wing resurgence of the late twentieth century. Moreover, the class will introduce you to a number of intellectual, artistic, and literary figures, and it will put American history and current events into global perspective by covering a number of important issues in U.S. foreign relations. One of the purposes of the course is to foster critical thinking; you will thus be encouraged to reflect on historical methodologies and to compare and contrast the various theories advanced by historians to explain the complexity of the past. In examining such theories you will develop analytical tools intended to help you understand both the past and the present.

Required Books

Michael C. C. Adams. *The Best War Ever: America and World War II*. Baltimore: Johns Hopkins University Press, 1994.

David Farber. *The Rise and Fall of Modern American Conservatism: A Short History*. Princeton, New Jersey: Princeton University Press, 2010.

Eric Foner. *Give Me Liberty! An American History*, Seagull Fourth Edition, Volume II. New York: W. W. Norton & Company, 2014.

Upton Sinclair. *The Jungle*. Boston: Bedford/St. Martin's, 2005.

Course Requirements

1. Class Participation and Attendance. Attendance is mandatory. If you are unable to attend class (legitimate excuses for an absence include a religious holiday, a verifiable illness, a serious family emergency, a subpoena, jury duty, military service, or participation in a group activity sponsored by the University), I must be notified in a timely fashion. I also expect students to have completed all of the weekly readings listed on the syllabus before the first class meeting of the week. I may call on you to answer questions or discuss pertinent points. However, the class meetings will largely complement, not duplicate, the required readings. You are encouraged to speak with me during my office hours if

you are confused or concerned about any of the material. If you cannot meet during my regular office hours, you may contact me to schedule an appointment at another time. (10 percent of final grade)

2. **Quizzes and Exam.** There will be four quizzes and a final exam. They may cover the readings, films, and/or lectures. The quizzes will be given on February 12, March 10, April 9, and April 28. Students who are absent on the day of a quiz and do not notify me well ahead of time will receive an "F"; make-up quizzes will not be given. The final exam – scheduled for May 12 from 4:00 to 5:55 in our regular classroom – will be worth 20 percent of your final grade, and each quiz will be worth 10 percent. (60 percent of final grade)

3. **Response Papers.** You will be required to write three two-page, double-spaced response papers during the semester. In each of these papers you will be asked to answer questions I pose on the course readings. Each paper will be worth 10 points, which is 10 percent of your final grade. In the papers you will need to draw on specific evidence from the books to which you are responding to demonstrate the validity of your response. It is imperative that you acknowledge your engagement with the books by citing the pages (in parentheses at the end of those sentences in which you draw from them) from which you either quoted or paraphrased material or drew on factual evidence as support. If you fail to cite the pages, you will not receive credit for the paper. Any and all uses of other sources – whether consulted, quoted, paraphrased, summarized, et cetera – must be acknowledged through a Chicago-style endnote. For assistance with Chicago-style citations, follow the "Chicago Documentation Style" link on the course website. You may also come see me. The papers, which must be typed, should be formatted in twelve-point Times or Times New Roman font with one-inch margins. The papers will be graded on the basis of both style and content; it is therefore imperative that the papers be well written and free of grammatical and spelling errors. If you are not a great writer, assistance is available at the Writers' Workshop on the second floor of the Kathryn A. Martin Library (d.umn.edu/writwork; writwork@d.umn.edu; 218-726-8500). You may also consult me about your papers. Please note, however, that I will not know that you need assistance if you do not make the effort to come see me. The papers will be due on February 24, March 24, and May 5. No late papers will be accepted. (30 percent of final grade)

Students with Disabilities

It is the policy and practice of the University of Minnesota, Duluth, to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements – such as time-limited exams, inaccessible web content, or the use of non-captioned videos – please notify me as soon as possible. You should also contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Please call 218-726-8217 or visit the DR website at www.d.umn.edu/access for more information.

Grading Policy

The following criteria will be used to determine students' grades:

- A ... Achievement outstanding relative to the level necessary to meet course requirements.
- B ... Achievement significantly above the level necessary to meet course requirements.
- C ... Achievement meeting the basic course requirements in every respect.
- D ... Achievement worthy of credit even though it does not fully meet the basic course requirements in every respect.
- F ... Performance failing to meet the basic course requirements.

Grades are based on a one hundred-point scale. The response papers, which comprise thirty percent of your grade, are worth thirty points, for example. I use the following scale in calculating grades:

A ... 94 to 100
 A- ... 90 to 93.95
 B+ ... 87 to 89.95
 B ... 83 to 86.95
 B- ... 80 to 82.95
 C+ ... 77 to 79.95
 C ... 73 to 76.95
 C- ... 70 to 72.95
 D ... 67 to 69.95
 F ... 0 to 66.95

Students who engage in academic dishonesty will be given an “F” in this course and will be reported to the appropriate university authorities for further disciplinary action. According to the *Student Guide of the College of Liberal Arts* (<http://www.d.umn.edu/~clasa/cla1001/SA/academicdishonesty.htm>), academic dishonesty includes plagiarism, fabrication, cheating, and academic misconduct. The college defines plagiarism as follows:

Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person’s actual words or replicates all or part of another’s product;
2. one uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. one borrows facts, statistics, or other illustrative materials – unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

It is your responsibility to thoroughly familiarize yourself with the meaning of the other forms of academic dishonesty – which are defined at the CLA website identified above – and to avoid engaging in these practices at all costs.

Classroom Conduct

Students are expected to follow, and I will enforce, the University's Student Conduct Code (<http://www.d.umn.edu/assl/conduct/code>). Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either my ability to teach or the ability of your peers to learn is prohibited. Such behavior includes, but is not limited to, reading the newspaper or books for other courses, talking to your classmates, and the inappropriate use of unauthorized technologies in the classroom.

Lecture and Reading Schedule

Note: Readings must be completed by the first class session of the week under which they appear. For example, the readings listed for week 2 must be completed by the class meeting on January 27.

Week 1. INTRODUCTION AND OVERVIEW (January 20, 22)

Week 2. "FORTY ACRES AND A MULE": THE PROMISE AND DEFEAT OF RECONSTRUCTION (January 27, 29)

Reading ... Foner, *Give Me Liberty!*, 554-591; Sinclair, *The Jungle*, vii-xii, 1-39

Week 3. BUILDING THE CONTINENTAL EMPIRE: THE GILDED AGE (February 3, 5)

Reading ... Foner, *Give Me Liberty!*, 592-636; Sinclair, *The Jungle*, 43-120

Week 4. POPULISM AND EXPANSIONISM IN FIN-DE-SIÈCLE AMERICA (February 10, 12)

Reading ... Foner, *Give Me Liberty!*, 637-680; Sinclair, *The Jungle*, 120-200

*** Quiz No. 1 on Thursday ***

Week 5. PROGRESSIVISM AT THE DAWN OF "THE AMERICAN CENTURY" (February 17, 19)

Reading ... Foner, *Give Me Liberty!*, 681-724; Sinclair, *The Jungle*, 200-285

Week 6. NEW TECHNOLOGIES, NEW HORRORS: THE UNITED STATES IN THE GREAT WAR (February 24, 26)

Reading ... Foner, *Give Me Liberty!*, 725-767; Sinclair, *The Jungle*, 285-363

***** Due in Class on Tuesday: Response Paper No. 1 *****

Week 7. BROTHER, CAN YOU SPARE A DIME? FROM PROSPERITY TO DEPRESSION (March 3, 5)

Reading ... Foner, *Give Me Liberty!*, 768-806; Adams, *The Best War Ever*, xi-xv, 1-42

Week 8. PUTTING THE NATION BACK TO WORK: THE NEW DEAL (March 10, 12)

Reading ... Foner, *Give Me Liberty!*, 807-849; Adams, *The Best War Ever*, 43-113

*** Quiz No. 2 on Tuesday ***

Week 9. SPRING BREAK ... NO CLASS (March 17, 19)

Week 10. THE UNITED STATES AND WORLD WAR II (March 24, 26)

Reading ... Foner, *Give Me Liberty!*, 850-893; Adams, *The Best War Ever*, 114-159

***** Due in Class on Tuesday: Response Paper No. 2 *****

Week 11. CHECKING A RED THREAT? THE EARLY COLD WAR (March 31, April 2)

Reading ... Foner, *Give Me Liberty!*, 894-928; Farber, *The Rise and Fall*, 1-38

Week 12. POSTWAR PROSPERITY, BOURGEOIS ABUNDANCE (April 7, 9)

Reading ... Foner, *Give Me Liberty!*, 929-971; Farber, *The Rise and Fall*, 39-76

*** Quiz No. 3 on Thursday ***

Week 13. MAKE LOVE, NOT WAR: SIXTIES AMERICA (April 14, 16)

Reading ... Foner, *Give Me Liberty!*, 972-1019; Farber, *The Rise and Fall*, 77-118

Week 14. MOVING RIGHT: RONALD REAGAN GOES TO WASHINGTON (April 21, 23)

Reading ... Foner, *Give Me Liberty!*, 1020-1060; Farber, *The Rise and Fall*, 119-157

Week 15. AMERICA IN A SHRINKING WORLD: "GLOBALIZATION" AND THE "NEW ECONOMY" (April 28, 30)

Reading ... Foner, *Give Me Liberty!*, 1061-1102; Farber, *The Rise and Fall*, 159-208

*** Quiz No. 4 on Tuesday ***

Week 16. GEORGE W. BUSH'S AMERICA (May 5, 7)

Reading ... Foner, *Give Me Liberty!*, 1103-1148; Farber, *The Rise and Fall*, 209-262

***** *Due in Class on Tuesday: Response Paper No. 3* *****

NOTE: I retain the right to revise or alter the syllabus at any time. I will notify you in class if changes are made.