

**History 2620: History of the United States Since 1865**  
**Section 009**  
**TuTh 9:30-10:50, BLB 080**  
**Spring 2014**

Instructor: Dr. Todd Moye  
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Office hours TuTh 11:00-12:30, and by appointment

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This is an introductory survey covering the history of the United States of America from the end of the Civil War to the modern era. We will study social, political, and cultural interactions among different groups of Americans during this period, and we will examine the ways that Americans have struggled to reconcile the ideals of the American republic with the realities of an expanding industrial capitalist economy and an expanding role on the global stage. Our emphasis will be on the major social and political trends that have characterized the development of the United States since the end of the Civil War, but together we will also explore the ways that struggles over race, gender, and culture have helped to shape the modern American republic of which we are citizens. I hope that by the end of the semester you will not only have a better grasp of the facts and chronology of U.S. History since 1865, but that you will have stretched and strengthened your critical thinking and persuasive writing muscles.

**Communication:** I want to be as accessible to you as I possibly can be. I will hold regular office hours every Tuesday and Thursday throughout the semester on a first come-first served basis, and I will also be happy to schedule an appointment with you at any time on which we can both agree. If you have a question about your grades you should first speak with your teaching assistant, but I encourage you to visit with me to discuss any aspect of this course or about whatever else is on your mind. I will also make periodic announcements (including, if necessary, changes to the course schedule) through the course's Blackboard site, which you can access at learn.unt.edu, and through the site's email feature, which connects to your @unt.edu account. It is your responsibility to check that account regularly and to monitor the Blackboard site.

**Required Texts/Readings:** The following books are required. They are available from the college bookstore, other outlets, and, when possible, through the Willis Library reserve system. **Some of these books are available in multiple editions, so please pay close attention to the edition I am assigning:**

Eric Foner, *Give Me Liberty!: An American History*, **Volume Two, Fourth Edition**.  
Eric Foner, *Voices of Freedom: A Documentary Reader*, **Volume Two, Fourth Edition**.  
Richard Lowe, *HIST 2620 Reader in American History*, **First Edition**.

In addition, I will periodically display primary source documents in class and post them to the course's Blackboard page. You should consider them required readings.

**Grading:** You will have two midterms, worth 25% and 35% of your total grade, respectively, and a final exam worth 40% of your total grade. The exams will test your comprehension of the assigned readings and what I go over in class, and they will require you to write persuasive essays. Each midterm exam will include 20 multiple choice questions that cover the readings, one short identification essay, and one longer essay. The essays will measure your ability to think critically and to form arguments and support them with relevant factual evidence from the lectures and readings. The final exam will include 20 multiple choice questions, two short identification essays, and a longer, cumulative essay question. I will explain my expectations for the essays in great detail before the first examination, and I will provide you with the possible "long essay" questions at least a week prior to the exams.

You will be allowed to take a make-up examination only if you are able to offer compelling evidence beforehand that you cannot take an examination at its scheduled time, or if you can offer proof of an emergency after the fact. No exceptions.

Please understand that your grade in this course will depend in large part on the choices you make. If you plan ahead, come to class, keep up with the assigned readings, ask questions to clarify any misunderstandings you may have along the way, and devote sufficient time to study for the exams, you are likely to do very well and make high grades on them. If you choose not to do any or all of these things, you won't perform as well on the exams. It's pretty simple, really, but you do need to understand that this is your choice to make, and you bear the responsibility for it. We will do everything in our power to help you improve on your exam grades, but if you choose not to put the work in, the TAs and I won't be able to do very much to assist you.

**Supplemental Instruction:** This section includes a Supplemental Instruction (SI) component, which is available for all students who want to improve their understanding of the material taught in this course. SI sessions are led by a student who has been successful with the course material in the past and has been trained to facilitate group sessions where students can meet to compare class notes, review and discuss important concepts, develop strategies for studying, and prepare for exams. Attendance at SI sessions is free and voluntary. On average, students who attend supplemental instruction once a week earn a significantly higher course grade than those who do not attend. SI sessions begin the second week of class and continue throughout the semester. A session schedule will be announced in class. For information about the program, and session schedule/updates, visit: <http://learningcenter.unt.edu/si>

**My Expectations:** The attached class schedule lists weekly reading assignments, which you should ideally complete before the first lecture of that week. Whether or not you can complete reading assignments before I deliver the corresponding lectures, I do expect you to keep up with the readings.

I do not have an official attendance policy, but I will take attendance from time to time. You absolutely cannot expect to do well in this course if you miss class often. If you do miss a class meeting it is your responsibility to get notes from a classmate; the teaching assistants and I will share lecture outlines with you, but we will not share lecture notes. You will find that we work hard to prepare for class, make a point of arriving to the classroom on time, do our best to return graded assignments promptly, treat students with respect, and maintain a sense of humor. We ask no more—or less—than the same from you. **Please turn your cell phone off before you enter the classroom, and only use laptops, tablets, etc., for their intended purposes in the classroom—or prepare to be embarrassed.**

**Statement Regarding Academic Dishonesty:** I encourage you to become familiar with the University's policy of academic dishonesty found in the *Student Code of Conduct* ([http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Code\\_of\\_Student\\_Conduct.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Code_of_Student_Conduct.pdf)). The content of the *Student Code* applies to this course, and I refer all cases of cheating and plagiarism to the Provost's office. If you do choose to cheat or plagiarize on an exam you will earn a 0 for it, which means you will almost surely fail the course.

**Disability Statement:** The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

**History 2620.009**  
**Spring 2014 Course Schedule**  
(Subject to change on short notice)

January 14	Class introduction
January 16	Meanings of the Civil War
January 21	From "Restoration" to Radical Reconstruction
January 23	The "New South" and the "New North": America at the end of Reconstruction
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 15 <u>Voices of Freedom</u> ch. 15 <u>Reader in American History</u> ch. 1
January 28	Western Expansion, 1870-1900
January 30	Urbanization, Industrialization, and Immigration, 1870-1900
<u>Reading:</u>	<u>Give Me Liberty!</u> ch.16 <u>Voices of Freedom</u> ch. 16 <u>Reader in American History</u> ch. 2-3
February 4	The Labor Movement and the Populist Challenge
February 6	The Road to American Imperialism
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 17 <u>Voices of Freedom</u> ch. 17 <u>Reader in American History</u> ch. 4, 6
February 11	Review
February 13	<b>First Midterm</b>
February 18	Progressivism and Social Reform
February 20	World War I and American Society
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 18-19 <u>Voices of Freedom</u> ch. 18-19 <u>Reader in American History</u> ch. 7-8
February 25	The "Roaring Twenties": creating the modern economy
February 27	Cultural clashes in the 1920s
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 20 <u>Voices of Freedom</u> ch. 20 <u>Reader in American History</u> chs. 9, 11
March 4	The Boom/The Crash
March 6	The New Deal
<u>Reading:</u>	<u>Give Me Liberty!</u> chs. 21 <u>Voices of Freedom</u> ch. 21

Reader in American History ch. 12-14

**March 11-13 Spring Break**

March 18 The "Second" New Deal: creating welfare-state capitalism

March 20 Origins of the Second World War

Reading: Give Me Liberty! ch. 22

Voices of Freedom ch. 22

Reader in American History ch. 16

March 25 The Home Front

March 27 Review

Reading: Reader in American History ch. 17

**April 1 Second Midterm Exam**

April 3 The Cold War: International Implications and a War at Home

Reading: Give Me Liberty! ch. 23-24

Voices of Freedom ch. 23-24

Reader in American History ch. 19

April 8 Origins of the Civil Rights Movement

April 10 The Civil Rights Movement, cont.

Reading: Give Me Liberty! ch. 25

Voices of Freedom ch. 25

Reader in American History ch. 20

April 15 The Great Society and the Limits of American Liberalism

April 17 Vietnam and the Failure of Containment

Reading: Give Me Liberty! ch. 26

Voices of Freedom ch. 26

April 22 The Modern Women's Movement

April 24 From the Watergate Affair to the Reagan Revolution

Reading: Give Me Liberty! ch. 27

Voices of Freedom ch. 27

April 29 The U.S in the New Century

May 1 Review

Reading: Give Me Liberty! ch. 28

Voices of Freedom ch. 28

**Final Exam: May 8 8:00 a.m.-10:00 a.m., BLB 080**