

HIST 2685.001: History of the United States Since 1865 (Honors)
Spring 2011
Tu Th 11:00-12:20, WH 219

Instructor: Dr. Todd Moye
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Office hours Tu 1:00-3:00, Th 1:00-2:00, and by appointment

This is an Honors introductory survey covering the history of the United States of America from the end of the Civil War to the post-Watergate era. We will study social, political, and cultural interactions among different groups of Americans during this period, with an emphasis on the theme of Race, Rights and Responsibilities. We will also examine the ways that different groups of Americans have struggled to reconcile the ideals of the American republic with the realities of an expanding industrial capitalist economy. Emphasis will be given here to the major social and political trends that have surrounded the development of the modern United States, but we will also explore the ways that struggles over race, gender, and culture have helped to shape the modern American republic. I hope that the course will help you develop a deeper understanding of the major events and themes in this period of U.S. history, but my ultimate goal is to help you improve your critical thinking and persuasive writing skills.

Communication: I want to be as accessible to you as I can be. I will hold regular office hours for at least three hours per week 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. I encourage you to visit me in office hours to discuss any aspect of this course or whatever else is on your mind.

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!*, **Volume Two, Third Edition.**
Eric Foner, *Voices of Freedom*, **Volume Two, Third Edition.**
Lowe, ed., *American Legacies: Readings in U.S. History*, **Volume Two.**

I will also hand out photocopied readings from time to time. You should consider them required readings.

Grading: Your final grade in the course will be determined as follows:

Two midterm exams	20% (each) of total
Final exam	20% of total
Two papers	15% (each) of total
Classroom discussion	10% of total

Grades are computed on a 100-point scale: 90.0 – 100 = A, 80.0 – 89.9 = B, etc. I do not “curve” grades as such, but I will take improvement into account when assigning final grades.

Exam Format: The midterms and final exam will require you to write; each will include one long essay and multiple-choice questions. I will explain my expectations for the essays in detail before the first examination, and I will provide you with the essay prompts a week prior to each examination.

Paper Format: Your papers will be relatively short (approximately four-page) responses to prompts that force you to think critically and write persuasively about primary sources. All papers should be typed, double-spaced, and formatted in a way that does not challenge my eyesight. You will receive more detailed instructions for the papers later in the semester.

You will be allowed to take a make-up examination or turn in a late paper 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.

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 have also scheduled several discussion meetings throughout the semester. Your grade depends in part upon your ability to participate meaningfully in these discussions. The practice of history is about making and supporting arguments, but I do expect you to remain civil and respect the opinions of your classmates during these dialogues. I will also construct an electronic discussion group for the class on the WebCT/Vista site; if you prefer to discuss topics through this forum as opposed to the verbal in-class dialogues, you will receive credit for having done so.

I do not have an official attendance policy, but you absolutely cannot expect to do well in this course if you miss class often. If you do miss a lecture it is your responsibility to get notes from a classmate; I will share my lecture outlines with you, but I will not share my lecture notes. You will find that I work hard to prepare for class, make a point of arriving on time, do my best to return graded assignments promptly, treat my students with respect, and maintain a sense of humor. I ask no more—or less—than the same from you. **Please turn your cell phone off before you enter my 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 Handbook*. The content of the Handbook applies to this course. **If you turn in an assignment in this course, our understanding is that the words and ideas in the assignment are entirely your own.** I will provide you with specific guidelines for citing outside sources in your writing assignments. If you have any doubt regarding these requirements, please consult with me before you

complete any assignments for this course. Again, it is your responsibility to guarantee that the work you hand in is entirely your own. **If you fail to fulfill any of these requirements and do choose to plagiarize an assignment, you will receive *at minimum* a zero for the assignment.** I refer cases of plagiarism to the Center for Student Rights and Responsibilities, which may decide to take other punitive actions.

Disability Statement:

The Department of History is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, I will make any and all reasonable accommodations for qualified students with a disability. If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

Students with special circumstances covered by the ADA may also consult with the History Department's ADA liaison, Professor Clark Pomerleau, in WH 234.

History 2685
Spring 2011 Class Schedule
(Subject to change)

January 18	Class introduction
January 20	Meanings of the Civil War
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 15 <u>Voices of Freedom</u> ch. 15
January 25	From "Restoration" to Radical Reconstruction
January 27	The "New South" and the "New North": America at the end of Reconstruction
<u>Reading:</u>	<u>Give Me Liberty!</u> ch.16 <u>American Legacies</u> ch. 1, 9
February 1	Western Expansion, 1870-1900
February 3	Urbanization, Industrialization, and Immigration, 1870-1900
<u>Reading:</u>	<u>Voices of Freedom</u> ch. 16 <u>American Legacies</u> ch. 2-3
February 8	The Labor Movement and the Populist Challenge
February 10	The Road to American Imperialism
	Paper I due
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 17 <u>Voices of Freedom</u> ch. 17 <u>American Legacies</u> ch. 4
February 15	Review
February 17	First Midterm
<u>Reading:</u>	<u>American Legacies</u> ch. 5-6
February 22	The Roots of Progressivism
February 24	World War I and American Society
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 18 <u>Voices of Freedom</u> ch. 18
March 1	The "Roaring Twenties": creating the modern economy
March 3	Cultural clashes in the 1920s
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 19 <u>Voices of Freedom</u> ch. 19 <u>American Legacies</u> ch. 7-8, 10

March 8	The Great Depression
March 10	No class meeting
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 20 <u>Voices of Freedom</u> ch. 20 <u>American Legacies</u> ch. 11-12
March 15	SPRING BREAK
March 17	SPRING BREAK
March 22	The New Deal
March 24	The "Second" New Deal: creating welfare-state capitalism
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 21 <u>Voices of Freedom</u> ch. 21 <u>American Legacies</u> , ch. 13-14
March 29	Roots of the Second World War
March 31	The Home Front
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 22 <u>Voices of Freedom</u> ch. 22 <u>American Legacies</u> , ch. 15-16
April 5	The Cold War: international implications and a war at home
April 7	Second Midterm Exam
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 23 <u>Voices of Freedom</u> ch. 23 <u>American Legacies</u> ch. 18
April 12	Origins of the Civil Rights Movement
April 14	The Civil Rights Movement, cont.
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 24 <u>Voices of Freedom</u> ch. 24
April 19	The Great Society
April 21	Vietnam and the Failure of Containment
	Paper II due
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 25 <u>Voices of Freedom</u> ch. 25
April 26	The Modern Women's Movement
April 28	Looking for answers in the Watergate affair
<u>Reading:</u>	<u>Give Me Liberty!</u> ch. 26 <u>Voices of Freedom</u> ch. 26
May 3	The Conservative Resurgence
May 5	Review
<u>Reading:</u>	<u>Give Me Liberty!</u> chs. 27 & 28 <u>Voices of Freedom</u> chs. 27 & 28

May 10, 10:30 a.m. Final Exam