

**THE UNITED STATES SINCE 1865 (HIST 2620-009)**  
**BLB 180 | Tuesdays and Thursdays, 9:30-10:50am | Spring 2016**

**Instructor:** Dr. Andrew J. Torget

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**Teaching Associates:**

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**Supplemental Instructors:**

Mr. Trevor Davis

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Ms. Veronica Dyke

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**COURSE DESCRIPTION**

This course will explore the development of the United States from the end of the Civil War through the present day. Lectures and readings will concentrate on the broad political, economic, and social development of the United States, and how the threads of the last century have created the modern American nation. Course lectures and exams will emphasize critical thinking about historical issues, asking students to move beyond names and dates toward a broader understanding of the evolution of the United States.

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**REQUIRED TEXTS**

- George Tindall and David Shi, *America: A Narrative History*, Brief Ninth Edition, Volume Two, (W. W. Norton, 2013).
- Richard Lowe, ed., *HIST 2620: Reader in American History*, Third Edition, (Hayden McNeil, 2016).

The readings are essential to success in the course and will be indispensable for performing well on the exams. The chapters assigned in *Reader in American History*, in particular, will be integral to answering questions on the exams.

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## ASSIGNMENTS AND GRADING

Exam 1:	22 percent
Exam 2:	22 percent
Exam 3:	22 percent
Exam 4:	22 percent
Attendance:	12 percent

- Grading on all assignments will be on a ten-point scale: an A is 90-100; B is 80-89; C is 70-79; D is 60-69; below 60 is an F.
  - The exams will consist of essays and multiple choice questions.
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## CLASS SCHEDULE

### Week 1: America in 1865 (January 19, 21)

- Introduction (or, "What on Earth Did You Get Yourself Into?")

### Week 2: Reconstruction (January 26, 28)

- Reading: *America*, Ch. 17; *Reader*, Ch. 1.

### Week 3: Migration, Angry Farmers, and Revolt (February 2, 4)

- Reading: *America*, Ch. 19 & 21; *Reader*, Ch. 2-3, 5.

### Week 4: Urbanization, Industrialization, and Robber Barons (February 9, 11)

- Reading: *America*, Ch. 18, 20, 22; *Reader*, Ch. 4.
- **EXAM ONE in class on February 11.**

### Week 5: Jim Crow, Progressives, and War (February 16, 18)

- Reading: *America*, Ch. 23-24; *Reader*, Ch. 7, 10, 11.

### Week 6: Roaring 1920s and the KKK (February 23, 25)

- Reading: *America*, Ch. 25-26; *Reader*, Ch. 9.

### Week 7: Depression and New Deal (March 1, 3)

- Reading: *America*, Ch. 27; *Reader*, Ch. 13-15.

### Week 8: World War II (March 8, 10)

- Reading: *America*, Ch. 28; *Reader*, Ch. 16-17.
- **EXAM TWO in class on March 10.**

**SPRING BREAK: March 14-18. No class!**

Week 9: Postwar America and the 1950s (March 22, 24)

- Reading: *America*, Ch. 29; *Reader*, Ch. 18.

Week 10: Cold War (March 29, 31)

- Reading: *America*, Ch. 30; *Reader*, Ch. 19.

Week 11: Civil Rights (April 5, 7)

- Reading: *America*, Ch. 31; *Reader*, Ch. 20.

Week 12: Vietnam, Hippies, and Cultural Revolution (April 12, 14)

- Reading: *America*, Ch. 32.
- **EXAM THREE in class on April 14.**

Week 13: The Dismal 1970s (April 19, 21)

- Reading: *America*, first half of Ch. 33.

Week 14: Reagan and the 1980s (April 26, 28)

- Reading: *America*, second half of Ch. 33.

Week 15: Modern America (May 3, 5)

- Reading: *America*, Ch. 34.

**The FINAL EXAM will be given on Thursday, May 12, from 8:00am-10:00am, in our usual classroom: BLB 180.**

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## COURSE POLICIES

### Attendance:

- Over the semesters, the most reliable predictor of someone's final grade in this course has always been their attendance. Exams draw heavily from lectures, and I urge you to attend as regularly as possible.
- As such, **12 percent of your grade is straightforward attendance.** We will assess attendance based on the sign-in sheets passed out during each lecture. And because the unexpected still happens, we will give everyone two "free" absences throughout the semester which will not deduct from your grade.

### Blackboard Learn ([learn.unt.edu](http://learn.unt.edu))

For this course, we will use our Blackboard site for two purposes:

1. All the PowerPoints for my lectures will be available there.
2. Any course announcements will be posted there, in addition to being announced during lecture.

**Course Objectives.** By the end of the course, you should be able to:

- Identify, explain, and contextualize key trends in post-1865 United States history.
- Explain how the larger themes and trends in American history shaped the evolution of the country from the end of the Civil War through the modern day.
- Analyze historical information, evidence, and arguments.

**General Policies:**

- “Make-up” tests will be given only at the discretion of the instructor. If you know in advance that you will be absent during a scheduled exam, contact me in advance to make arrangements.
- There will be **absolutely** no toleration for academic dishonesty or plagiarism.
- Adult Content Disclaimer: U.S. history is complicated, and throughout this semester we will undoubtedly touch on mature and sensitive topics. When controversial subjects arise, be prepared to discuss them as mature adults and with respect toward your colleagues and professor. If you have personal concerns about specific topics or subjects, please discuss those with me as soon as possible.
- Student behavior that interferes with the instructor’s ability to conduct the class or other students’ opportunity to learn is unacceptable and will not be tolerated. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct, which may be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

**Recordings Policy:**

- Anyone enrolled in the class may make audio recording of my lectures for their own personal use in studying for the course. However, video recordings or taking images of any aspect of the class or lectures (including images or video recordings of either the professor or students) are prohibited.
- Absolutely no recordings of any kind (images, video, audio, or otherwise) of the class or the lectures may be posted online for any reason. Among other things, this is a potential violation of the federal Family Educational Rights and Privacy Act (FERPA).

**Extra Assistance:**

If you ever need extra assistance with any aspect of the course, your first stop should be to see myself or the TAs during our office hours. In addition, there are several other resources available to you:

- **Supplemental Instruction:** We are very fortunate to have Trevor Davis as a supplemental instructor (SI) for this course. SI sessions are led by a student who has already mastered the course material and has been trained to facilitate group sessions where students can meet to compare notes, review and discuss course concepts, develop strategies for studying and preparing for exams. These

sessions are free and voluntary, and I highly encourage you to attend. The SI sessions schedule will be announced in class. For more information, see: <http://learningcenter.unt.edu/si>.

- **History Help Center:** The UNT department of history operates a History Help Center (HHC) located in Wooten Hall 220 (phone: 940-565-4772). The HHC is staffed by graduate students in history and can provide help with studying for an exam, advice on how to study, take notes, and the like.
- **UNT Writing Lab:** The UNT Writing Lab offers help with all aspects of writing and is a terrific resource. For more information, see: <http://writinglab.unt.edu/>
- **UNT Learning Center:** UNT maintains an excellent Learning Center geared entirely toward providing students with resources for improving classroom success, with specialized tutoring and programs on issues such as time management and test-taking strategies. For more information, see: <http://learningcenter.unt.edu/>.
- **UNT Career Center:** UNT has an excellent Career Center—with a dedicated advisor for History Majors—whose entire purpose is to help you discover potential careers, learn to market yourself, create effective resumes, prepare for interviews, and build valuable networks. For more information, see: <http://studentaffairs.unt.edu/career-center>.

#### **Extra Credit:**

There are two – but only two – circumstances wherein I give extra credit:

1. On rare occasions, if attendance happens to be low for a particular lecture, I will give extra credit points to those who came to class that day. Most of life is about having the grit to show up and put in the time, and I reward that when I can.
2. If you memorize and can recite the Gettysburg Address – one of the seminal documents in American history – I will award you five extra points on any one of your exam grades. Anyone can do this at any point in the semester.

#### **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.

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