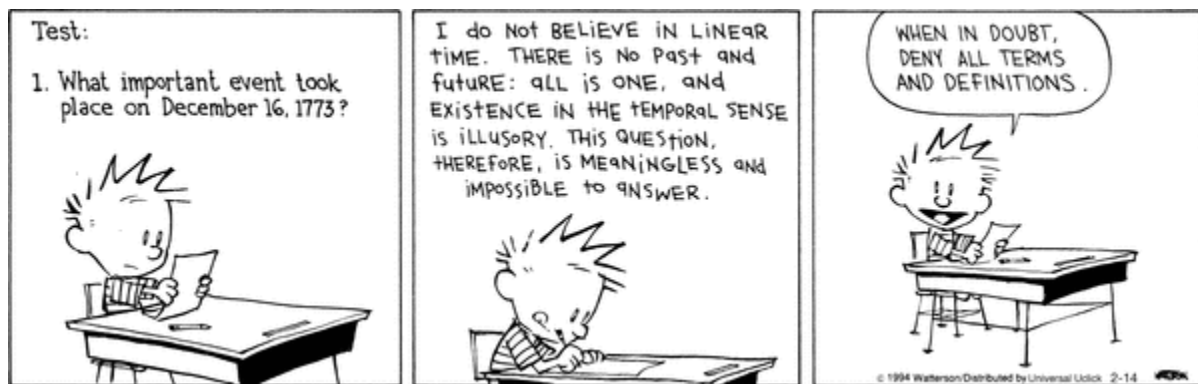


HIST 2620: United States History Since 1865

Big Questions in U.S. History

Spring 2015

SECT 002 – MWF 9-9:50, WH 222
SECT 004 – MWF 11-11:50, WH 122
SECT 014 – MWF 12-12:50, WH 222



Dr. Rachel Louise Moran
Department of History
Rachel.Moran@unt.edu

Office Hours: M/W 1-3pm & by appointment
Office phone: 940-369-5120
Office WH 248

Teaching Assistants (TA)

If you have questions about lectures, assignments, grading, etc. etc., your TA is your first line of defense. TAs are graduate students in history. TAs can change grades (if appropriate!), assess quiz concerns, clarify course material, etc..

SECT 002 – 9-9:50

Last name A-K
Charles Adams
charlesadams2@my.unt.edu

Last name L-Z
William (Denny) Thweatt
williamthweatt@my.unt.edu

SECT 004 - 11-11:50

Last name A-K
Chris Fant
christopher.fant@unt.edu

Last name L-Z
William (Denny) Thweatt
williamthweatt@my.unt.edu

SECT 014 – 12-12:50

Abigail Schofield
abigailschofield@my.unt.edu

Supplemental Instructors (SI)

Supplemental Instructors are a great service. These are students who have previously aced HIST 2620, and who have been hired by UNT to help you do the same. They hold regular study and review sessions (3x a week). SIs are UNT undergraduates, and they *do not* have say on exams, grades, etc. They are, however, pros at helping you study, take notes, and review.

SI is most effective when students attend weekly.

- SECT 004 - 11-11:50
Victor Musasia – vmusasia10@yahoo.com
- SECT 014 – 12-12:50
Brecken Wellborn – breckenwellborn@my.unt.edu

REQUIRED readings:

- Primary Pauses [PP], on Blackboard
- Essays/Other readings on Blackboard [BB], as listed below

RECOMMENDED readings:

- The recommended readings are all from the free online textbook, *Digital History*, put out by the University of Houston at <http://www.digitalhistory.uh.edu/> [DH]
- There are links to each section on blackboard, and the topic to read (again, optional) is listed under “recommended” on the syllabus.
- Digital History [DH] will NOT be tested on the exams. It will, however, be useful to those of you who:

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- o Have to miss a class...you'll still want notes from a peer, but this should also fill you in
 - o Are international students, have been out of school a long while, or otherwise feel like you want a refresher on the “big picture” of an era before jumping into details.
 - o Are confused about a concept or term after lecture. Check the DH first, and if you still have questions, contact your TA!
 - o Are simply textbook learners – some folks hate the plodding dry narrative of a textbook, others find it a clear, well organized approach that makes sense to them. At least in this arena, you can choose to learn how you learn best.

TIPS for Success

There is no required *book* --- so now that I've saved you \$100, please redirect some of that money to:

- **HAVE YOUR TOOLS:** A #2 pencil and a pen – needed for all exams!
- **LISTEN IN LECTURE:** Coffee, green tea, Monster, yerba mate, smelling salts – whatever you need to stay alert in class. The lecture and in class discussion is really important to your success.
- **BRING READINGS:** Printer ink and paper, or a laptop/tablet charger...you should ALWAYS have the required reading, especially the primary pauses [PP] in class with you. I'll usually put them on the board to discuss, but
- **TAKE NOTES:** Whether on paper or a computer or whatever works for you, take course notes. To start off, focus on (1) writing down the Testable Terms [TT] and getting an explanation of each down during lecture, and (2) gather evidence related to the BIG QUESTION of the day, the kind of evidence that will help you pick a side/write an essay.
- **KEEP ON TOP OF DEADLINES:** Put all three exam grades in your planner TODAY! I will remind you about quizzes, but they are due almost every **Monday** this semester at 9am CT. So put those in your planner (perhaps for the Fri/Sat/Sun before).

- o *NOTE: Blackboard closes Saturday nights at 11pm-Sunday mornings at 2am*

- **GET HELP** if you need it. You can contact your TA, and then me (Dr. Moran) with difficulties you are having. You can contact your Sis or the History Help Center (WH 220) if you need help studying or outlining an essay or understanding terms.
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Graded Assignments

Exam 1 (250 points)*

- 20 multiple choice questions (7.5 points each, 150 total)
- 1 essay (100 points)

Exam 2 (250 points)*

- 20 multiple choice questions (7.5 points each, 150 total)
- 1 essay (100 points)

Exam 3 (250 points)*

- 20 multiple choice questions (7.5 points each, 150 total)
- 1 essay (100 points)

Quizzes (250 points total)**

- Quizzes are taken online, and must be taken by 9am Monday mornings
- You can take them as early as you want, so there are no make-ups – plan ahead.
- These are “open book.”

- There are 12 quizzes offered.
- Each quiz has 5 questions, worth 5 points each.

*Exams are approximately 60% lecture, 40% reading. The MCs are about Testable Terms (TT) from lecture, and the required readings. For each TT and each reading, ask: "What is so significant about this?" – *That* (not tiny details) is what you will be tested on.

** 12 quizzes, worth up to 25 each. 300 points actually possible. Quiz score is YOUR SCORE/250 – so you can skip 2 quizzes, ace the rest, and still get all 250 points. OR you can take all the quizzes, do so-so, and benefit from all the bonus chances. OR you can take all quizzes, rock all quizzes, and receive up to 50 bonus points toward your grade!

Quizzes are always on the REQUIRED READING due the same day the quiz is due (always a Monday). Quizzes can be taken at any time BEFORE the class they are due. We go over quiz questions in class the day they are due, so there are NO make-up quizzes or late quizzes allowed in any circumstances. You both have a built-in quiz grade cushion (those 50 points) *and* the ability to take your quizzes way ahead of time if you anticipate trouble.

Essays:

Unit I Essays:

- 1) Did Reconstruction succeed or fail?
- 2) Just how "Wild" was the Wild West?
- 3) What made the U.S. into a World Power at the turn of the century?

Unit II Essays:

- 1) Were Progressive reformers really "progressive"?
- 2) Were the 1920s more "liberal" or more "conservative"?
- 3) Was the New Deal radical?

Unit III Essays:

- 1) Was there Ever an American "Consensus"?
- 2) What made the Civil Rights Movement successful?
- 3) Who Was Responsible for the Vietnam War?

How class is structured:

We meet three times a week, for 50 minutes each session. There will sometimes be time-period appropriate music playing in the couple minutes leading into class. I urge you to listen to it as you get settled. I will turn off the music and begin class promptly, please quiet down quickly.

Each class begins with course announcements, if there are any. Otherwise, we proceed with the lecture.

Lecture begins with a **BIG question**. This is an historiographical question, meaning a question historians still argue about today. Some questions are juicier than others, but all are designed to

guide us through the process of historians – the work of sifting through various sources for evidence that can help us answer the BIG question. There is NOT a “right” answer. There ARE better and worse answers, though, based on how good the evidence we can bring to bear is.

The BIG question slide also lists key vocabulary terms for the day. Write down these **“testable terms,”** and try to make sense of them as we go. The goal is not just to DEFINE the terms, but to know the SIGNIFICANCE of the terms, aka, why THOSE specific terms are worth knowing long after you forget the nitty-gritty details.

I discuss the BIG question, especially providing some background information and broader context. Then, with class participation, we begin outlining the material we need to answer that question.

Each lecture class will include at least one **Primary Pause** (PP) as we consider how historians try to deal with BIG questions. The primary pause is listed on the syllabus because you will want to print or download a copy of the document and do a quick read of the document before class. **Always have the PP listed WITH YOU in class.** We will discuss the document, its context, and how to use it to support a thesis about the BIG question of the day.

At the end of the class we return to our BIG question. I'll raise a couple points about the question, which, I hope, will leave you thinking about the complexities of it. **When you leave class each day, you should have a grasp on the BIG question and the testable terms.**

Your grade in the course is based on a combination of multiple choice and essay examinations, as well as quiz scores.

Bookmark now:

<http://www.digitalhistory.uh.edu/>

Schedule (subject to change, but always with notice)

UNIT I: 1865-1899

| -date- | -topic- | -Required- | -Recommended- | -Due- |
|--------|-------------------------------------|---|---------------------|--------------------------------|
| W 1/21 | Introduction | - | - | - |
| F 1/23 | Big Questions in U.S. History | - | - | - |
| M 1/26 | Did Reconstruction Succeed or fail? | <i>Juneteenth</i> , Kenneth C. Davis [BB] & <i>Reconstruction</i> , Eric Foner [BB] | - | Reading Quiz 1 (on blackboard) |
| W 1/28 | Did Reconstruction Succeed or fail? | [PP]:Reconstruction in Texas, A Black Union Solider Comments, The First Vote | Reconstruction [DH] | - |
| F 1/30 | Did Reconstruction Succeed or fail? | - | - | - |
| M 2/2 | Just how “Wild” was the Wild West? | <i>The Development of the West</i> , Ned Blackhawk [BB] | | Reading Quiz 2 (on blackboard) |

| | | | | |
|--------|--|---|---|--------------------------------|
| W 2/4 | Just how “Wild” was the Wild West? | [PP]: New Directions in Government Policy, American Progress, Friends of the Indian | Gilded Age – Closing the Western Frontier and Gilded Age – Tragedy of the Plains Indians [DH] | - |
| F 2/6 | Just how “Wild” was the Wild West? | - | - | - |
| M 2/9 | What made the U.S. Into a World Power? (capitalism) | “The Philippine American War” textbook excerpts [BB] | Gilded Age – The Rise of Big Business” and “Gilded Age – Industrialization and the Working Class [DH] | Reading Quiz 3 (on blackboard) |
| W 2/11 | What made the U.S. Into a World Power? (span-am war) | [PP]: The White Man’s Burden, The Real White Man’s Burden | United States Becomes a World Power [DH] | - |
| F 2/13 | What made the U.S. Into a World Power? (imperialism – Hawaii and Panama) | - | - | - |
| M 2/16 | Review Session 1 | Go over study guide before class | | (no quiz) |
| W 2/18 | Exam 1 | | | Exam 1 in Class |

UNIT II: 1900-1945

| -date- | -topic- | -Required- | -Recommended- | -Due- |
|--------|---|---|--|--------------------------------|
| F 2/20 | Were Progressive Reformers Really “progressive”? (settlement) | - | Gilded Age – The Rise of the City, and The Progressive Era – Progressives [DH] | - |
| M 2/23 | Were Progressive Reformers Really “progressive”? (eugenics) | <i>The Jungle and the Progressive Era</i> , Robert Cherny [BB] | The Progressive Era – Along the Color Line [DH] | Reading Quiz 4 (on blackboard) |
| W 2/25 | Were Progressive Reformers Really “progressive”? (suffrage) | [PP]: The Jungle, Indiana Eugenics Law, Women’s Suffrage Poster | The Progressive Era – The Struggle for Women’s Suffrage [DH] | - |

| | | | | |
|--------------|--|---|--|--------------------------------|
| F 2/27 | Should the U.S. Have Entered World War I? (diplomacy) | - | America at War – WW1 [DH] | - |
| M 3/2 | Should the U.S. Have Entered World War I? (domestic effects) | <i>The Zimmermann Telegram and American Entry into World War I</i> , Michael Nieberg [BB] | | Reading Quiz 5 (on blackboard) |
| W 3/4 | Were the 1920s Liberal or Conservative? (roaring 20s) | [PP]: The Case Against the Reds, Our Dancing Daughters | The Jazz Age – The American 1920s [DH] | - |
| F 3/6 | Were the 1920s Liberal or Conservative? (prohibition) | - | - | - |
| M 3/9 | Were the 1920s Liberal or Conservative? (Scopes Trial) | <i>The History of the Flapper</i> , Emily Spivak [BB] | - | Reading Quiz 6 (on blackboard) |
| W 3/11 | Was the New Deal Radical? (Causes of Depression) | [PP]: Huey Long, What a Man, Let's Leave Out the Joker | 1930s [DH] | - |
| F 3/13 | Was the New Deal Radical? (New Deal) | - | - | - |
| Spring Break | | | | |
| M 3/23 | Was the New Deal Radical? (New Deal opposition) | <i>FDR: Advocate for the American People</i> , David Kennedy AND <i>FDR: Architect of Ineffectual Big Government</i> , Burton Folsom [BB] | - | (no quiz) |
| W 3/25 | Was WWII really the 'Good War'? (origins) | [PP]: Pearl Harbor, Children in Internment Camps | America at War [DH] | - |
| F 3/27 | Was WWII really the 'Good War'? (domestic issues) | - | - | - |
| M 3/30 | Was WWII really the 'Good War'? (atomic bomb) | <i>From Citizen to Enemy: The Tragedy of Japanese Internment</i> , Julie des Jardins | - | Reading Quiz 7 (on blackboard) |
| W 4/1 | Review Session 2 | - | Fill out study guide before class | - |
| F 4/3 | Exam 2 | - | - | Exam 2 in class |

UNIT III: 1945-Present

| -date- | -topic- | -Required- | -Recommended- | -Due- |
|--------|---|---|--|---------------------------------|
| M 4/6 | Was there Ever an American "Consensus"? (post-war order) | <i>Truman and His Doctrine</i> , Elizabeth Spalding [BB] | The Post War Era – 1945-1960 [DH] | Reading Quiz 8 (on blackboard) |
| W 4/8 | Was there Ever an American "Consensus"? (post-war order) | - | - | - |
| F 4/10 | Was there Ever an American "Consensus"? (domesticity) | [PP]: The Bracero Program, Operation Wetback, Recommendations | - | - |
| M 4/13 | What Made the Civil Rights Movement Successful? | Excerpts from <i>March: Book II</i> , John Lewis [BB] | - | Reading Quiz 9 (on blackboard) |
| W 4/15 | What Made the Civil Rights Movement Successful? | [PP]: Ross Barnett, JFK Press Conference, Freedom Summer Volunteer | America in Ferment – The Tumultuous 1960s [DH] | - |
| F 4/17 | Why did Communism Cause So Much Anxiety in Early Cold War America? (Cuban Missile Crisis) | - | - | - |
| M 4/20 | Who was Responsible for the Vietnam War? (entry to war) | <i>The Vietnam War and My Lai</i> , George Herring, AND textbook excerpts from around the world | Vietnam War [DH] | Reading Quiz 10 (on blackboard) |
| W 4/22 | Who was Responsible for the Vietnam War? (the war itself) | [PP]: Kennedy to Diem, State Department, Ho Chi Minh | - | - |
| F 4/24 | Who was Responsible for the Vietnam War? (protest) | - | - | - |
| M 4/27 | How did Nixon Win the 1968 Presidential Election? | <i>The Uncivil Wars: Woodstock to Kent State</i> , Mark Lytle [BB] | 1970-2000 [DH] | Reading Quiz 11 (on blackboard) |
| W 4/29 | Did the Reagan Administration Strengthen or Weaken the U.S.? | [PP]: http://www.livingroomcandidate.org/commercials/1984 | - | - |
| F 5/1 | Who won the "culture wars" of the 1990s? | - | - | - |
| M 5/4 | Did 9/11 'change everything'? | <i>September 11, 2001</i> , museum directors [BB] | The 21 st Century [DH] | Reading Quiz 12 (on blackboard) |
| W 5/6 | Review Session 3 | - | Fill out review sheet | - |
| | Finals week – check http://registrar.unt.edu/exams/final-exam-schedule/spring for the exact date + time | | Exam #3 | |

