

## History 315L

### The History of the United States since the Civil War

Professor Jeremi Suri  
University of Texas at Austin  
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Spring 2014  
Lectures: T TH 8:00 -9:30 AM  
BUR 106

Professor Suri's office hours:  
Tues., 10:AM-11:30AM, GAR 2.122  
Wed., 1:PM-2:PM, SRH 3.378

Teaching Assistants and their office hours:

Dennis Fisher  
[Denfishertx@yahoo.com](mailto:Denfishertx@yahoo.com)  
BEL 212Y  
Tuesdays, 10am-12:pm

Kristie Flannery  
[kristie.flannery@utexas.edu](mailto:kristie.flannery@utexas.edu)  
Prufrock's Coffee Shop  
(at the entrance to PCL Library)  
Tuesdays, 10:am-12:pm

Edward Shore  
[edwardfshore@gmail.com](mailto:edwardfshore@gmail.com)  
Café Medici (2222B Guadalupe Street)  
Wednesdays, 9am-12:pm

Shery Chanis (Supplemental Instructor)  
[schanis@utexas.edu](mailto:schanis@utexas.edu)  
BEL 212Q  
Tuesdays, 10am-12pm

**Supplemental Instructor Sessions**  
**Please attend 1 each week!**  
**Tuesdays, 12:30-1:30pm SZB 330**  
**Wednesdays, 4pm-5pm CLA 0.104**

#### Course Aims

This course is designed to provide students with a grounding in some of the most controversial, enduring, and relevant topics in the history of the United States, broadly defined. Students will read a wide range of monographs and primary source materials. Lectures and discussions will encourage students to compare and contrast various points of view, and interrogate broad historical transformations since the Civil War. The course will emphasize intensive reading, analytical writing, and critical thinking. The instructor and teaching assistants will, at all times, encourage students to articulate different points of view. Our central purpose is to stimulate informed, thoughtful, and intelligent perspectives on the American experience. This includes close attention to politics, society, culture, economy, diplomacy, and military affairs. It also includes an international and transnational understanding of how Americans have interacted historically with those defined as non-Americans. Instead of comprehensiveness and textbook detail, this will be a course about big ideas, big transformations, and big debates – that continue into the twenty-first century. We will not strive for consensus or agreement in this course; we will nurture learned discussion and collective engagement with the complexities of our society's history.

### **Academic Accommodations and Academic Integrity**

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 512-471-6259 or 512-471-6441.

Academic integrity is central to the mission of the university. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the Internet, or created by another student. For more information about the university's expectations for academic integrity, see:  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php).

### **Core Curriculum Student Competencies**

As required by the Undergraduate Studies Advisory Committee, with the guidance of the Texas Higher Education Coordinating Board, this course fulfills the Coordinating Board's Exemplary Educational Objectives and Core Objectives, Core Component 60 for U.S. History. Following the Core Objectives, this course examines past events and ideas relative to the United States. This course analyzes the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role. Lectures, readings, written assignments, and discussions in this course will address four Core Objectives: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.

### **Flag CD**

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience.

### **Lecture Attendance – We Will Take Attendance!!**

The course will meet two times per week for lectures by the professor. These lectures will complement the readings, but they will also present empirical material and interpretive perspectives not available elsewhere. **Students are required to attend all lectures.** The professor and teaching assistants will take attendance at each lecture. Each student is allowed only one unexcused absence during the semester. If students must miss lecture due to sickness or other unchangeable obligations, they must inform Professor Suri as soon as possible. **You are required to send explanations for absences to Professor Suri's email (suri@austin.utexas.edu) in advance when possible, and no later than 24 hours after lecture.** If a satisfactory explanation does not arrive at Professor's Suri's email within 24 hours of lecture, the student will be graded down for an unexcused absence. You must attend lectures!

### **Supplemental Instructor Sections**

Shery Chanis is the Supplemental Instructor for this course. She will hold supplemental sections each week. These sections will include planned discussions of materials from readings and lectures. These discussions will help students to understand key course themes. They will also focus on critical analytical, thinking, and writing skills that are necessary for success in this course. In past years, students who regularly attend supplemental sections have witnessed the strongest grade improvement. The supplemental sections are voluntary, but they are highly recommended. **If you can, please attend a supplemental section each week.**

### **Weekly Response Essays**

Each week, by **5:PM on Thursday**, all students should post a short response essay on the course website (available through UT's Canvas course management system): <http://canvas.utexas.edu/>.

This response essay should include 3 basic paragraphs. The first paragraph should summarize the key arguments in each week's assigned readings. The second paragraph should analyze how the week's readings relate to the materials presented by Professor Suri in lecture. The third paragraph should offer the student's critical assessment of the week's readings: What was most persuasive? What was least persuasive? Which are the issues and questions that need more attention and explanation?

The teaching assistants will read and grade the weekly response essays. Students are expected to write clear and well-informed essays each week, based on a close reading of assigned books and careful listening to all lectures. Students are also expected to write in a professional manner, with topic sentences, appropriate evidence, persuasive language, and coherent arguments. Avoid passive voice and split infinitives. Proof-read your essays for correct grammar, syntax, and spelling. We will grade the essays based on content and writing style! The weekly writing assignments will compose 20% of each student's course grade.

### **Citations**

For all written assignments – weekly response essays, the document analysis, and examinations – students are expected to indicate when they take information from a written, digital, or oral source. When in doubt, cite your source! This applies to quotations, paraphrases, and specific information in a source. For citations, students should follow the Chicago Manual of Style: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

### **Document Analysis**

All students will write a 3-page analysis of a document from the primary materials collected in Eric Foner's anthology, *Voices of Freedom*. Students should choose a document assigned for the required course readings before February 13. Students will write an analytical essay that follows this format:

Page 1: Describe the argument of the document and the purpose of its writer(s). Quote the most compelling phrases in the document, and explain their importance.

Page 2: Contextualize the document. Explain what the document tells us about the time during which it was written. What do we learn about American society, politics, and culture from the chosen document? What do we learn about the hopes, fears, visions, and frustrations of the era during which the document appeared?

Page 3: Critique the document. Describe inaccuracies, prejudices, exaggerations, and misleading statements in the document. Analyze how the document could have offered a more compelling account of the historical period. How could it tell us more about society, politics, and culture in the United States at that time?

Document analysis essays are due at the start of lecture (8:00am) on **Thursday, February 13**.

The document analysis essay will account for 20% of the student grade.

### **Examination #1**

**On Tuesday, March 4** the professor will distribute one mid-term essay question at the end of class. Students should write a 1200 word (4-5 double-spaced pages, 12-point font) answer to this question. The essay should make use of material from assigned readings, class lectures, and discussions. Students may consult books and discuss their answers with one another. Each essay, however, should reflect **the original writing of each student**. Students should proofread their essays for clarity, substance, and style (grammatical mistakes, passive voice, and sloppy writing will incur grade deductions.) **The mid-term examination essay is due at the start of lecture (8:00am) on Thursday, March 6. Students should print their essays and bring them to class. We will not accept late submissions.** The mid-term essay will account for 20% of the student grade.

### Examination #2

The course will conclude with a second take-home examination. It will cover material from the entire semester. The professor will distribute two examination questions at the end of class on May 1. Students should write a 1000 word (4 double-spaced pages, 12-point font) answer to each of the two questions. Each essay should make use of material from assigned readings, class lectures, and weekly discussions. Students may consult books and discuss their answers with one another. Each essay, however, should reflect the **original writing of each student**. Students should proofread their essays for clarity, substance, and style (grammatical mistakes, passive voice, and sloppy writing will incur grade deductions.) **Students must print and submit their final examination answers by Noon on Tuesday, May 6 in Garrison 2.122.** We will not accept late submissions. This examination will account for 30% of each student's grade.

### Grades

|                         |     |
|-------------------------|-----|
| Weekly Response Essays: | 20% |
| Document Analysis:      | 20% |
| Examination #1:         | 20% |
| Examination #2:         | 30% |
| Lecture Attendance:     | 10% |

### Assigned Books

Available in new and used editions at the **University Co-op**  
2246 Guadalupe Street  
Tel. (512) 476-7211

All of the books are available in paperback.

All of the books are also on reserve at the Perry-Castañeda Library (PCL).

Brinkley, Alan. *Franklin Delano Roosevelt* (New York: Oxford University Press, 2010).

Foner, Eric. *Voices of Freedom: A Documentary History*, Volume 2, Fourth Edition  
(New York: W.W. Norton, 2014).

Hahn, Steven. *A Nation Under Our Feet: Black Political Struggles in the Rural South  
from Slavery to the Great Migration* (Cambridge, Mass.: Harvard University  
Press, 2005).

Leffler, Melvyn P. *The Specter of Communism: The United States and the Origins of the  
Cold War, 1917-1953* (New York: Hill and Wang, 1994).

McGerr, Michael. *A Fierce Discontent: The Rise and Fall of the Progressive Movement  
in America, 1870-1920* (New York: Oxford University Press, 2005).

McPherson, James M. *Abraham Lincoln and the Second American Revolution*  
(New York: Oxford University Press, 1992).

Self, Robert O. *All in the Family: The Realignment of American Democracy since the 1960s*  
(New York: Hill and Wang, 2012).

Suri, Jeremi. *Power and Protest: Global Revolution and the Rise of Détente*  
(Cambridge, Mass.: Harvard University Press, 2005).

Week 1:

1/14 Introduction

1/16 The Civil War and the Second American Revolution  
 McPherson, 3-64;  
 Hahn, 62-115.

Week 2:

1/21 Reconstruction and its Achievements  
 McPherson, 131-52;  
 Hahn, 163-215.

1/23 Politics and Society in the Shadow of Reconstruction  
 Hahn, 265-313;  
 Primary documents in Foner, 1-27.

Week 3:

1/28 The New South  
 Hahn, 317-411.

1/30 Gilded Age Society and Global Capitalism  
 Primary documents in Foner, 28-47.

Week 4:

2/4 Populism  
 Hahn, 412-64;  
 Primary documents in Foner, 48-66.

2/6 Imperialism  
 Hahn, 465-76;  
 Primary documents in Foner, 66-72.

Week 5:

2/11 The Progressives and the New Internationalism  
 McGerr, xiii-xvi, 3-74 ;  
 Primary documents in Foner, 73-94.

2/13 Theodore Roosevelt, Woodrow Wilson, and the Progressives  
 McGerr, 77-218;  
 Primary documents in Foner, 95-102.  
**Document analysis essay due at the start of lecture (8:00am).**

Week 6:

- 2/18 The Great War and the Progressives  
 McGerr, 221-319;  
 Primary documents in Foner, 102-30.
- 2/20 Herbert Hoover and the Associative State  
 Leffler, 3-32.  
 Primary documents in Foner, 131-57.

Week 7:

- 2/25 The Great Depression  
 Primary documents in Foner, 158-66.
- 2/27 Franklin Roosevelt and the New Deal  
 Brinkley, first half of the short biography;  
 Primary documents in Foner, 166-86.

Week 8:

- 3/4 The New Deal and the Coming of World War II  
 Brinkley, second half of the short biography.  
**Examination #1 question distributed at the end of lecture.**
- 3/6 Fighting World War II  
 Leffler, 33-63;  
 Primary documents in Foner, 187-209.  
**Examination #1 essay due at the start of lecture (8:00am).**

Week 9:

- 3/11 Spring Break – no class
- 3/13 Spring Break – no class

Week 10:

- 3/18 The United States in 1945  
 Leffler, 64-96;  
 Primary documents in Foner, 210-34.
- 3/20 The Origins of the Cold War  
 Leffler, 97-130;  
 Primary documents in Foner, 234-43.

Week 11:

- 3/25 Cold War Society and Culture  
Suri, 7-43.  
Primary documents in Foner, 244-67.
- 3/27 Nuclear Stalemate and the American Economic Miracle  
Suri, 88-130.

Week 12:

- 4/1 The Second Reconstruction  
Self, 17-100.
- 4/3 The Vietnam War  
Suri, 131-63;  
Primary documents in Foner, 268-300.

Week 13:

- 4/8 The Global Disruption of 1968  
Suri, 164-212;  
Self, 103-33.
- 4/10 The New Conservatism and Détente  
Suri, 213-59;  
Self, 134-60.

Week 14:

- 4/15 The New South – Again  
Self, 248-305.
- 4/17 The Reagan Revolution and the End of the Cold War  
Self, 309-66;  
Primary documents in Foner, 301-23.

Week 15:

- 4/22 The Culture Wars  
Self, 367-425.
- 4/24 The Terrorist Attacks of September 11, 2001 and their Aftermath  
Primary documents in Foner, 324-62.

Week 16:

4/29 A Third American Revolution?

Suri, 260-65;

Suri, "The 21<sup>st</sup> Century Individual in World Affairs," *Global Brief Magazine* (Spring/Summer 2013). Download from:

<http://globalbrief.ca/blog/2013/06/17/the-21st-century-individual-in-international-affairs/>

5/1 Review Lecture

**Examination #2 questions distributed at the end of lecture.**

**Take-home Examinations are due by Noon on Tuesday, May 6.**

**Submit them in Professor Suri's Office – 2.122 Garrison Hall.**

**We will not accept late exams, no exceptions!**