

History 315L
The History of the United States since the Civil War

Professor Jeremi Suri
University of Texas at Austin
suri@austin.utexas.edu

Summer 2023
Lectures: On-Demand, Various times
(See below)
Online - Canvas

Prof. Suri's office hours: By appointment, please email Prof. Suri: suri@austin.utexas.edu.

Teaching Assistants:

Alina Scott	alinascott@utexas.edu
Charalampos Minasidis	ch.minasidis@utexas.edu
Gabrielle Esparza	gabrielle.esparza@fulbrightmail.org
Madeleine Olson	molson@utexas.edu

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 Services for Students with Disabilities (<https://diversity.utexas.edu/disability/>).

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. It is also unacceptable to use ChatGPT or other artificial intelligence software for written assignments. 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/conduct/>.

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.

Description of Online Format

This course is built around the Modules section of our Canvas course website. YOU SHOULD USE THE MODULES SECTION OF THE CANVAS COURSE WEBSITE EVERY DAY. Everything you need for this course, including on-demand lecture videos, readings, and weekly assignments will be listed here. Each week includes 5 modules that have been divided by topic. **You must work through all modules in sequential order.** You will not be allowed to skip to a future module until you have completed the assigned work in the previous modules. All live sessions will be posted in for your review under the Lectures Online tab in the Canvas course website about 24 hours after they have been streamed

Specific information about the online course format follows.

Canvas class website: To get to everything associated with the class, go to:

<https://utexas.instructure.com/courses/1364113>. You can enter directly at this URL or through Canvas (<https://utexas.instructure.com/>). To log into Canvas and the class website, you will need your UTEID and password. Once you reach the class website, you can navigate your way to other areas.

Technical Requirements: All students are required to have access to a **laptop** or **desktop computer**, running either Windows or macOS operating systems. ***Tablets, smartphones, and Microsoft Surface devices are not supported.*** Your computer should meet the following requirements:

- Modern and up-to-date operating system (macOS or Windows)
- Browser: Chrome (highly recommended), Safari or Firefox. If using Safari or Firefox, be prepared to [download Chrome](#) and use it; disable pop-up blockers and ad blockers.
- Internet connection speed: 5 Mbps download speed. [Check your speed here.](#)
- Functional webcam and microphone
- Zoom installed and configured

Confirm that your computer is able to stream video by visiting <https://www.laits.utexas.edu/tower/tech.php>

For the best experience:

- Close all unnecessary browser windows and tabs and programs
 - Streaming music (Pandora, Spotify, etc.)
 - Social media sites
 - YouTube or other video sites
 - Online/Offline Gaming
- Check your computer is free of viruses, malware, and spyware ([UT recommendations](#))
- Clear the browser's cache before class ([here's how.](#))

Technical Support: If you experience a technical problem, click on the "**Online Course Tech Support**" item in the [left-side navigation bar](#). The Online Course Tech Support chatbot, called "LAITS Bot", will assist with technical problems and can escalate your question to a human if it cannot readily answer your question.

There are multiple computer labs on campus for your use if you do not have a personal computer or laptop. (You can find a listing of these labs here: https://ut.servicenow.com/sp?id=ut_bs_service_detail&sys_id=3dd65c7c4ff9d200f6897bcd0210c77d). If you do not have an internet-enabled device, some inexpensive ones are available at local stores or on the internet, some for as little as \$100.

Bandwidth limitations: Because the streaming video is bandwidth-intensive, you should not access YouTube, Skype, Gmail video chat or other online video system, or any other program that is bandwidth-demanding. During the class session, you should be watching the lecture, taking written notes, and nothing else! (I recognize the temptation to multi-task. If you find yourself frequently distracted online, I recommend you try browser-based solutions like StayFocused or LeechBlock that prevent you from accessing certain tempting websites during class hours).

Course communication: Most of the communication in the course will happen through the course Canvas website.

We expect that you will treat online discussions as though you are having a civil, respectful discussion with your fellow classmates in the same classroom. Please refrain from using profanity or any euphemisms for profanity. Please do not bait other commenters or personally attack them. Please do not use sarcasm in a way that can be misinterpreted negatively. And please do not make the same point over and over again. In short, please just respect the right of your colleagues to ask questions and discuss their opinions about the subject matter of our course on the discussion board. Violators of these discussion rules will simply be shut out of the online discussion board and will be asked to see the professor in person.

Outside of Class: The TAs and professor will often post Announcements in Canvas. Click on the "Settings" link in the upper-right corner of your Canvas page, to adjust your email address and notification preferences. This will allow you to receive email updates whenever course Announcements are made, or when assignments and grades are posted.

If you have a specific, personal, or grade-related question, please email your TA.

Please do not use the Inbox feature within Canvas for course-related email. Even though this is an online course, you are encouraged to communicate with the professors and TAs. Come to our posted online office hours, or send an email to set up an appointment if none of the weekly office hours fit your schedule.

Honor system for quizzes and writing assignments: By taking this class, you agree to abide by the University of Texas regulations concerning cheating. During the quizzes you cannot receive help from others or discuss your writing assignments with other students. If you observe others cheating, you are honor bound to contact the TAs or instructors.

Information and data security: All quizzes and online interactions in Canvas will be saved and stored. All information will be kept for educational and general academic research. Any research or data sharing with other researchers will involve de-identifying the data, including the removal of names, UTEIDs, email addresses, or other information. To further ensure that your information is secure, please do not include identifying information in your online interactions with others. Remember that in online interactions, the instructors and TAs will have access to all information. Please communicate in a respectful manner.

Checks for plagiarism and collaboration via TurnItIn: All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work and other submitted papers in this course to check for potential plagiarism. Other methods may also be used to determine if the text submitted is the student's original work.

Live Sessions – Required (you must attend 2 of the 4 online at the specified time)

Wednesday, June 7, 4:00pm – 5:00pm

Monday, June 12, 3:00pm – 4:00pm

Wednesday, June 14, 10:00am – 11:00am

Wednesday, July 5, 4:00pm – 5:00pm

Live sessions will be streamed live through the Canvas course website. You will watch the stream under the 'Video Stream' tab in the left navigation.

TA Online Office Hours

Your assigned TA will have two office hours per week, during which you are encouraged to contact them with questions about class content or structure. These office hours will be held online, through Zoom. This format allows the TAs to adjust hours to maximize student availability, and students will be able to connect to TAs from anywhere that is convenient for them. There will be a weekly announcement regarding office hour times and links, and you are encouraged to make outside appointments should those times not fit in with your schedule.

Weekly Response Essays – Required

Each week, by **11:59 pm on Saturday**, all students must post a short response essay **for each of the**

assigned modules on the course Canvas website (available through UT's Canvas course management system): <https://utexas.instructure.com/courses/1364113>. That means each student must submit 5 separate short essays each week, posted under the appropriate lecture.

Each response essay will be one paragraph and should not exceed 250 words. Your paragraph should summarize the key arguments in the module's assigned readings: What were the key points in the assigned readings for that lecture? Each response essay 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?

Each week the teaching assistants will read and grade 2 of the 5 weekly response essays. While the TAs will review the 3 other response essays, students will automatically receive credit for their work, if submitted on time. Students are expected to write clear and well-informed essays each week, based on close reading of assigned books/documents 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.

Weekly Podcast

Students are required to listen to recorded episodes of the podcast, "This is Democracy," as listed in the syllabus. New episodes are posted each week, and you are encouraged to listen to these as well. The new podcast episodes are not mandatory: <https://itunes.apple.com/us/podcast/this-is-democracy/id1420520464?mt=2>.

Document Analysis

All students will write a 3-page analysis of a document from the primary materials included with each lecture. (See the Canvas course site for each lecture.) Students should choose a document assigned for the lectures before June 14. 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 by **11:59 pm on June 14.**

The document analysis will account for 15% of the student grade.

Video Assignment

Based on their document analysis papers, and the comments they receive from the teaching assistants, each student will video record a formal 2-minute presentation (120 seconds) on his/her chosen document. The presentation should have the following format:

First 30 seconds: Introduce the document – title, author(s), when was it written, who read it.

Second 30 seconds: Summarize the document – what are the key arguments and purposes of the document.

Third 30 seconds: Contextualize the document – explain what the document tells us about its time, place, and the larger history of the period.

Fourth 30 seconds: Critique the document – assess the accuracy, prejudices, exaggerations, and impact of the document. Tell us what made the document effective or ineffective in achieving its purpose.

The goal of this assignment is to give students experience with delivering a formal presentation. The TAs will grade the presentations based on:

1. Organization;
2. Clarity of presentation;
3. Fulfillment of all four substantive components described above;
4. Fluency of presentation.

You will be recording and submitting your video using Flip, which you will access through the Canvas assignment. Guidelines for recording the video include:

- If you record your video using a phone, please turn the phone sideways to record in landscape mode.
- Review the video for sound and picture quality before submitting.
- Submit only one 120-second video per student.

Detailed instructions for submitting the video through Flip will be provided.

The video presentations are due at **11:59 pm on June 28.**

The video presentations will account for 15% of the student grade.

Final Exam (1 Question) - Required

The course will conclude with a take-home examination. It will cover material from the entire semester. The professor will distribute an examination question at **12pm on July 6** – the last lecture module date. Students should write a 1200 word (4 double-spaced pages, 12-point font) answer to the question. The student 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 submit their final examination answer by **11:59pm on July 8**. We will not accept late submissions. This examination will account for 25% of each student's grade.

Grades

Weekly Response Essays	20%
Document Analysis	15%
Video Assignment	15%
Final Exam	25%
Video Ping Attendance	20%
Live Sessions Attendance	5%

Final grades will be based on +/- letter grade system.

A = 94-100
A- = 90-93
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
C- = 70-73
D+ = 67-69
D = 64-66
D- = 60-63
F = 0-60

Required Readings

Each lecture, listed below, has specific required readings in the assigned books and primary documents. The assigned books must be purchased or borrowed from the library (see below). The primary documents are available online, linked to each lecture through Canvas. **You are required to complete the assigned readings before each lecture. You must do all of the reading.**

Assigned Books

All of the assigned books are available in digital versions through the UT Library.

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).

(https://search.lib.utexas.edu/permalink/01UTAU_INST/be14ds/alma991040445779706011 Links to an external site.)

May, Elaine Tyler. *Fortress America: How We Embraced Fear and Abandoned Democracy* (New York: Basic Books, 2017).

(https://search.lib.utexas.edu/permalink/01UTAU_INST/be14ds/alma99105818634960
[6011 Links to an external site.](#))

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

(https://search.lib.utexas.edu/permalink/01UTAU_INST/be14ds/alma99104420849970
[6011 Links to an external site.](#))

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

(https://search.lib.utexas.edu/permalink/01UTAU_INST/be14ds/alma99105794078230
[6011 Links to an external site.](#))

Ngai, Mae. *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton: Princeton University Press, 2014).

(https://search.lib.utexas.edu/permalink/01UTAU_INST/be14ds/alma99105797117710
[6011 Links to an external site.](#))

Suri, Jeremi. *Civil War By Other Means: America's Long and Unfinished Fight for Democracy* (New York: Public Affairs, 2022).

(https://search.lib.utexas.edu/permalink/01UTAU_INST/be14ds/alma99105843558350
[6011 Links to an external site.](#))

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

(https://search.lib.utexas.edu/permalink/01UTAU_INST/be14ds/alma99105822531080
[6011 Links to an external site.](#))

Course Schedule

Week 1 – June 1 – 2:

(modules available 6/1)

Module 1: Introduction

No reading assignments.

Module 2: The Civil War and the Second American Revolution
McPherson 3-64, 131-152 (Chapters 1-3 & 7);
Primary Documents on Canvas;
“This is Democracy,” Episode 143.

Response essays for Modules 1 and 2 due Saturday, June 3 at 11:59 pm.

Week 2 – June 5 – 9:
(modules available 6/1)

Module 3: Reconstruction and its Achievements
Suri, *Civil War By Other Means*, 10-131 (Chapters 1 – 5);
Primary Documents on Canvas;
“This is Democracy,” Episode 213.

Module 4: Politics and Society in the Shadow of Reconstruction
Hahn, 163-215, 265-313 (Chapters 4 & 6);
Primary Documents on Canvas;
“This is Democracy,” Episode 214.

Module 5: New Divisions
Suri, *Civil War By Other Means*, 132-236 (Chapters 6 – 9);
Primary Documents on Canvas;
“This is Democracy,” Episode 208.

Module 6: Gilded Age Society and Global Capitalism
Hahn, 317-411 (Chapters 7 – 8);
Primary Documents on Canvas;
“This is Democracy,” Episode 99.

Module 7: Imperialism
Primary Documents on Canvas;
“This is Democracy,” Episode 157.

Response essays for modules 3 – 7 due Saturday, June 10 at 11:59 pm.

Week 3 – June 12 – 16:
(modules available 6/11)

Module 8: Populism
Hahn, 412-476 (Chapter 9 & Epilogue);
Primary Documents on Canvas.

Module 9: Theodore Roosevelt, Woodrow Wilson, and the Progressives
McGerr, xiii-xvi, 3-74 (Preface & Part 1);
Primary Documents on Canvas;
“This is Democracy,” Episode 15.

Module 10: The Great War and the Progressives
McGerr, 77-218 (Part 2);
Primary Documents on Canvas.

Module 11: Herbert Hoover and the Associative State
McGerr, 221-319 (Part 3 & Conclusion);
Primary Documents on Canvas;
“This is Democracy,” Episode 111.

Module 12: The Global Influenza Pandemic
Ngai, 127-201 (Chapters 4-5);
Primary Documents on Canvas;
“This is Democracy,” Episode 158.

Document analysis essay due by 11:59pm on June 14.

Response essays for modules 8 - 12 due Saturday, June 17 at 11:59 pm.

Week 4 – June 19 – Jun 23:
(modules available 6/18)

Monday, June 19 – University Holiday

Module 13: The Great Depression
Ngai, 17-90 (Chapters 1-2);
Primary Documents on Canvas.

Module 14: Franklin Roosevelt and the New Deal
Primary Documents on Canvas;
“This is Democracy,” Episode 145.

Module 15: Fighting World War II
Primary Documents on Canvas;
“This is Democracy,” Episode 95.

Module 16: The Origins of the Cold War
May, 1-56 (Introduction & Chapter 1);
Primary Documents on Canvas;
“This is Democracy,” Episode 110.

Response essays for modules 13 – 17 due Saturday, June 24 at 11:59 pm.

Week 5 – June 26 – 30:

(modules available 6/25)

Module 17: Cold War Society and Culture

Ngai, 202-224 (Chapter 6);
Primary Documents on Canvas;
“This is Democracy,” Episode 140.

Module 18: Nuclear Stalemate and the American Economic Miracle

Suri, *Power and Protest*, 7-43, 88-130 (Chapters 1-3);
Primary Documents on Canvas;
“This is Democracy,” Episode 142.

Module 19: The Second Reconstruction

Re-read Hahn, 465-76 (Epilogue);
Primary Documents on Canvas;
“This is Democracy,” Episode 126.

Module 20: The Vietnam War

Suri, *Power and Protest*, 131-163 (Chapter 4);
Primary Documents on Canvas;
“This is Democracy,” Episode 169.

Module 21: The Global Disruption of 1968

Suri, *Power and Protest*, 164-259 (Chapters 5-6);
Primary Documents on Canvas.

Video assignments due by 11:59 on Wednesday, June 28.

Response essays for modules 18 - 22 due Saturday, July 1 at 11:59 pm.

Week 6 – July 3 – 6:

(modules available 7/2)

Tuesday, July 4 – University Holiday

Module 22: Suburban Politics

May, 57-96 (Chapter 2);
Primary Documents on Canvas;
“This is Democracy,” Episode 135.

Module 23: The Reagan Revolution and the End of the Cold War

May, 97-159 (Chapters 3-4);
Primary Documents on Canvas;

"This is Democracy," Episode 207.

Module 24: Terrorism – Abroad and At Home
May, 161-194 (Chapter 5 & Epilogue);
Primary Documents on Canvas;
"This is Democracy," Episode 119.

Module 25: The Wars in Afghanistan and Iraq
Primary Documents on Canvas;
"This is Democracy," Episode 144.

Module 26: Learning From the Past and the Future of Democracy
Suri, *Civil War By Other Means*, 258-270 (Chapter 11);
"This is Democracy," Episode 210.

Response essays for modules 23 - 27 due Thursday, July 6 at 11:59 pm.

Take-home exam distributed at 12pm on July 6.

The final exam is due by 11:59pm on July 8. We will not accept late exams, no exceptions!