

# HIST 2312 – Out of Many: U.S. History Since 1877

May Term • SMU Main Campus  
Room Location TBD

## COURSE OVERVIEW AND BENEFITS

No matter where you land on the political spectrum, most people agree that we are living in an especially contentious and strange time. Is the United States progressing or regressing? Is freedom expanding or contracting? Are we more diverse or more divided?

There is no better way to get a handle on today's most important issues than to study history. All of today's most pressing challenges – from politics to race relations, from religion to diplomacy – have their roots and context in the last 150 years of U.S. History.

Here are just a few of the benefits of taking HIST 2312 during the SMU May Term of 2017:

- Fulfill **THREE UC/GEC requirements:** Individuals, Institutions, and Cultures; Human Diversity; and Oral Communication
- Learn history experientially through multiple field trips around D/FW (Downtown Dallas, Fair Park, The Sixth Floor Museum, and the George W. Bush Museum)
- Gain a deeper understanding of the history behind some of today's most important issues.
- Take this course from a professor with experience in U.S., Texas, and presidential History.
- Learn how to read and analyze both primary and secondary sources in history.



## INSTRUCTOR BIO

Dr. Brian Franklin is the Associate Director of the SMU Center for Presidential History and an Adjunct Lecturer in the SMU History Department. At the Center for Presidential History, Dr. Franklin leads the Collective Memory Project, a project which aims to film interviews with people who served in key roles during the George W. Bush presidency. His research focuses on the role of religion in early America, and he teaches in the fields of U.S. and Texas History.

## UNIVERSITY/GENERAL EDUCATION CURRICULUM – STUDENT LEARNING OUTCOMES

### **Individuals, Institutions and Cultures**

- **UC 2012 – Individuals, Institutions, and Cultures (Level 1)**
  - o SLO 1 – Students will be able to identify the types of interactions and influences that arise between or among individuals, institutions, and cultures that shape economic, political and social experiences.
  - o SLO 2 – Students will be able to summarize the basic empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political, and social experiences.
- **UC 2016 (Breadth)**
  - o SLO 1 - Students will identify the types of interactions and influences that arise between or among individuals, institutions, and cultures using methodologies from the social or behavioral sciences.
  - o SLO 2 - Students will summarize basic empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences.

### **Human Diversity**

- SLO 1 – Students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments

### **Oral Communication**

- SLO 1 – Students will be able to select, organize and use appropriate evidence or information to suit a specific or targeted audience.
- SLO 2 – Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

## REQUIRED READINGS

*The American Yawp*. – A free, online textbook at [www.americanyawp.com/](http://www.americanyawp.com/)

Daily selected primary source readings will be provided via Canvas.

## GRADING

- 35% Primary Source Analyses (7% for each of the 5 assignments with the highest grade)
- 15% Discussion Participation
- 25% Oral Presentation
- 25% Final Exam

## PRIMARY SOURCE ANALYSES:

Each student must complete **5 primary source analyses during the first NINE days of class**. Turn in each assignment both online (Canvas) and in person. Students may choose any five days on which to complete these analyses. Each of the five assignments **must address an assigned primary source reading** (*except* for the U.S. Constitution readings), and must derive from **five different days' assignments**. Your written analysis should include:

- 300-400 words
- An explanation of the basic information about the document (author, year, venue, medium, context)
- A summary of the document (1-2 sentences)

- An analysis of the document. This analysis should critique the document in some way. For example, you might question its premise or argument, imagine how a contemporary might have responded, or identify information the author has neglected. Your analysis should also compare or contrast the document to *one other piece* of information gleaned from class that you believe helps to contextualize or understand your document. This other piece of information may come from any part of our class, including assigned readings, *The American Yawp*, or in-class lectures and discussions.
- **GRADING NOTE:** You may complete *more than* five of these writing assignments if you want the opportunity to raise your overall grade. If you choose to do this, I will count only the five highest grades among your assignments toward the final grade.

### **ORAL PRESENTATION**

Each student will deliver an oral presentation (approximately 5 minutes) on Day 10 of the May Term course. The presentation must address a present-day issue of the student's choice, and make an argument regarding that issue. In order to support your case, you must:

- Place that issue within the historical context and perspective of this class, U.S. History since 1877. Your presentation may not simply cover the issue as it exists in the present.
- Use primary *and* secondary sources to support your claims
- Address the issue, historically and presently, from at least *two different perspectives*. These perspectives may differ in any way you choose – nationality, ethnicity, gender, religion, party affiliation, etc. – but they must have clear differences.

The final product which you must turn in will consist of three parts:

- The oral presentation (50% of oral presentation grade)
- Visual aids used in the presentation (PowerPoint, website design, artifacts, etc.) (20%)
- Written outline of your presentation which includes, at minimum, your introduction, primary arguments, main points, and sources. (30%)

### **CANVAS**

This course will use Canvas, an online platform for SMU courses. You **must register for this** with your SMU ID via [courses.smu.edu](https://courses.smu.edu). You will use Canvas to:

- Turn in all writing assignments.
- Find copies of class documents, readings, assignments, etc.

### **CLASS POLICIES AND EXPECTATIONS**

1. Attendance
  - 100% attendance is mandatory for this course. If you have any emergency issue that will prevent you from attending 100% of the time, contact the professor ASAP.
2. Class and Discussion Participation
  - Every student is expected to participate in class every day. This may take the form of asking critical questions of readings, answering questions, speaking on behalf of your in-class discussion group, etc. A portion of your final grade will be calculated based on your participation.
3. Late Work
  - Any assignment turned in late will receive a 10-point deduction for every ½-hour that it is late. No assignment will be accepted more than three hours late.
4. Electronic Devices
  - No electronic devices are permitted, *except* with prior approval from the professor. You may use your laptops/e-readers only if you have a specific item to cite or share with the class.

5. Academic Honesty (and Dishonesty)
  - Students are expected to maintain the utmost academic integrity in this course, in line with the SMU Student Honor Code (This can be found in the SMU Student Handbook at <http://goo.gl/Ik5km1>).
  - Any act of academic honesty (plagiarism or cheating) will result in, at minimum, an immediate grade of ZERO on the assignment, exam, or paper, and reporting to the SMU Honor Council. If the professor deems the case of plagiarism or cheating to be a deliberate and proportionally significant act, the student may receive an immediate "F" for the course. A second act will result invariably in an immediate "F" for the course and reporting to the Honor Council.
  - **Plagiarism** is the act of using a source as your own, without citing it or attributing it to the original author. This includes the act of summarizing or paraphrasing a source without proper citation. If you have a question about plagiarism, speak with the professor **before the fact**.
    - o **TurnItIn** – Students must submit all writing assignments electronically through Canvas, using a plagiarism detection service called Turnitin.
6. Food and Drink
  - Drinks are permitted. Please do not bring food into the class. There will be breaks planned throughout the day for you to have snacks and eat lunch.
7. Email Policy
  - I will communicate with you (individually and as a class) using your SMU email address. It is your responsibility to check your mailbox regularly for messages regarding the class
  - I will respond to your emails as promptly as possible. However, emails sent after 7pm will not be answered until the following day.
8. Disability Accommodations
  - Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students may call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.



## U.S. History Since 1877 - Course Schedule May Term 2017

### NOTE ON READINGS:

All readings noted below must be completed BEFORE class begins on their assigned day.

### Day 1 – Thursday, May 18

#### Reconstruction, the New South, and the Legacy of Jim Crow

##### Readings:

- *The American Yamp*, 15:I-III, V, VII-VIII
- The U.S. Constitution - Amendments 13, 14, and 15
- Booker T. Washington, *Up From Slavery*, selections (1901)
- Selections from W.E.B. Dubois, *The Souls of Black Folk*, selections (1903)

### Day 2 – Friday, May 19

#### American Empire: West and Worldwide

##### Readings:

- *The American Yamp*, 17:I-III, V, VIII; 19:I-II
- "Ms. Ben Miskimon, a Woman on the Range, Recounts Her Experiences Running the Family Cattle Business in Texas (1874)
- Kipling, "The White Man's Burden" (1899)
- Mark Twain, satire of "The Battle Hymn of the Republic" (1900) and "The War Prayer" (1905)

**In-Class Film:** "Geronimo"

### Day 3 – Monday, May 22

#### Urban America: Industrialization, Immigration & Progressivism

##### Readings:

- *The American Yamp*, 16:I-VIII
- The U.S. Constitution – Amendments 16-17
- George Herron Depicts Jesus as a Revolutionary Socialist (1899)
- Pauline Periwinkle, *Dallas Morning News* editorial on women's social clubs and civic reform (1904)

**In-Class Film:** "Triangle Fire"





#### **Day 4 – Tuesday, May 23**

##### **World War I and the 1920s**

##### **FIELD TRIP: Downtown Dallas and The Old Red Museum**

##### **Readings:**

- *The American Yawp*, 21:I-IV, VIII-IX
- The U.S. Constitution, Amendments 18-19
- Margaret Sanger, "The Eugenic Value of Birth Control Propaganda" (1921)
- Edward Devine article, "Some of the Best People Belong to the Klan" (1922)
- *The State of Tennessee v. John Thomas Scopes*, selections (1925)

#### **Day 5 – Wednesday, May 24**

##### **The 1930s: The Great Depression and the New Deal**

##### **Readings:**

- *The American Yawp*, 23:I-V
- The U.S. Constitution: Amendments 20, 21
- Franklin Roosevelt's "Fireside Chats" (1933-1934)
- Dorothea Lange, selected photographs/writings

##### **In-Class Film: "Bonnie and Clyde"**



#### **Day 6 – Thursday, May 25**

##### **World War II**

##### **FIELD TRIP - Fair Park and the Hall of State**

##### **Readings**

- *The American Yawp*, 24:I-V, VII-XI
- Franklin Roosevelt, "State of the Union" (1941)
- Testimony of a Japanese American regarding WWII internment camps in the U.S. (1942)

#### **Day 7 – Friday, May 26**

##### **The Cold War and the 1950s**

##### **Readings**

- *The American Yawp*, 25:I-III; 26:I-II
- The U.S. Constitution: Amendments 22-24
- The Truman Doctrine (1947)
- Strom Thurmond, "Platform of the States' Rights Democratic Party" (1948)
- Margaret Chase Smith, "Declaration of Conscience" (1950)

##### **In-Class Film: "A Class Apart"**

**\* We will not meet on Monday, May 29, in observance of Memorial Day**

## **Day 8 – Tuesday, May 30**

### **The 1960s**

#### **Readings:**

- *The American Yawp*, 27:I-IX
- The U.S. Constitution: Amendment 25
- Betty Friedan, *The Feminine Mystique*, selections (1963)
- Martin Luther King, Jr., "Letter from a Birmingham Jail" (1963)
- Malcolm X, "The Ballot or the Bullet" (1964)
- Reinhold Niebuhr, "The King's Chapel and the King's Court" (1969)

**In-Class Film:** "The Fog of War"



## **Day 9 – Wednesday, May 31**

### **The 1970s-1990s**

**FIELD TRIP:** The Sixth Floor Museum

#### **Readings:**

- *The American Yawp*, 28:I-III, VI-IX
- The U.S. Constitution: Amendments 26 and 27
- Opinion of Thurgood Marshall in *Regents of the University of California v. Bakke* (1978)
- Jerry Falwell, *Listen, America!* (selections) (1980)
- Ralph Nader, "It's Time to End Corporate Welfare as We Know it" (1996)

## **Day 10 – Thursday, June 1 – ORAL PRESENTATION DAY**

### **The 21<sup>st</sup> Century**

**FIELD TRIP:** George W. Bush Museum

#### **Readings:**

- Osama Bin Laden's fatwah and the Rise of Al Queda (1998)
- George W. Bush, "Remarks by the President at Islamic Center of Washington, D.C." (2001)

## **Day 11 – Friday, June 2**

### **FINAL EXAM**

#### **Syllabus Note:**

The professor reserves the right to amend the details of this syllabus at any time leading up to and including the 2017 May Term.