

Undergraduate Council
 New Course Course Change
 Core Category: WI-ID Effective Fall 2010

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or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall _____

RECEIVED OCT 09 2009

- Department: History College: CLASS
- Faculty Contact Person: Nancy Beck Young Telephone: 3-4381 Email: nyoung2@uh.edu
- Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: HIST / 3314 / Liberals vs. Conservatives: 20th Century US Politics from FDR to Obama **Present**
 - Instructional Area / Course Number / Short Course Title (30 characters max.): HIST / 3314 / LIB VS. CONSERV: FDR TO OBAMA **PRESENT**
 - SCH: 3.00 Level: JR CIP Code: 54.0102.0001 Lect Hrs: 3 Lab Hrs: 0
- Justification for adding/changing course: Successfully taught as a selected topics course
- Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title: HIST / 3394 / Liberals vs. Conservatives: 20th Century US Politics from FDR to Obama
 - Course ID: 28595 Effective Date (currently active row): 20091
- Authorized Degree Program(s): B.A. History
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
- Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
- If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____
- Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ^{Junior} Understanding or consent of the instructor. Description (30 words max.):
Surveys U.S. political history from FDR to Obama. Special attention to the impact of ideology on public policy and the varieties of liberal and conservative reforms.
- Dean's Signature: [Signature] Date: 10/7/09

Print/Type Name: Dr. Sarah Fishman

ORIGINAL

U N I V E R S I T Y *of* H O U S T O N

CORE CURRICULUM COURSE REQUEST

Originating Department/College: History/CLASS

Person making request: Nancy Beck Young Telephone: 3-4381

E-mail: nyoung2@uh.edu

Dean's signature:  Date: 12/7/09

I. General Information:

Course number and title: History 3314 Liberals vs. Conservatives: 20th Century US

Political History from FDR to Obama

Catalog description must be included on completed CBM 003 form and attached to this document.

Category of Core for which course is being proposed (mark only one):

- Communication
- Mathematics
- Mathematics/Reasoning (IDO)
- American History
- Government
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Natural Sciences
- Social/Behavioral Sciences
- Writing in the Disciplines (IDO)

II. Objectives and Evaluation (respond on one or more separate sheets):

Call ext. 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course.

SVP. Effective 5/2/08. Replaces all previous forms, which may no longer be used.

Writing in the Disciplines Course Request
Submitted by Dr. Nancy Beck Young, Dept. of History
Re: History 3314 20th Century US Political History

I am submitting this Writing in the Disciplines course request in order that I may teach this new course—Liberals vs. Conservatives: 20th Century US Political History from FDR to Obama—as a writing course. As of now there are very few Writing in the Disciplines courses for history majors.

- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course.

How this course will achieve the Exemplary Educational Objectives:

This writing intensive course will help build student expertise in the written communication skills and modes necessary for historians. Students will learn that the context and discipline dictate the rhetorical methods used to write. Major aspects of the writing process for historians—including topic development, organization of ideas, the importance of multiple drafts and revision, editing, and presentation—will be introduced while also using and learning the content information particular to the course themes. All writing assignments for the class will build critical thinking skills and will require analysis and interpretation. These objectives will be fulfilled through a series of short assignments that culminate in the production of a short research paper. Students will have access to the Writing Center where they can get tutors to help with the writing process.

Processes and Procedures for Evaluating Course Effectiveness in Regard to Appropriate Objectives:

Students will be required to engage several different types of historical writing, all of which build to learning more about the research and writing necessary to produce an original work of scholarship. Students will be required to submit weekly reactions to the assigned readings that include a short explication of the thesis of the assignment and a substantive discussion question that penetrates the author's argument. These assignments are worth 10 percent of the course grade. Students will use the Polenberg book (see course syllabus) to write a short three to five page document paper relying solely on the primary documents included in this reader. This assignment is worth 20 percent of the grade. Students will use the Bell book to write a short three to five page source analysis paper whereby they examine the sources used by the author to construct one page of the work. This assignment is worth 15 percent of the course grade. Students will spend the rest of the semester using these skills to research and write an original paper outside of the classroom. The length for this research paper should range from six to ten pages. The work for this assignment will be submitted in parts and will consist of the following: an annotated bibliography with a minimum of ten sources at least three of which must be primary and at least three of which must be secondary and paper outline worth 10 percent

of the grade, a rough draft worth 10 percent of the grade, and a final draft worth 20 percent of the grade. The research analysis paper, the Polenberg document paper, the rough draft, and the final draft of the research paper will all be graded with a written evaluation of grammar, style, and content. A final examination accounts for the remaining 15 percent of the grade.

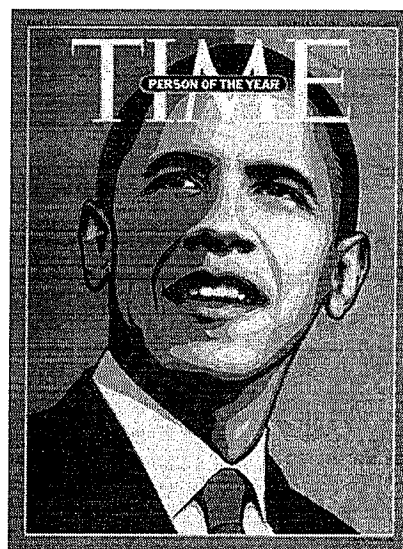
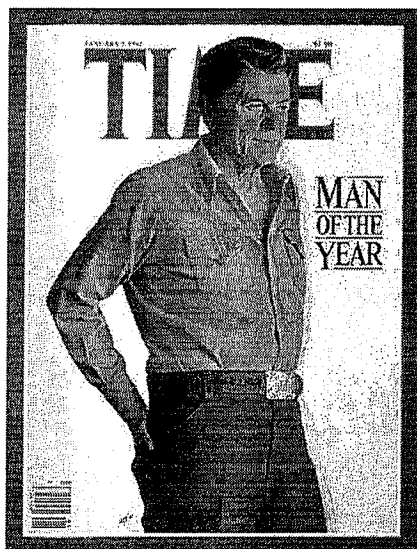
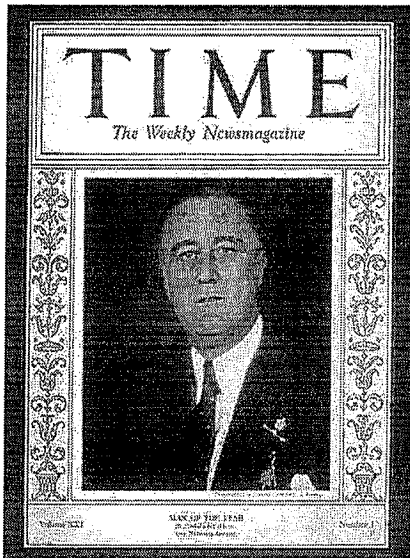
Delineate how these evaluation results will be used to improve the course:

Assessment of these materials will be used within the semester and from semester to semester to improve the instruction of writing in the discipline of history. The instructor will pay close attention to student weaknesses and strengths and use that information to determine how to pitch description of the work requirements to the students.

Professor Nancy Beck Young
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Office Phone: 713/743-4381
e-mail: nyoung2@uh.edu
Office Hours: by appointment only

History 2294, Section 28595
Spring 2009
Classroom: SEC 205
University of Houston

LIBERALS VS. CONSERVATIVES: 20th Century U.S. Politics from FDR to Obama



COURSE OVERVIEW: This upper division, undergraduate writing-in-the discipline core course examines the political history of the United States since 1933. Twentieth century American politics resulted in an ideological war between liberals and conservatives. For the better part of the century, liberals were ascendant, but by the 1970s, political currents favored conservatives. By the end of the first decade of the twenty-first century, though, the nation seemed in ideological flux again with the rejection not only of George W. Bush but the neoconservative agenda he brought to Washington, D.C. Questions that cannot be answered this semester but that will dominate our political life for the coming years redound over whether the historic election of Barack Obama as the nation's forty-fourth president will result in a return of liberal politics or something new: postpartisan politics. We will use the works of some of the best political historians, documents from the time period we are studying, and the *New York Times* to study how the nation's political past has shaped its political present. We will focus on the development of basic reading, writing, speaking, and research skills necessary for a successful career at the University of Houston and beyond while honing the writing skills most commonly used by historians. Students are expected to evaluate the material presented and take responsibility for their own learning. It should go without saying, but I'll stress the point anyway, all ideological and political positions are welcome and all ideological and political positions will be questioned.

BASIC HISTORICAL CONCEPTS: Class lectures and discussions, audio-visual presentations, readings, quizzes, and exams will provide students with the necessary skills to master the following:

1. Chronology matters. Much attention will be paid to the basic historical concepts of change over time and cause and effect with regard to our study of U.S. history. In other words, students will come to appreciate how people and events have functioned as change agents throughout the past.
2. There are several sub-specializations important to historians among which are politics, economics, society, culture, gender, race, class, and diplomacy. Different historians often craft their own research agendas by using one or two of these or other approaches to the study of the past. This course focuses on politics as its device to understand the American past.
3. The most valuable history books are those that draw their information from primary sources. A primary source is something written or spoken by the person or persons being studied. It is, in other words, a first-hand account of the event or person being studied. Primary sources are thus very exciting to work with because they have the ability to connect the student of the past much more directly with that past. However, primary sources present some challenges to historians: they do not tell the full story, they are sometimes biased, and they lack the objectivity of time and distance. Successful mastery of history requires the ability to analyze and interpret primary sources. We will work closely on those skills during the semester.
4. The past, much like the present, is never simple. The wise student of history needs to appreciate this fact and be cognizant of the many different perspectives on any given historical problem. Furthermore, our understanding of the past is often linked to the context of our own times. In other words, students of the past often use the large issues and debates that swirl around their own lives as a mirror with which to refract the past.
5. History is much more than a collection of random facts to be memorized (and forgotten) for an exam. While there do seem to be many facts about the past, what historians care most about is the ability to attribute meaning to those facts. The processes that historians use to achieve this end are analysis, interpretation, evaluation, comparison, and deduction, in other words the key components of critical thinking. We will spend much time this semester developing the ability to think critically about "the facts" of American history and derive our own interpretations of them.

LEARNING OUTCOMES: Students will be able to demonstrate advanced knowledge of historical events and development in U.S. political history since 1933. Students will also gain advanced skills in critical thinking, research, and writing, as applied to questions of historical knowledge and issues, analyzing both primary and secondary historical materials. Furthermore, because this is a writing-in-the-disciplines core class, we will concentrate on the types of writing most common to historians.

ATTENDANCE: Each class session will begin promptly at the designated time and will end at the designated time; all students are expected to be present for the duration of each session. In addition to punctuality and attendance, regular class preparation is mandatory. Students must do the reading for each day before coming to class. More than two absences are considered excessive and will harm your grade. If you are not in class, you will miss much of the richness of U.S. history. "Getting the notes from someone" is but a poor substitute for hearing and digesting the lectures and discussions "live." Please do not contact the professor to explain your failure to attend class lectures and discussions unless you or a member of your immediate family (parent, child, sibling, spouse/partner) is hospitalized or dies and you anticipate missing a large number of classes. I am serious about class attendance because there is a direct correlation between class attendance and successful academic performance. The students most likely to fail are those who miss an excessive number of classes. Students who attend class regularly and complete all the assignments typically pass the class.

REQUIRED READING:

Richard Polenberg, *The Era of Franklin D. Roosevelt, 1933-1945: A Brief History with Documents*, 2000.

Jonathan Bell, *The Liberal State on Trial: The Cold War and American Politics in the Truman Years*, 2004.

Michael W. Flamm, *Law and Order: Street Crime, Civil Disorder, and the Crisis of Liberalism*, 2005.

William C. Berman, *America's Right Turn: From Nixon to Clinton*, second edition, 2001.

The New York Times, available on-line for free at <http://www.nytimes.com/>. Be sure to read the following sections carefully: Politics and U.S. You should be familiar with the stories in World, at least with regard to their bearing on domestic politics. Finally, be sure to examine the Week In Review section, which comes out on Sundays.

REQUIRED WORK: The required work for the semester consists of the following: weekly reaction papers; one short document analysis paper (3-5 pages); one source analysis paper (3-5 pages); original research paper (6-10 pages) to be completed and graded in stages: annotated bibliography and outline, rough draft, and final draft; and a final exam. All assignments must be completed to pass the class.

- Weekly Reaction Papers: Students will be required to submit weekly reaction papers to the reading that include a short explication of the week's reading and two or three substantive, analytical discussion questions to Dr. Young by email no later than two hours before the start of class for each designated discussion day. If multiple students submit identical questions, no one will get credit for the questions. Furthermore, the resultant "0" will not be eligible to be dropped. The best eleven out of fourteen assignments will count toward the final course grade. Late papers will not be accepted for any reason. Use your three drops wisely.
- Short Document Paper: There will be one short, take-home, document analysis essay, derived from the Polenberg book. Students will use the documents found in that book and develop a thesis about one particular problem under consideration in the reading. Do not try to write about the entire book. Use class readings, discussions, and lectures for background material to help you develop your thesis. Your thesis, however, should emerge from the primary documents in the book. This thesis should be stated early in the essay and should be easily recognizable by the reader. The rest of your essay should be devoted to substantiating your thesis with evidence from the primary documents in the

book. Your papers should convey your ideas in your own words. The length of the paper should be three to five pages in length. Margins of an inch are required and the font must a standard selection (times, courier) and 12 points.

- Source Analysis Paper: This assignment is designed to further student's understanding of how evidence (primary and secondary) is used by scholars to tell a story and to advance an argument. Students will use their understanding of the large arguments and themes that the author develops throughout the book to perform a detailed analysis of three paragraphs or one page from within the book. Students will study the cited material very carefully and evaluate whether or not the author has used her/his sources honestly in telling her/his story and developing her/his larger argument. Papers should range in length between three and five pages. Margins of an inch are required and the font must a standard selection (times, courier) and 12 points.
- Original Research Paper: During the second half of the semester students will research and write a six to ten page research paper derived from original source material. Each major phase of the research process will be evaluated for a grade. Margins of an inch are required and the font must a standard selection (times, courier) and 12 points.
 - Annotated Bibliography and Outline: Students will be required to prepare an annotated bibliography with at least ten sources, three of which must be primary, and three of which must be secondary. Along with the annotated bibliography, students will also be required to submit a detailed outline of their papers, showing the arrangement of the argument and the evidence to be used in the research papers.
 - Rough Draft: Students will be required to submit a complete rough draft that is mechanically sound of the entire paper with fully developed thesis and body, full usage of sources, accurate footnotes, and complete bibliography.
 - Final Draft: Students will be required to make revisions of their papers in response to the feedback provided by the professor and submit a final draft
- Final Exam: Finally, there will be a comprehensive final exam in essay format, with a study guide distributed in advance.

TURNITIN.COM: All paper assignments must be submitted to turnitin.com through the WebCT class page.

LATE WORK: Delinquent paper assignments will receive a letter-grade reduction for each late weekday. NOTE: An assignment that is one weekday late can receive no higher than a "B"; two weekdays late no higher than a "C"; three weekdays late no higher than a "D"; and four weekdays late no higher than an "F". I will not take assignments more than four weekdays late. There is no exception to this rule. No work will be accepted after the final exam.

GRADES: Uniformly excellent work—defined as including an original and insightful argument, substantial evidence derived from all assigned sources to support that argument, and cleanly written prose—will receive an "A." Work that is above average—defined as including a convincing but incomplete argument and evidence written with minor errors—will receive a "B." Work that is average—defined as including a weak or inadequate thesis, a summary of evidence without meaningful interpretation, and possibly some significant errors of grammar and/or organization—will receive a "C." Work that is below average—defined as including no attempt at a thesis, weak generalizations in lieu of specific evidence, and possibly significant grammatical and/or mechanical problems—will receive a "D." Work that is failing—defined as including little or no understanding of the material and significant mechanical problems—will receive an "F."

The grades will be determined as follows:

Weekly Reaction Papers	10%
Short Document Paper	20%
Source Analysis Paper	15%
Annotated Bibliography/Outline	10%
Rough Draft	10%
Final Draft	20%
Final Examination	15%

The grading scale is as follows:

100-93 is an A	92-90 is an A-	89-87 is a B+
86-83 is a B	82-80 is a B-	79-77 is a C+
76-73 is a C	72-70 is a C-	69-67 is a D+
66-63 is a D	62-60 is a D-	below 60 is an F

ACADEMIC ACCOMMODATIONS: When possible and according to 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Such students must first register with the Center for Students with DisABILITIES (CSD) and then present documentation to the professor regarding the requested accommodations in a timely fashion. Please call CSD at 713/743-5400 for more assistance.

ACADEMIC INTEGRITY: Students are responsible for maintaining academic integrity. Any student detected cheating or engaging in plagiarism on any exam or quiz, or participating in any other form of academic dishonesty, will receive the appropriate sanctions, a failing grade ("F") for the course. Please visit with me regarding any questions. In cases of serious violations, additional sanctions at the College or University level are possible. See http://uh.edu/provost/stu/stu_syllabsuppl.html for details. All cases of academic dishonesty will be reported to the Dean's office.

INCOMPLETES: To be eligible to receive an incomplete a student must be passing the class, and must have completed the overwhelming majority of the course requirements. The reason for seeking the incomplete must relate to non-academic reasons (i.e., serious illness involving extended hospitalization). A student may not seek an incomplete in this class because he/she is doing poorly in another class. A student who receives an "I" is responsible for finding the professor and making arrangements to complete the missing work within one year. Failure to abide this policy will result in the "I" being converted into an "F" for the course.

COMPUTERS: Students may bring a laptop to class for the purposes of taking notes. Students may not use their computers in class for any other purpose. If the professor catches students using computers for any purpose other than note-taking, ALL STUDENTS WILL BE BANNED FROM USING COMPUTERS IN THE CLASSROOM FOR THE DURATION OF THE SEMESTER.

CELL PHONES, PAGERS, AND IPODS: Under no circumstances may students use the aforementioned devices in the classroom as they are distracting to the class. All cell phones, pagers, and iPods must be turned off **BEFORE** class begins. If the professor catches a student using a cell phone for texting or talking, one verbal warning will be issued to the entire class. If there are subsequent violations of this policy, THE PROFESSOR WILL DISMISS CLASS IMMEDIATELY FOR THAT DAY AND ALL MATERIAL NOT COVERED IN CLASS WILL BE ON THE NEXT EXAM.

FOOD AND DRINK: Students are asked to refrain from eating food in class out of courtesy to others who use the classroom. If beverages are spilled, students are asked to clean up the mess. Students are asked to remove all debris they brought into the classroom.

GOOD LUCK!!!

SCHEDULE OF LECTURE TOPICS, READING ASSIGNMENTS, AND EXAMS: The topics and dates listed below are subject to change according to the needs of the class as determined by the professor. Any such changes will be announced in class. Students are responsible for these and other course related announcements whether or not they are in attendance.

Tues., Jan. 20

Introduction

Thurs., Jan. 22

The Obama

Inaugural: Looking

Forward, Looking

Backward

Read: *New York*

Times (abbreviated

NYT)

Reaction Paper Due

(abbreviated RP

Due)

Tues., Jan. 27

Populist and

Progressive Past

Thurs., Jan. 29

New Deal Political

Culture

Read: *NYT*

RP Due

Tues., Feb. 3

Meanings of the New

Deal

Thurs., Feb. 5

First Hundred Days

Read: Polenberg, 1-

16, 37-67; *NYT*

RP Due

Tues., Feb. 10

Eleanor Roosevelt

and the New Deal

Thurs., Feb. 12

The Second Hundred

Days

Read: Polenberg, 16-

24, 68-183; *NYT*

RP Due

Tues., Feb. 17

WWII and Domestic

Politics

Thurs., Feb. 19

World War II

Read: Polenberg, 24-

35, 184-227; *NYT*

RP Due

Tues., Feb. 24

The Politics of

McCarthyism

Short Document

Paper Due

Thurs., Feb. 26

Truman's Cold War

Read: Bell, xiii-120;

NYT

RP Due

Tues., Mar. 3

The Truman

Presidency at Home

Thurs., Mar. 5

Domestic Politics in

the Postwar Years

Read: Bell, 121-276;

NYT

RP Due

Tues., Mar. 10

I Like Ike

Thurs., Mar. 12

Ike's Economy

Read: Griffith,

"Eisenhower and the

Corporate

Commonwealth";

NYT

RP Due

Source Analysis

Paper Due

Mar. 17-19

Spring Break

Tues., Mar. 24

Forgotten Liberal:

From JFK to LBJ's

Great Society

Thurs., Mar. 26

1960s Politics

Read: Flamm, 1-66;

NYT

RP Due

Tues., Mar. 31

MLK

Annotated

Bib/Outline Due

Thurs., Apr. 2

1960s Politics

Read: Flamm, 67-

123; *NYT*

RP Due

Tues., Apr. 7

Protest Politics

Thurs., Apr. 9

Vietnam and Politics

Read: Flamm, 124-

186; *NYT*

RP Due

Tues., Apr. 14

Politics of Economic

Decline

Thurs., Apr. 16

Right Turn in the

1970s

Read: Berman, 1-59;

NYT

RP Due

Rough Draft Due

Tues., Apr. 21

The Boogie Man:

The Rise of Attack

Politics

Thurs., Apr. 23

The Reagan

Revolution

Read: Berman, 60-

163; *NYT*

RP Due

Tues., Apr. 28

Journalism and

Politics

Thurs., Apr. 30

Clinton and Beyond

Read: Berman, 164-

195; *NYT*

RP Due

Final Draft Due

Thurs., May 14

FINAL EXAM

11 a.m.-2 p.m.