

CBM003 ADD/CHANGE FORM

Undergraduate Council  
 New Course  Course Change  
 Core Category: WID Effective Fall 2014

or  
 Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2013

1. Department: History College: CLASS

APPROVED SEP - 4 2013  
M.M.

2. Faculty Contact Person: Ramos Telephone: 3-3116 Email: raramos@uh.edu

3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:  
HIST / 3314 / Liberals vs. Conservatives: FDR to the Present

RECEIVED OCT 19 2012 M.M.

- Instructional Area / Course Number / Short Course Title (30 characters max.)  
HIST / 3314 / LIB VS. CONSERV: FDR TO PRESEN

- SCH: 3.00 Level: JR CIP Code: 54.0102.00 01 Lect Hrs: 3 Lab Hrs: 0

4. Justification for adding/changing course: To meet core curriculum requirements

5. 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:  
 \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- Course ID: \_\_\_\_ Effective Date (currently active row): \_\_\_\_

6. Authorized Degree Program(s): \_\_\_\_

- 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)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. 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

HIST / 3314 / LIB VS. CONSERV: FDR TO PRESEN

- Course ID: 25695 Effective Date (currently active row): 8232010

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: junior standing or consent of 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.

10. Dean's Signature: \_\_\_\_\_ Date: 10/15/12  
 Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History: CLASS

Person Making Request: Raul Ramos

Telephone: 3-3116

Email: raramos@uh.edu

Dean's Signature: \_\_\_\_\_

Date: 9/9/12

Course Number and Title: HIST 3314 Liberals vs. Conservatives: FDR to the Present

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

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.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated

the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

**Critical Thinking:**

Students will demonstrate critical thinking skills by analyzing assigned sets of primary documents from the era under investigation. They will then write a 4-6 page paper that will synthesize the various readings, lectures, discussions, and videos assigned for the week.

**Sample Essay Topics:**

Compare and contrast the political dynamics of the 1950s and the 1960s. Do the two decades seem similar or dissimilar? Why?

How successful were conservatives in achieving their aims in the 1970s and the 1980s? What accounts for their accomplishments? Their failures?

**Communication Skills:**

Writing the paper using the primary documents serves as evidence of student communication using the assignment listed above.

**Empirical & Quantitative Skills:**

Click here to enter text.

**Teamwork:**

Click here to enter text.

**Social Responsibility:**

Students will use the essay above to exhibit social responsibility by exploring the social issues raised by the presidents under study.

**Personal Responsibility:**

Students will demonstrate personal responsibility in this essay by underscoring the importance of participating in representative democracy.

Will the syllabus vary across multiple section of the course?  Yes  No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

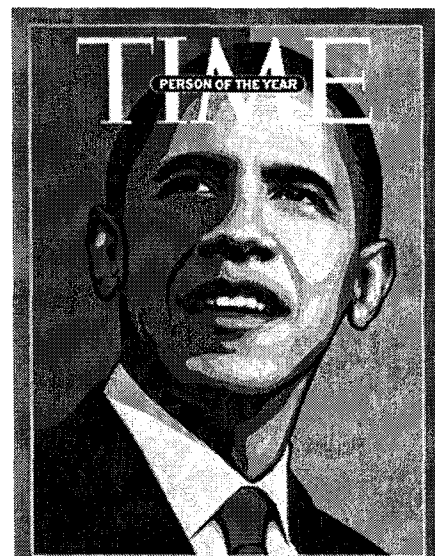
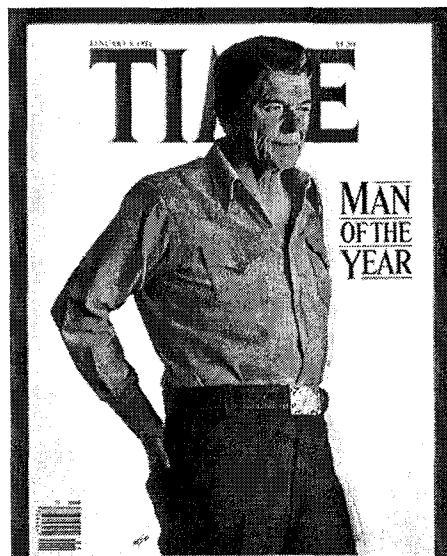
The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: \_\_\_\_\_

Professor Nancy Beck Young  
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Office Hours: MTW 1-2 p.m.

History 3314, Section 19352  
Summer 2012  
Classroom: AH 204  
University of Houston

# LIBERALS VS. CONSERVATIVES: 20<sup>th</sup> Century U.S. Politics from FDR to the Present



**COURSE OVERVIEW:** This upper division, undergraduate 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. After the election of Barack Obama as the nation's forty-fourth president some argued the contest signaled the return of liberal politics while others hoped the postpartisan politics candidate Obama promised would materialize. Neither prophecy proved accurate, but nor is it clear what is the future ideological direction of the country and its politics. We will use the works of some of the best political historians, documents from the time period we are studying, documentaries and video clips, and the *New York Times* to study how the nation's political past has shaped its political present. Because this is a "writing in the discipline" class, we will focus on the development of the research and writing skills most important for 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.

**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.

**REQUIRED READING:**

The required readings for the course are all available on the course Blackboard site, and are listed below in the course calendar.

Additionally, students will be asked to read *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: class attendance discussion, daily reading reactions, and weekly essays (approximately 4-6 pages). All assignments must be completed to pass the class.

- Class discussion and attendance: It is imperative that students come to class having completed the readings and prepared to discuss their meanings in juxtaposition with the lecture and the video. Thoughtful commentary is the goal. Failure to talk in class will result in a grade no higher than a “C” for this component of the course. Class discussion is worth 20 percent of the course grade. Please also note that failure to attend class will be penalized as follows: For each class missed after the second absence, the overall course grade will be reduced by 2 points, meaning that a student with a final grade of 92 who has four absences will wind up with a course grade of 88.
- Daily reading reactions: Students will be required to submit daily reactions to the assigned readings that include a short explication of the thesis of the assignment (3-4 sentences maximum) and a substantive discussion question that penetrates the author’s argument. These reactions should be no more than a page long. These reactions will become the foundation for our class discussions. There are sixteen days with reading assignments, and students may drop one reaction. The daily reading reactions are worth 20 percent of the course grade. They are due by 1 p.m. to the turnitin.com link on the course Blackboard page, an hour BEFORE class begins. I will grade these with a ✓+ (A range), ✓ (B range), ✓- (C range), or ✓-- (D range), and typically will return them when class begins. I will not accept late daily reading reactions.
- Weekly essays: Each week students will prepare essays responding to a question designed by the professor. These essays will be 4-6 pages long, and they will synthesize the various readings, lectures, discussions, and videos assigned for the week. Each essay must also include one primary source available from the syllabus links on the course Blackboard page. All information (facts, quotations, and arguments) derived from assigned sources must be endnoted. Endnotes do not count toward the length requirement for these essays. Each essay is worth 15 percent of the course grade.

**TURNITIN.COM:** The weekly essays must be submitted in duplicate to turnitin.com through the course Blackboard class page and in class in paper form at the beginning of the session at which it is due. Paper submissions must be stapled in the upper left hand corner and must not be placed in any sort of a binder.

Students must put their name and their PeopleSoft number on all assignments in the upper left hand corner.

**LATE WORK:** Delinquent weekly essays assignments will receive a letter-grade reduction for each late day. NOTE: An assignment that is one day late can receive no higher than a “B”; two days late no higher than a “C”; three days late no higher than a “D”; and four days late no higher than an “F”. I will not take assignments more than four days late. There is no exception to this rule. No work will be accepted after midnight on July 2 (this means the last weekly essay must be submitted on time).

**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:

Class Discussion	20%
Daily Reactions	20%
Weekly Essays	60%

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](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, **THOSE STUDENTS WILL BE BANNED FROM USING COMPUTERS IN THE CLASSROOM FOR THE DURATION OF THE SEMESTER.**

**TAPE RECORDER POLICY:** Tape recorders may not be used in the classroom unless a particular student has a medical justification for doing so. Appropriate documentation must be presented to the professor from the Center for Students with DisABILITIES (CSD).

**CELL PHONE, PAGER, AND I-POD POLICY:** Under no circumstances may students use such devices in the classroom as they are distracting to the class. All cell phones, pagers, and i-Pods must be turned off **BEFORE** class begins. If either the professor or the TA 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 RESERVES THE RIGHT TO DISMISS CLASS IMMEDIATELY FOR THAT DAY WITH ALL MATERIAL NOT COVERED IN CLASS APPEARING 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.

**EMAIL POLICY:** The professor encourages the students to contact her by email with course questions. I have a few requirements for that email, though. First, use a salutation (i.e., Dear Professor Young). Second, use a closing signature with your full name and PeopleSoft number as they appear on our class roster. Third, please know that while your email is tremendously important to me I get a large volume of email each day, and it might take up to 48 hours during the week to respond to your queries. Fourth, please assume that emails sent after 5 p.m. on Monday through Thursday will not be read until the following morning. Fifth, please assume that emails sent after 5 p.m. on Friday and over the weekend will not be read until Monday morning. Sixth, please check your syllabus and any announcements posted on Blackboard before asking procedural questions. If I receive email inquiries that can be answered in such sources my reply will be to read the syllabus and/or check Blackboard. Seventh, please do not email me simply to tell me you will miss a class lecture. I will figure that out from attendance, and I will assume you are ill and wish you a speedy recovery. I will not respond to such missives. Finally, when emailing me, use standard written English, not text message speak.

**PROBLEMS:** Students who are experiencing any sort of academic problem with the course—difficulty with reading comprehension, difficulty with note-taking, difficulty with studying for exams, difficulty with exam anxiety, etc.—should visit with me sooner rather than later. I want all students in the class to succeed, and I have a vast reservoir of experience and ideas that will help students who are struggling.

**GOOD LUCK!!!**

**CLASS SCHEDULE:** 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.

**Mon., June 4/Introduction**

**Tues., June 5/Meanings of the New Deal**

**Read:** Young, *Hoover*

**Reaction Due**

**Wed., June 6/Meanings of the New Deal**

**Read:** Brinkley, *Voices of Protest*, parts one and two

**Watch:** New Deal Lecture on Blackboard

**Reaction Due**

**Thurs., June 7/WWII and Domestic Politics**

**Read:** Wall, *Inventing the American Way*, Ch 4

**Watch:** World War II Lecture on Blackboard

**Reaction Due**

**Fri., June 8/No Class, Work on Essays**

**Question for Weekly Essay One:** Compare and contrast the impact of the New Deal and World War II on domestic politics.

**Primary Documents:** For this assignment use one of FDR's Fireside Chats as your primary source document. All of the Fireside Chats can be found at this link:

<http://docs.fdrlibrary.marist.edu/firesi90.html>

**Mon., June 11/A Postwar Political Consensus?**

**Read:** Wall, *Inventing the American Way*, Ch 6

**Reaction Due**

**Weekly Essay One Due**

**Tues., June 12/The Politics of McCarthyism**

**Read:** Schrecker, *Many are the Crimes*, Ch 6-8

**Reaction Due**

**Wed., June 13/1960s Politics**

**Read:** Mackenzie and Weisbrot, *The Liberal Hour*, Ch 2-3

**Reaction Due**

**Thurs., June 14/1960s Politics**

**Read:** Mackenzie and Weisbrot, *The Liberal Hour*, Ch 8

**Reaction Due**

**Fri., June 15/No Class, Work on Essays**

**Question for Weekly Essay Two:** Compare and contrast the political dynamics of the 1950s and the 1960s. Do the two decades seem similar or dissimilar? Why?

**Primary Documents:** For this assignment use one of the primary documents available at either 1) the first link below from the Dwight D. Eisenhower Presidential Library under the heading of "Presidential," or 2) the second link below from the Lyndon B. Johnson Presidential Library, or 3) the third link below from the Miller Center for Public Affairs selecting from either the JFK or the LBJ conversations.

[http://www.eisenhower.utexas.edu/research/online\\_documents.html](http://www.eisenhower.utexas.edu/research/online_documents.html)

or

<http://www.lbjlibrary.org/collections/selected-speeches/>

or

<http://whitehousetapes.net/clips/list-short>

**Mon., June 18/The Many Richard Nixons**

**Read:** Greenberg, *Nixon's Shadow*, Ch 3, 5

**Reaction Due**

**Weekly Essay Two Due**

**Tues., June 19/Right Turn in the 1970s**

**Read:** *Age of Deficits*, Ch 1-3

**Reaction Due**

**Wed., June 20**

The Reagan Revolution

**Read:** Collins, *Transforming America*, Ch 2-3

**Reaction Due**

**Thurs., June 21/The Reagan Revolution**

**Read:** Collins, *Transforming America*, Ch 5-7

**Reaction Due**

**Fri., June 22/No Class, Work on Essays**  
**Question for Essay Three:** How successful were conservatives in achieving their aims in the 1970s and the 1980s? What accounts for their accomplishments? Their failures?

**Primary Documents:** For this assignment use one of the primary documents available at either 1) the first link below from the Miller Center for Public Affairs selecting from the Nixon conversations, 2) the second link below with historic campaign commercials (selecting commercials from the 1970s or 1980s), or 3) the third link below to Reagan's public papers.

<http://whitehousetapes.net/clips/list-short>  
or

<http://www.livingroomcandidate.org/>  
or

<http://www.reagan.utexas.edu/archives/speeches/publicpapers.html>

**Mon., June 25/Clinton and Triangulation**

**Read:** Gillon, *The Pact*, Ch 8-10

**Reaction Due**

**Weekly Essay Three Due**

**Tues., June 26/Clinton and Triangulation**

**Read:** Gillon, *The Pact*, Ch 14-16

**Reaction Due**

**Wed., June 27/Bush's America**

**Read:** *Bush v. Gore*, Ch 1-3

**Reaction Due**

**Thurs., June 28/Bush's America**

**Read:** *Bush v. Gore*, Ch 9-10

**Reaction Due**

**Fri., June 29/Obama's Style**

**Read:** *Not Even Past*, Ch 1-2

**Reaction Due**

**Question for Essay Four:** In retrospect will the 1990s and the 2000s be known as the Age of Clinton, the Age of Bush, or the Age of Obama? Why? Defend your answer.

**Primary Documents:** For this assignment use one of the primary documents available at either 1) the first link below with historic campaign commercials (selecting commercials from the 1990s or 2000s), 2) the second link below to Clinton's digital library, or 3) the third link below to the public papers of either George W. Bush or Barack Obama.

<http://www.livingroomcandidate.org/>  
or

<http://www.clintonlibrary.gov/digital-library.html>

or

<http://www.gpo.gov/fdsys/browse/collection.action?collectionCode=PPP&browsePath=3&isCollapsd=false&leafLevelBrowse=false&ycord=0>

**Mon., Jul. 2**

**No Class/Weekly Essay Four Due to Blackboard at 2 p.m.**