

HISTORY OF UNITED STATES SINCE 1865

HIST 1312-013 (CDE Online)

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Office Hours: TWTh, 11am-12pm

COURSE DESCRIPTION: An introduction to the political, social, economic, and cultural history of the United States since 1865. This course is designed to help students understand and evaluate their society, comprehend the historical experience, and further develop reading and writing competencies and critical thinking skills.

CLASS PREREQUISITES: No special requirements or prerequisites

REQUIRED MATERIALS:

- E-text of Jones, et al, *Created Equal, Brief Third Edition, Volume 2* with Pearson Custom Online Access Code
- E-text of Broesamle and Arthur, *Clashes of Will: Great Confrontations That Have Shaped Modern America* (part of the Pearson Custom Online Package)
- UTA Blackboard HIST 1312 course module (www.uta.edu/blackboard) – you will need to have an activated UTA NetID and password to log in to the course module

HOW TO PURCHASE COURSE MATERIALS: There are TWO options to acquire the correct materials:

- Pearson Code and e-texts: This option is purchased THROUGH THE BLACKBOARD COURSE MODULE on the first day of the course. This choice will provide you with access to all Pearson online content used in this course plus an e-text of Jones and Broesamle. This is the least expensive option.
- Paper copies of the books (both Jones and Broesamle) packaged with the Pearson access code: This option can be purchased from the UTA bookstore. Note that you also have access to the e-texts if you purchase this option. This option (since you have physical textbooks) is more expensive. You may contact Shiva Mirsaedi (shiva@uta.edu) if you have questions about purchasing this option.

Either option will provide you with the proper materials for this course. The first means that you will only have access to e-texts, the second provides you with a physical textbook along with the e-text

CLASS FORMAT: This is a web-delivered class (www.uta.edu/blackboard) with many opportunities for students to interact with the instructor and each other through discussion boards and a group project. It is imperative that students keep up with the pace of the class.

STUDENT LEARNING OUTCOMES (Course Objectives): Upon completion of this course, students will be able to:

- identify key events, peoples, individuals, terms, periodizations and chronology of the history of the United States since 1865.
- demonstrate awareness of the basic geography of the United States.
- develop critical thinking skills by discussing the living nature of history, critiquing different interpretations of the same events and explaining how the manipulation of the past can provide

- insights into later periods.
- synthesize diverse historical information on broad themes of U.S. history since 1865 and present this information in coherent, well-articulated and well-substantiated analytical essays

ASSIGNMENTS, ASSESSMENTS AND GRADING

Your grade for this course will be based upon 600 quality points.

Grade Scale: A = 540-600; B = 480-539; C = 420-479; D = 360-419; F = 359 and below

NOTE: Students have one week from the posting of an assignment/exam/discussion grade (which will be announced via a class announcement) to challenge the grade or bring up any concerns. All grades are considered final after this period passes and will not be revisited. There will be a shorter protest period (notification by class announcement) for Unit 4 grades.

Topical Quizzes: There are 15 short multiple choice quizzes on each topic (lesson) in the course. Quizzes cover assigned readings and other course materials and are meant to help assess how well you are learning the course content materials, or the basic “facts.” We cover one topic per week. Worth 6 points each.

Discussion Forum Reaction Posts: Students are required to respond to questions posted by the instructor on the discussion board. Students must post on each Topic. Discussions are worth up to 10 points each.

Map Exercise: There will be one map exercise per unit where the student will be expected to find and indicate geographic locations. See the Map assignment for further details. This is an open book assignment. Worth up to 15 quality points each.

Introduction Exercises: These are quick assignments at the beginning of the course meant to gauge student understanding of the course module and to teach students the Blackboard skills they need to complete the other assignments. Worth a total of 10 points.

Document Analysis Worksheet: This worksheet will teach students how to read and analyze a primary source document. Students will read a short document and answer a six question worksheet on the document. Worth 20 points.

Is This A Good Website?: In this assignment, students will work as a group to determine if a website is suitable source to use for research. Worth a total of 20 points.

The Jungle Worksheet: Students will complete a worksheet based upon the Upton Sinclair novel (which is included in the course module as a e-text). This worksheet will teach students critical analytical skills necessary for essay writing. Worth 50 points

Group Project: There will be one group project exercise where students will investigate and produce a report on an assigned topic. See the Group Project Assignment for further details. Worth 75 quality points.

Document Project: There will be one document project where students will choose and analyze some primary materials. See the Document Project for further details. Worth 50 quality points.

Final Comprehensive Essay: After completing the above assignments, students will have learned the skills necessary to write a college level critical thinking essay. This is a 2-3 page essay on a broad topic assigned by the instructor. Worth 75 points.

Full information on each of these assignments is available in the course module.

Calculating Your Grade: Neither your instructor nor coach will calculate interim class grades for students. To determine where you stand in the class at any given time use the following calculation: Divide the number of quality points you have earned by the total number of quality points available to that point and multiply by 100% to get your interim semester grade. Final grades in this course are awarded upon simple addition of earned quality points according to the aforementioned scale.

CLASS OUTLINE AND READING ASSIGNMENTS: - Can be found in the online Course Module.

GROUP ASSIGNMENTS: - Students will be assigned to a learning community (where you carry out your discussions and group projects) on the first day of class.

CLASS CALENDAR: Can be found in the online Course Module

CLASS POLICIES AND INFORMATION – The Fine Print

Respectful Learning Environment: It is the goal of the Department of History and the College of Liberal Arts to create and maintain a respectful learning environment in online courses. The official policy concerning communications within this course is stated below:

"When contacting your academic coach or instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this course, as with any other UTA course, your communication with students, coaches, and faculty should be the utmost professional. When communicating with your peers, coaches, and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors and coaches reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct. Students violating these codes will be referred to the Office of Student Conduct."

Participation Policy: Regular participation is required.

Drop Policy: See your advisor for information.

E-Mail Policy: The University email address is the official means of communication with students. **I require all students to check their UTA email account frequently.**

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Academic Dishonesty: It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. I take scholastic dishonesty very seriously – if the excerpt below is unclear, see me. I consider copying directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. I do not give credit for plagiarized assignments or cheating on exams and I will refer plagiarism to the Office of Student Judicial Affairs.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another

person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

BOTTOM LINE: If you feel that you are falling behind, need help in writing or have any other difficulty with this course, please see/contact me right away and I will attempt to help you myself or direct you to available resources. Don't just flounder along, seek aid while there is still time to get a higher grade.