**THE UNITED STATES, 1865-PRESENT**

**HIST 1312- 014, Spring 2015**

**Tuesdays & Thursdays, 5:30-6:50 pm,**

**University Hall 115**

**Instructor:** Dr. Sarah Rose

**Office:** University Hall 328

**E-mail:** srose@uta.edu

**Office Hours:** Mondays & Thursday 2-4 pm and by appointment

**Faculty Profile:** http://www.uta.edu/profiles/sarah-rose

**COURSE DESCRIPTION**

This course will explore U.S. political, social, economic, and cultural history from 1865 to the present. The class will be structured around several overlapping themes: the ways in which U.S. citizenship has contracted and expanded, the rise of large-scale industrial capitalism, the development of the modern American state, the technological innovations that allowed massive population expansion in the West and South, and the civil rights movement, and the rise of conservatism.

This course will teach students the basic narrative of American history since 1865, highlighting key figures, institutions, groups, and events. But we will pay even more attention to understanding *why* a particular event occurred, such as the Great Depression, and considering the *implications* for American politics, society, economy, and culture. 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. In addition, this class will teach students how to think in a historical manner: how to analyze historical arguments and historical documents. Accordingly, students will read and write about a wide array of sources ranging from primary documents to articles by historians.

**CLASS PREREQUISITES**

Completion of or concurrent enrollment in ENGL 1301.

**REQUIRED TEXTS—MAKE SURE YOU OBTAIN THE CORRECT EDITION!**

* 1. George Brown Tindall and David Emory Shi, *America: A Narrative History*, brief 9th edition, volume 2 (W. W. Norton & Company, 2013)
	2. David E. Shi and Holly A. Mayer, *For the Record: A Documentary History of America*, 5th edition, volume 2 (W. W. Norton & Company, 2012)

Copies of both texts will be available on 2-hour reserve in the Central Library early in the semester.

Please bring *For the Record* to class every day, as well as any reading assigned in Blackboard.

**Blackboard**: To access the online course Blackboard site, navigate to <http://elearn.uta.edu> and log in with your UTA NetID and password. After logging in, click on the name of this course in the upper left box. If you have problems logging in, contact the Help Desk (helpdesk@uta.edu).

**UTA CORE CURRICULUM OBJECTIVES:**

The state of Texas requires specific objectives for general education “core” courses.  The state objectives for “general ed” courses require that students learn critical thinking and communication (written, oral, visual) skills; teamwork skills; quantitative reasoning; personal responsibility (ethics) and social responsibility (civics).  This course satisfies the University of Texas at Arlington core curriculum requirement in social and behavioral sciences.

* **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*Must be addressed in all core curriculum courses.*
* **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication.*Must be addressed in all core curriculum courses.*
* **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Mathematics
	+ Life and Physical Sciences
	+ Social and Behavioral Sciences
	+ Component Area Option of Mathematics and Logic
* **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Life and Physical Sciences
	+ Creative Arts
	+ Communication
* **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Communication
	+ Language, Philosophy and Culture
	+ American History
	+ Government/Political Science
* **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Language, Philosophy and Culture
	+ Creative Arts
	+ American History
	+ Government/Political Science
	+ Social and Behavioral Sciences

**STUDENT LEARNING OUTCOMES**

During this course, students will be learn to:

1. Identify key events, peoples, individuals, terms, periods, and chronology in U.S. history since 1865; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect.
2. Develop critical thinking skills by discussing the living nature of history, using historical evidence to critique competing interpretations of the same historical events, explaining the nature of historical controversies.
3. Synthesize diverse historical information and evidence related to broad themes of U.S. history and present this information in coherent, well-articulated, and well-substantiated analytical discussions and other written assignments
4. Develop the ability to connect choices, actions, and consequences to ethical decision making by examining the motivations and actions of key figures in U.S. history
5. Develop an understanding of civic and social responsibility by examining interactions within and between regional, national, and global communities in U.S. history.
6. Draw meaningful conclusions about events in U.S. history from primary sources.
7. Discuss the reasons why major historical events such as the Great Depression occurred and discuss their implications.

**COURSE REQUIREMENTS**

Participation 13% (130 points)

Two papers Papers 30% (150 points each)

Weekly reading quizzes 12% (12 points each, lowest two dropped)

Midterm exam 25% (250 points)

Final exam 25% (250 points)

**Grading scale:** A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points; F = 599 points and below.

I will post grades for all assignments on Blackboard, as well as a midterm progress grade for participation.

Assignments will assess the core objectives of critical thinking, communication, personal and social responsibilities.

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**FACULTY EXPECTATIONS**

I expect that students will

* not cheat, plagiarize, collude or commit other acts of academic dishonesty
* participate fully by attending class regularly and being prepared for discussions and other assignments.  Being prepared means doing your reading assignment or other class prep *before* the class session
* do college-level work in all written assignments.  You will receive specific and detailed instructions for all assessments within this course, follow them.  Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
* turn in work on time
* show respect to your instructor and your fellow students in all interactions
* ask for help when needed
* instructor-specific expectations

**EXPECTATIONS FOR OUT-OF-CLASS STUDY**

A general rule of thumb is this: for every credit hour earned, a student should spend at least 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional ***9*** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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**DESCRIPTION OF COURSE REQUIREMENTS**

**Participation (13% or 130 points):** As with any course, participation is crucial for success in this class. Good participation involves three inter-connected elements: preparation, attendance, and engaged participation.

Preparation: I expect you to prepare by critically reading the assigned materials *before class*. I strongly advise that you mark up the readings and/or take notes and bring these notes to class. *Please bring make sure to bring all readings under discussion to class.*

Attendance: At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I require attendance. Because some material will be covered in lecture that is not in the course texts (and vice versa), regular attendance is crucial to success in this class.

You cannot participate unless you attend class and arrive on time. I understand that the unexpected can occur, and you are *allowed two* *unexcused absences* without affecting your grade. Regular tardiness or leaving early will also affect your grade. If you miss class for a legitimate reason (documented family emergency, illness, athletic team event, etc.), you must contact me in advance if at all possible. Each class, I will pass around a sign-in sheet. It is your responsibility to make sure that you sign in.

 0-3 unexcused absences A = maximum participation grade

 4 unexcused absences B = maximum participation grade

 5 unexcused absences C = maximum participation grade

 6 unexcused absences D = maximum participation grade

 7+ unexcused absences F = maximum participation grade

Engaged Participation: Good participation means contributing thoughtfully to discussions and in-class activities and demonstrating careful consideration of the readings. It also means asking good questions just as much as knowing how to answer a question. During discussions, please keep in mind that the goal is balanced participation. If you find yourself hogging the floor, please yield it; if you find yourself being a wallflower, please speak up.

**Reading Quizzes (12% total or 120 points)**:These online, open-book quizzes on Blackboard are designed to help you identify and understand the main themes of the readings. There will be 12 quizzes during the semester. Each quiz will be worth twelve points, and I will drop your lowest two grades.

Quizzes must be completed by Tuesdays at 5 pm.

*Make-up quizzes will only be offered for documented emergencies.*

**Papers (15% each or 150 points; 300 points total):** For these 3-4 page papers, you will be asked to analyze primary source documents and use them, the textbook, and class lectures to make a historical argument. Prior to the first paper assignment, we will practice analyzing documents and writing historical thesis statements.

I will distribute the instructions one week in advance, but the objective is for you to support a clearly-stated thesis with evidence from the primary sources and then explain how your evidence supports your argument. Your grade will be based on how well you address the following aspects: a clear thesis, logically supported by evidence; evidence explained and connected back to thesis; thoughtful analysis; placement within historical context; and clarity of writing (clear introduction and conclusion, good organization, and no serious grammatical or spelling errors).

Plagiarism will result in a failing grade. You must complete the library’s online plagiarism tutorial and quiz and e-mail your score to the TA by Wednesday, January 27 at 1 pm.

The papers are due Friday, February 5 and Thursday, April 22. They must be uploaded to Blackboard via SafeAssign by 5 pm that day.

**Midterm and final exams (20% & 25% or 200 and 250 points)**: The midterm and final will consist of several significance identifications and 1-2 essay questions. I will distribute a list of possible significance ID terms and 3-4 potential questions one week in advance.

Make-up exams will only be given for documented emergencies (e.g., police report, doctor’s note, and you must notify me in advance if at all possible. You cannot pass the course without taking both exams.

*You must supply your own bluebooks, which are available at the campus bookstore.* Please purchase two at your earliest opportunity and have the TA check off your name on the bluebook log.

The midterm exam is on Tuesday, March 2 during our normal class time. The final exam is on Tuesday, May 12 from 5:30 to 8 pm.

**Extra credit (1% or 10 points each):** I will periodically announce opportunities to earn extra credit by attending a talk, lecture, or museum exhibit and writing a one-page reflection paper on what you learned and how the event or exhibit relates to what we are covering in this course.

**Rules for class:** I will evaluate your final grade by considering how often you have participated in class. Therefore, you need to be in class on time, engaged, and prepared every day. If you are regularly absent, routinely arrive late or leave the room during the middle of class, use your laptop for anything other than taking notes, read non-course materials during class, engage in chitchat during class, or otherwise neglect to participate, I will lower your participation grade and will not give you the benefit of the doubt if your final grade is on the border between two grades. Please inform me before class if you need to leave early because of an emergency.

**Electronic device policy: Please turn off your cell phone and keep it in your bag. If you use your laptop, e-reading, or tablet for any purpose other than note-taking or consulting course readings and assignments, you will be banned from using a computer during class. If you violate either of these policies, the following stepped penalties will apply:**

* first time: verbal warning
* second time: unexcused absence for that day and be banned from using a computer, tablet, or e-reader in class
* third time: you will be asked to leave the classroom for that day and will receive an unexcused absence

**Other notes on grading**

1. I will grant extensions on assignments in cases of legitimate need, but you must request an extension at least 24 hours in advance (except in case of emergencies). Late assignments will docked one grade per day. Make-ups for exams will only be offered with a documented, legitimate excuse (e.g., police report, doctor’s note).
2. I will consider improvement in your work over the course of your semester when calculating your final grade.
3. I will post grades for all major assignments on Blackboard.
4. You must complete all assignments to pass the course.

**Need help?**

Please do not hesitate to contact me if you have any questions about the course, lectures, or assignments. You may contact me by e-mail, visit during my office hours (or set up an appointment at another time), or talk to me before or after class.

**IMPORTANT POLICIES**

This syllabus is subject to revision over the course of the semester. I will notify you about any changes in class and by e-mail.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** The final drop day is April 3. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364. Solutions that benefit one student can end up helping the class as a whole, so please feel free to come forward with any questions or suggestions inside or outside of class.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**My Plagiarism Policy:** If you copy someone else’s words or ideas—from the internet, books, other people’s papers, encyclopedias, among other sources—without crediting them and using quotation marks for any direct quotes, you are committing plagiarism. If you change just a few words and do not credit the author, that is also plagiarism. If you have any questions, please see me or consult Charles Lipson’s *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*, 2nd edition (Chicago, 2008) in the library. Penalties for plagiarism on assignments will range from a zero on the assignment to an F in the class. I also will report you to the Office for Student Conduct, which might lead to expulsion if you have a record.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket%40exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f" \t "_blank) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the center of UH on the side away from the main quadrangle. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

**SCHEDULE OF TOPICS & READINGS**

**QUIZZES ARE DUE EACH TUESDAY AT 5 PM.**

Week 1 (Jan. 20-22): Introduction & the Legacies of the Civil War

Readings:

* Tindall & Shi, *America*, pp. 538-543
* Shi & Mayer, *For the Record*,pp. xix, “Where to Begin” **[Blackboard]**
* Anthony Marcus, John M. Giggie, & David Burner, *America Firsthand*, volume 2, 9th edition (Bedford/St. Martin’s, 2011): “Introduction: Using Sources to Study the Past” **[Blackboard]**

Week 2 (Jan. 27-29): Whose Reconstruction?

**\*\*Online plagiarism tutorial and quiz must be completed before class on Thursday, January 29.**

* Go to <http://library.uta.edu/plagiarism/index.html>, take the tutorial and the quiz, and at the end be sure to email your score to me at srose@uta.edu

Readings:

* Tindall & Shi, *America*, pp. 543-576, 606-612
* Shi & Mayer, *For the Record*, ch. 17 (pp. 1-16) and part of ch. 19 (pp. 34-41)

Week 3 (Feb. 3-5): Incorporating the West

**\*\*No class on Thursday, Feb. 5**

**\*\*Reconstruction paper due on Friday, February 6 (upload to Blackboard by 5 pm)**

Readings:

* Tindall & Shi, *America*, pp. 612-634
* Shi & Mayer, *For the Record*, part of ch. 19 (pp. 47-59)

Week 4 (Feb. 10-12): Life in Industrial America

Readings:

* Tindall & Shi, *America*, pp. 577-605, 634-665
* Shi & Mayer, *For the Record*, ch. 18 (pp. 17-33)

Week 5 (Feb. 17-19): Reform Visions

Readings:

* Tindall & Shi, *America*, pp. 665-692, 718-755
* Shi & Mayer, *For the Record*, parts of ch. 21 & 23 (pp. 82-93, 116-128, 137-138)
* Douglas C. Baynton, “‘The Undesirability of Admitting Deaf Mutes’: American Immigration Policy and Deaf Immigrants, 1882-1924,” *Sign Language Studies* 6, no. 4(Summer 2006): 391-415 **[Blackboard]**

Week 6 (Feb. 24-26): An Emerging World Power

Readings:

* Tindall & Shi, *America*, pp. 693-717, 756-784
* Shi & Mayer, *For the Record*, ch. 22 (pp. 94-111) and part of ch. 24 (pp. 151-156)

Week 7 (March 3-5): Midterm & Webb Lectures

**\*\*\*Midterm on Tuesday, March 3 (covers ch. 17-24 in Tindall & Shi, *America*, and Shi & Mayer, *For the Record*)**

**\*\*No class on Thursday, March 5. Attend Webb Lectures on March 4 and 5 instead.**

Readings:

* none

**SPRING BREAK! MARCH 9-13.**

Week 8 (March 17-19): The Jazz Age

Readings:

* Tindall & Shi, *America*, pp. 784-835
* Shi & Mayer, *For the Record*, part of ch. 24 (pp. 157-164) and all of ch. 25 (pp. 165-185)

Week 9 (March 24-26): America in the Depression

Readings:

* Tindall & Shi, pp. 835-887
* Shi & Mayer, *For the Record*, ch. 26 & 27 (pp. 186-209)

Week 10 (March 31-April 2): This American Century

Readings:

* Tindall & Shi, *America*, pp. 888-957, 963-973
* Shi & Mayer, *For the Record*, ch. 28 & 29 (pp. 210-250)

Week 11 (April 7-9): Happy Days, but for Whom?

Readings:

* Tindall & Shi, *America*, pp. 974-992, 998-1013
* Shi & Mayer, *For the Record*, part of ch. 30 (pp. 251-277, 284-286)
* Documents on 1950s **[Blackboard]**

Week 12 (April 14-16): Walking for Freedom

Readings:

* Tindall & Shi, *America*, pp. 957-962, 992-997, 1019-1025, 1036-1040
* Shi & Mayer, *For the Record*, parts of ch. 30 & ch. 31 & “Interpreting Visual Sources: The Civil Rights Movement” (pp. 278-283, 287-300, 305-310, 312-319)

Week 13 (April 21-23): Who “Won” the 1960s?

**\*\*1950s paper due Thursday, April 22 at 5 pm**

Readings:

* Tindall & Shi, *America*, pp. 1014-1019, 1025-1028, 1040-1072
* Shi & Mayer, *For the Record*, parts of ch. 30, 31, and 32 (pp. 301-304, 310-311, 320-335)
* Anthony Marcus, John M. Giggie, & David Burner, *America Firsthand*, volume 2, 9th edition (Bedford/St. Martin’s, 2011): Visual Portfolio on “Protest Movements of the 1960s and 1970s” **[Blackboard]**

Week 14 (April 28-30): The Conservative Resurgence

Readings:

* Tindall & Shi*, America*, pp. 1072-1127
* Shi & Mayer, *For the Record*, part of ch. 32 and all of ch. 33 (pp. 333-358)

Week 15 (May 5-7): “Globalization”

Readings:

* Tindall & Shi, *America*, pp. 1128-1173
* Shi & Mayer, *For the Record*, ch. 34 (pp. 359-378)

**TUESDAY, MAY 12, 5:30-8:00 PM: FINAL EXAMINATION (covers ch. 25-34 in Tindall & Shi, *America*, and Shi & Mayer, *For the Record*).**