**HIST 1312**

**History of the United States since 1865**

***UH 110 5:30-6:50 p.m., M-W***

**Instructor: Oliver Lee Bateman, JD, PhD /** [**www.oliverbateman.com**](http://www.oliverbateman.com)

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**Office:** UH 329

**Office Hours:** By appointment

**Class Twitter:** [**https://twitter.com/hist1312**](https://twitter.com/hist1312)

**(NOTE: Notifications will be turned on during class, and you’ll be able to ask questions or make comments as the lecture proceeds.)**

**DESCRIPTION OF COURSE CONTENT:** 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.

**REQUIRED MATERIALS**:

There are required materials for this class (**all three are available in eBook/PDF format on the “Course Documents” section of Blackboard**):

Russell, A Renegade History of the United States  
<http://www.amazon.com/A-Renegade-History-United-States/dp/1416576134>

* **ISBN-10:** 1416576134
* **ISBN-13:** 978-1416576136

Wilentz, The Age of Reagan  
<http://www.amazon.com/Age-Reagan-History-1974-2008-American/dp/0060744812/ref=sr_1_1?s=books&ie=UTF8&qid=1428459323&sr=1-1&keywords=the+age+of+reagan>

* **ISBN-10:** 0060744812
* **ISBN-13:** 978-0060744816

Susman, Culture as History  
<http://www.amazon.com/Culture-History-Transformation-American-Twentieth/dp/1588340511>

* **ISBN-10:** 1588340511

**ISBN-13:** 978-1588340511

**STUDENT LEARNING OUTCOMES**:

During this course, students will learn how to:

* identify key events, peoples, individuals, terms, periods, and chronology of the history of the United States; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect
* 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
* 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
* 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
* develop an understanding of civic and social responsibility by examining interactions within and between regional, national, and global communities in U.S. history

**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

**ASSIGNMENTS AND ASSESSMENTS:**

* **Reflection papers (66%):** At the beginning of each Monday class (30 minutes), students will write a closed-book reflection paper on that day’s reading assignment. These papers will then be shared with classmates and used to guide that week’s class discussion. Grading for these assignments is pass/fail.
* **Examination (33%)**: There will be one short-answer/identification-based final examination. A study guide will be provided.
* **Class Twitter:** [**https://twitter.com/hist1312**](https://twitter.com/hist1312)- You’re not required to use the class Twitter, but it’s a great way to contribute to the lecture whenever your mind starts to wander. If you’re going to space out or daydream, why not be productive about it?

**ATTENDANCE:** Regular attendance is expected and will be taken indirectly via the daily reflection papers I receive. You may miss **THREE** reflection papers without an excuse. I usually don’t concern myself with daily assignments and attendance, but since this is an extremely compressed class, I’m forced to take desperate measures. I’ve taught long evening courses before; believe me, this seemingly draconian method works wonders.

**CELLPHONES AND LAPTOPS:** You may use these devices to interact with the course Twitter. If you’re going to use them to watch episodes of Breaking Bad or listen to today’s hottest hip-hop tunes (I really like Young Thug and Azealia Banks), keep in mind that each meeting of this course costs something like $100 (seriously, think about that: would you pay $100 to see even the greatest of movies or the most thrilling of professional sporting events?). I’ll try my best to give you your money’s worth; you should try your best to extract as much value from my efforts as you can.

**GRADING:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (especially the instructor!) if their performance drops below satisfactory levels.

**EXPECTATIONS FOR OUT-OF-CLASS STUDY**: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. However, all of your out-of-class work revolves around **reading** the assigned materials, not completing blog entries, taking online quizzes, or doing any of that other busywork I’m sure you hate. I’ve selected some books and articles *that are actually enjoyable to read*, and I want you to *actually read* them. If you do, expect to experience some fantastic lectures and class discussions.

**COURSE SCHEDULE:**

***As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. OLB***

*Week 1*

“What Is History?”

Recommended Readings: Oliver Wendell Holmes Jr., “Natural Law” at <http://teachingamericanhistory.org/library/document/natural-law/>

Bill Watterson, Kenyon Commencement Address at <http://web.mit.edu/jmorzins/www/C-H-speech.html>

Bateman, “The Space Jam Website” at <http://www.vice.com/read/the-old-crap-on-the-internet-was-once-important-and-all-this-new-crap-on-the-internet-will-one-day-not-matter-421>

Bateman, “This is Not a Year in Review” at <http://www.mademan.com/year-in-review/>

*Week 2*

May 21: Slavery and Reconstruction

Reading: Russell, pp. 39-101

Russell, “Why I Got Fired From Teaching American History” at <http://www.huffingtonpost.com/thaddeus-russell/fired-teaching-american-history_b_767172.html>

*Week 3*

Reading, E.P. Thompson, “Time, Work-Discipline, and Capitalism” at <https://libcom.org/files/timeworkandindustrialcapitalism.pdf>

*Week 4*

Race and Immigration

Reading: Russell, pp. 127-207

Josef Pieper, *Leisure: The Basis of Culture* at <http://www.archive.org/stream/leisurethebasiso007390mbp/leisurethebasiso007390mbp_djvu.txt> (selections)

Bob Black, “The Abolition of Work” at <http://theanarchistlibrary.org/library/bob-black-the-abolition-of-work>

Peter Frase, “The Politics of Getting a Life” at <https://www.jacobinmag.com/2012/04/the-politics-of-getting-a-life/>

*Week 5*

Bodies and Souls

Readings: Samuel Fussell, “Bodybuilder Americanus” at <http://books.google.com/books?id=kC1aiBNgK2QC&lpg=PA43&dq=Bodybuilder%20Americanus&pg=PA43#v=onepage&q=Bodybuilder%20Americanus&f=false>

Bateman, “Drugs and the Evolution of Bodybuilding” at <http://www.theatlantic.com/health/archive/2014/08/drugs-and-the-evolution-of-bodybuilding/375100/>

Bateman, “Hollywood’s Muscle-Drug Epidemic” at <http://www.mademan.com/actors-peds/>

Paul Solotaroff, “The Power and the Gory” at <http://www.bronxbanterblog.com/2013/10/01/the-power-and-the-gory/>

Solotaroff, “The Dawn of Bodybuilding” at <http://www.mensjournal.com/magazine/the-dawn-of-bodybuilding-20121118>

Jamie Keiles, “How to Optimize Your Flesh Prison” at <http://www.theawl.com/2015/04/how-to-optimize-your-flesh-prison>

Jerry Seinfeld, CLIO acceptance speech at <https://www.youtube.com/watch?v=uHWX4pG0FNY>

*Week 6*

Culture as History

Readings: Susman, “Introduction” and pp. 86-99, 122-150, 211-231, and 252-287

Susan Sontag, “Notes on Camp” at <http://faculty.georgetown.edu/irvinem/theory/Sontag-NotesOnCamp-1964.html>

Visit Oliver Bateman’s photo exhibit at the UTA Library: <http://www.dallasnews.com/news/community-news/arlington/headlines/20150824-how-did-crowds-react-to-von-erichs-uta-exhibit-zooms-in-on-fans-enthusiasm.ece>

Bateman, “R.I.P. Stuart Scott” at <http://www.mademan.com/r-i-p-stuart-scott/>

Jamie Keiles, “0 Miles to Wall Drug” at <https://broadly.vice.com/en_us/article/0-miles-to-wall-drug-a-half-day-at-the-worlds-largest-drugstore>

*Week 7*

Sports, Leisure, and Spirituality

Readings: Russell, pp. 207-229, 285-295

Dan O’Sullivan, “Money in the Bank” at <https://www.jacobinmag.com/2014/08/money-in-the-bank/>

Taylor Branch, “The Shame of College Sports,” at <http://www.theatlantic.com/magazine/archive/2011/10/the-shame-of-college-sports/308643/>

Tom Wolfe, “Me Decade and the Third Great Awakening,” at <http://nymag.com/news/features/45938/>

David Foster Wallace, “Federer as Religious Experience” at <http://www.nytimes.com/2006/08/20/sports/playmagazine/20federer.html?pagewanted=all&_r=0>

Bateman, “Everyman His Own Professional Wrestling Historian,” at <http://s-usih.org/2014/05/everyman-his-own-professional-wrestling-historian.html>

*Week 8*  
Civil Rights, Women’s Rights, Gay Liberation, and the Future

Readings: Russell, pp. 295-332

Interview with Michelle Alexander at <http://www.npr.org/2012/01/16/145175694/legal-scholar-jim-crow-still-exists-in-america>

Justin E.H. Smith, “Working Arrangement” at <http://www.laphamsquarterly.org/family/working-arrangement>

Andrew Sullivan, “The Astonishing Actual History of the Gay Rights Movement” at <http://dish.andrewsullivan.com/2014/07/15/the-astonishing-actual-history-of-the-gay-rights-movement/>

David Halperin, “Gay Male Culture” at <http://chronicle.com/article/How-to-Be-Gay/134024/>

*Week 9*

America in the 1970s and 1980s

Readings: Wilentz, pp. 99-245

*Week 10*

The Age of Reagan

Readings: Wilentz, pp. 245-323

Kurt Andersen and Paul Rudnick, “The Irony Epidemic” at <https://books.google.com/books?id=oEQ9G8e_zmQC&lpg=PP1&pg=PA93#v=onepage&q&f=false>

*Week 11*

The Age of Clinton, 9/11, and the End of History

Readings: Wilentz, pp. 323-408

Jamie Keiles, “Negotiations at the IRL/URL Border” at <http://motherboard.vice.com/read/negotiations-at-the-irlurl-border>

Bateman, “The Internet Means Always Having to Say You’re Sorry” at <http://www.vice.com/read/the-internet-means-always-having-to-say-youre-sorry-519>

Eugene Wolters, “Understanding Jean Baudrillard with Pumpkin Spice Lattes” at <http://www.critical-theory.com/understanding-jean-baudrillard-with-pumpkin-spice-lattes/>

*Week 12*

**FINAL EXAM**

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**UTA-Mandated Fine Print**

**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**. 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/ses/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.

**ACADEMIC INTEGRITY:** All 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.*

Instructors 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.

**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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**ELECTRONIC COMMUNICATIONS:** 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 a 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>.