**HIST 5340: Issues and Interpretations in U.S. History**

**Spring 2016**

**Instructor:** Dr. Cristina Salinas

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**Office Hours:** M 5:30-7:00 PM; T 3:00-4:30 PM

**Section Information:** [Insert course prefix, number, and section]

**Time and Place of Class Meetings:** M 7-10 PM, UH 07

**Description of Course Content:** This course introduces graduate students to key themes and chronological eras in U.S. history, exploring how historians have approached the study of the past and how debates about historical questions have been shaped and changed over the years. This course will consist of recent research and more established books paired with essays considering the state of selected fields in U.S. history. Though not an exhaustive study of all eras of U.S. history, several methodological approaches to U.S. history will be considered (social, economic, political, cultural) as well as modes of analysis (gender, race, class, state formation).

**Student Learning Outcomes:**

* Establish a foundation of knowledge about selected historical eras in U.S. history as well as different approaches to historical study.
* Become familiar with major historical trends and debates in selected fields of U.S. history.
* Develop critical writing and reading skills through assessment of scholarly monographs and articles.

**Required Textbooks and Other Course Materials:**

Eric Foner and Lisa McGirr, American History Now

Jorge Cañizares-Esguerra, Puritan Conquistadors: Iberianizing the Atlantic, 1550-1700

T.H. Breen, The Marketplace of Revolution: How Consumer Politics Shaped American Independence

Nancy Cott, Public Vows: A History of Marriage and the Nation

Erskine Clarke, Dwelling Place: A Plantation Epic

Edward Baptist, The Half Has Never Been Told: Slavery and the Making of American Capitalism

Pekka Hamailainen, The Comanche Empire

David Blight: Race and Reunion: The Civil War in American Memory

Erika Lee, At America’s Gates: Chinese Immigration During the Exclusion Era, 1882-1943

Laura Briggs, Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico

Thomas Andrew, Killing for Coal: America’s Deadliest Labor War

Tomiko Brown-Nagin, Courage to Dissent: Atlanta and the Long History of the Civil Rights Movement

Yen Le-Espiritu, Body Counts: The Vietnam War and Militarized Refuge(es)

Lisa McGirr, Suburban Warriors: The Origins of the New American Right

**Descriptions of major assignments and examinations:**

**Attendance, Participation, and Weekly Writing Responses 40%:**

The success of this course depends on engaged student participation and attendance. You are expected to come to class prepared to discuss the week’s reading topic. Only one unexcused absence will be allowed. Any subsequent absences will be reflected negatively in your participation grade. Part of the preparation for class discussion will include submitting short (1-2 page) responses to the week’s reading. The responses will be due via Blackboard by 5PM the day that class meets. No late submissions will be accepted.

**Book Review 20%:**

Choose one of the books from the assigned course list and write a review (800-1,000 words) on the chosen text. In the review you will, explain the argument of the book and include a short summary of its contents. You should consider the strengths and weaknesses of the book, assess where it fits in the literature, and evaluate the best audience for the book. The review will be due one week after the book has been assigned for discussion according to the course schedule.

**Historiography Paper 40%:**

For this paper, you will identify a topic in U.S. history related to your research area and write a historiographical essay based on that research area. Choose your books, write about the books, how they build upon earlier scholarship in the field, how they have added to the field, posed new questions, or taken the field in a new direction. You can explore areas/approaches/historiographies we have discussed in class or may choose an area that we did not cover. You can use up to two books on the required list. The paper should be between 17-20 pages. For this assignment, you will be required to meet with me to discuss your paper idea. You will also turn in a bibliography, introduction and outline before the final paper is due.

**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 will take attendance and it will factor into your final grade. Because this is a discussion-oriented course, attendance and participation is a crucial aspect of creating an intellectually stimulating classroom environment. Your participation in class discussions will also allow me to assess your engagement with the reading material beyond your writing assignments. As disclosed above, I will allow one unexcused absence. Any absences beyond that will be reflected in your attendance and participation grade and possibly the final grade.

**Grading**: I will issue letter grades for all writing submissions, both weekly responses as well as the book review and historiography paper.

**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/aao/fao/>).

**Disability Accommodations: UT** 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

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.

**Title IX:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*. For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses 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.

**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. 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.

**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 http://www.uta.edu/universitycollege/resources/index.php

**Course Schedule**

**As the instructor for this course, I reserve the right to adjust this schedule as needed. Cristina Salinas**

**Week One: Colonial Encounters**

Jan. 25: Jorge Cañizares-Esguerra, *Puritan Conquistadors: Iberianizing the Atlantic, 1550-1700*; Look especially at historiography essay at the end of the book. **NO Reading Response Due For This Week.**

**Week Two: American Revolution**

Feb. 1: T.H. Breen, *The Marketplace of Revolution*; From American History Now (AHN), Woody Holton, “American Revolution and Early Republic.”

**Week Three: Gender and the Nation**

Feb. 8: Nancy Cott, *Public Vows*; AHN, Rebecca Edwards, “Women’s and Gender History.”

**Week Four: Slavery**

Feb. 15: Erskine Clarke, *Dwelling Place*; AHN, Adam Rothman, “Slavery, the Civil War, and Reconstruction.”

**Week Five: Slavery and Capitalism**

Feb. 22: Edward Baptist, *The Half Has Never Been Told*; AHN, Sven Beckert, “History of American Capitalism.”

**Week Six: Native American History and the West**

Feb. 29: Pekka Hamalainen, *The Comanche Empire*; AHN, Stephen Aron, “Frontiers, Borderlands, Wests;” and Ned Blackhawk, “American Indians and the Study of U.S. History.”

**Week Seven: Reconstruction**

March 7: David Blight, Race and Reunion.

**SPRING BREAK!!**

**Week Nine: Immigration**

March 21: Erika Lee, At America’s Gates; AHN, Mae M. Ngai, “Immigration and Ethnic History.”

**Week Ten: U.S. Imperialism**

March 28: Laura Briggs, Reproducing Empire; AHN, Erez Manela, “The United States in the World.”

**Week Eleven: Scheduled Appointments About Final Paper**

April 4: No Class. No Reading. During Scheduled Class Time, Meet with Instructor to Discuss Final Paper Ideas.

**Week Twelve: Labor History and Environmental History**

April 11: Thomas Andrews, Killing for Coal; AHN, Sarah T. Philips, “Environmental History.”

**Week Thirteen: Civil Rights Movement**

April 18: Tomiko Brown-Nagin, Courage to Dissent; AHN, Kevin Gaines, “African American History.” **Bibliography, Introduction, and Outline Due.**

**Week Fourteen: Vietnam War and Its Aftermath**

April 25: Yen Le Espiritu, Body Counts.

**Week Fifteen: Suburbanization and the New Right**

May 2: Lisa McGirr, Suburban Warriors.

**Final Paper Due: May 11 by 5:00 PM.**