**HIST 1312:** History of the United States Since 1865

Spring 2016

**Instructor:** Dr. Cristina Salinas

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**Faculty Profile:**

**Office Hours:** M 5:30-7:00 PM; T 3:00-4:30 PM; and by appointment.

**Section Information:** 1312-005

**Time and Place of Class Meetings:** MWF 1:00-1:50 PM**,** UH 115

**Description of Course Content:** This course offers an introduction to the history of the United States from 1865 to the present day. Never fixed categories, ideas about nation and belonging have always been contested and defined (and re-defined), through wrenching struggle and moments of affirmation. We will examine the growth of the state in American society as well as the ways in which people themselves helped define a nation. While this course is focused on the events and broad currents that fashioned daily life in the United States, we will also consider American history from an international perspective, exploring the ways in which the United States both shaped, and was shaped by, global flows of migration, ideas, and capital. The power to shape society, while unequal, has always been multidirectional and multidimensional.

**Student Learning Outcomes:**

* Students will demonstrate competent knowledge of U.S. history from 1865 to the present, as well as analyze major events in U.S. history by comparing and contrasting historical eras, and analyzing the impact of major events on American society. Classroom instruction will be communicated via lecture, discussion, power point presentations, and media. Students will demonstrate their competence through essay exams, papers, in-class and online discussion forums.
* Students will write evidentiary-based papers and exams, in order to learn how to construct arguments well supported by evidence. Students will utilize primary and secondary sources and distinguish between different types of sources.
* Students will learn how to evaluate evidence in order to distinguish between different types of historical scholarship and historical arguments. Students and the instructor will examine primary documents to learn how evidence is used to construct historical interpretations.

**Required Textbooks and Other Course Materials:**

Nancy Hewitt and Steven Lawson, Exploring American Histories: A Brief Survey with Documents, volume 2.

Jacob A. Riis, How the Other Half Lives, Edited with An Introduction by David Leviatin

Anne Moody, Coming of Age in Mississippi

**Descriptions of major assignments and examinations:**

**Discussion Board Entries 15%:**

Throughout the semester, I will post questions/video clips/newspaper articles/readings on the Discussion Tab in Blackboard. These questions/sources are intended to elicit discussions based on materials covered in class. The course schedule portion of the syllabus will indicate when the Discussion Board Forums will be open and due. You must submit a one-two paragraph response to the material and questions. In addition you should respond to the entries of at least two other students in the class. I will post **seven (7)** different Discussion Forum questions throughout the semester and you are expected to complete **five (5)** of them. No late discussion board entries will be accepted.

**Paper One 10%:**

You will write a brief **three (3)** page essay addressing questions from Jacob Riis, How the Other Half Lives, edited with an Introduction by David Leviatin. This paper will be submitted via Blackboard.

**Exam One 25%:**

This in-class exam will consist of multiple-choice questions, short and longer essays on material covered from the first half of the course’s lectures, readings, and discussions.

**Paper Two: 20%:**

You will write a brief **four (4)** page essay responding to questions about Anne Moody’s Coming of Age in Mississippi. You will submit this paper via Blackboard.

**Final Exam: 30%:**

This exam will consist of short and long essay questions drawn from material covered during the second half of the course.

**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 not formally take attendance, though regular attendance is strongly encouraged. Questions on the exams will come from material from the readings as well as lecture; thus, attending class regularly, taking notes, and keeping up with the readings will give you the best chance to do well in this course.

**Grading**:

Assignments will be given a numerical grade based on a 200-point scale. At the end of the course, the 200-point scale will be converted to a 100-point scale and to a letter grade. Grades will be posted on Blackboard. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Students can keep track of their performance by factoring their point total against the maximum point total possible at any given time.

**I will accept late papers but will assess a significant penalty for every day that it is late.**

**Make-up Exams:** Students who miss an exam due to an emergency must provide verifiable documentation in order to be eligible for a make-up exam. Make-up exams must be scheduled and taken within one week of the original exam time.

**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, located to the right of the classroom. 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

**The English Writing Center (411LIBR)**: Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In ***Quick Hits*** sessions during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/).

**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. –Cristina Salinas*

Wed. Jan. 20: Introduction. Discussion of Syllabus.

Fri. Jan 22: Reconstruction. Reading: Exploring American Histories (hereafter referred to as EAH), 425-448.

Mon. Jan. 25: Reconstruction. Reading: EAH, 425-448.

Wed. Jan 27: Trans-Mississippi West. Reading: EAH, 459-483. #1 Discussion Board Forums open on Blackboard.

Fri. Jan 29: The Western Imagination. **#1 Discussion Board Entries Due by Midnight on Blackboard.**

Mon. Feb. 1: Chinese Exclusion and the West. Reading: EAH, 459-483. How the Other Half Lives, Part One.

Wed. Feb. 3: Gilded Era, Labor and Capital. Reading: EAH, 493-515. How the Other Half Lives, Part II, Introduction through Chapter 5.

Fri. Feb. 5: Gilded Era, Workers, Farmers, and Challenges to Capitalism. Reading: EAH, 527-548. How the Other Half Lives, Chapter 6-11.

**Jacob Riis Paper Assignment Posted on Blackboard.**

Mon. Feb. 8: Labor and Anarchism. Reading: How the Other Half Lives, Chapter 12-18.

Wed. Feb. 10: Progressive Era, Immigrants and the Making of the City. Reading: EAH, 560-581. How the Other Half Lives, Chapter 19-25.

Fri. Feb 12: Progressive Era, Reform and Control. Reading: To be Announced.

Mon. Feb. 15: Rise of Jim Crow Segregation. **Jacob Riis Paper Due via Blackboard.**

Wed. Feb. 17: U.S. and Empire. Reading: EAH, 621-633. Discussion Board #2 Question Posted on Blackboard.

Fri. Feb. 19: U.S. and Empire. Reading: EAH, 621-633. **Discussion Board #2 Entries Due via Blackboard by Midnight.**

Mon. Feb. 22: Immigration Restriction Laws.

Wed. Feb. 24: World War I. Reading: EAH, 634-651.

Fri. Feb. 26: World War I at Home.

Mon. Feb. 29: Roaring Twenties. Reading: EAH, 653-685.

Wed. Mar. 2: Rise of Consumer Culture. Reading: EAH, 653-685. Discussion Board #3 Question Posted on Blackboard.

Fri. Mar. 4: The Great Depression. Reading: EAH, 687-696. **Discussion Board #3 Entries Due via Blackboard by Midnight.**

Mon. Mar. 7: The Great Depression.

Wed. Mar. 9: **Exam One IN CLASS. BRING BLUE BOOK.**

Fri. Mar. 11: **NO CLASS.**

**March 14-March 18: Spring Break.**

Mon. Mar. 21: The New Deal. Reading: EAH, 696-707. Also Begin Reading Coming of Age in Mississippi.

Wed. Mar. 23: The New Deal. Reading: Coming of Age. Discussion Board #4 Question Posted on Blackboard.

Fri. Mar. 25: WWII. Origins. Reading: EAH, 721-733. Coming of Age. **Discussion Board Entry #4 Due via Blackboard by Midnight.**

Mon. Mar. 28: WWII. Reading: Coming of Age.

Wed. Mar. 30: WWII-Homefront. Reading: EAH, 734-745. Coming of Age.

Fri. Apr. 1: Bracero Program. Reading: Coming of Age.

Mon. Apr. 4: Global Cold War. Reading: EAH, 757-770. Coming of Age.

Wed. Apr. 6: Domestic Cold War. Reading: EAH, 770-778. Coming of Age. Discussion Board Entry #5 Posted on Blackboard.

Fri. Apr. 8: African American Civil Rights Movement. Reading: EAH 802-810. **Discussion Board Entry #5 Due via Blackboard by Midnight. Coming of Age in Mississippi Paper Prompt Posted on Blackboard.**

Mon. Apr. 11: African American Civil Rights. Reading: EAH, 820-834.

Wed. Apr. 13: Vietnam War.

Fri. Apr. 15. Vietnam War.

Mon. Apr. 18: Student Anti War Movement. Reading EAH, 837-839. **Anne Moody, Coming of Age in Mississippi Paper Due via Blackboard.**

Wed. Apr. 20: Power Movements. Discussion Board Question #6 Posted on Blackboard.

Fri. Apr. 22: Women’s Liberation Movement. **Discussion Board Entries #6 Due via Blackboard by Midnight.**

Mon. Apr. 25: Rise of New Right. Reading, EAH, 859-882.

Wed. Apr. 27: End of Cold War. Reading, EAH, 895-925. Discussion Board Question #7 Posted on Blackboard.

Fri. Apr. 29: Drugs and the Border. **Discussion Board Entry #7 Due by Midnight via Blackboard.**

Mon. May 2: 9-11/The War on Terror.

Wed. May 4: Current Immigration Debates.

Fri. May 6: Last Class Day. Final Exam Review.

**Final Exam: May 9, 11:00 AM-1:30 PM. Bring Blue Book.**

**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. Non-emergency number 817-272-3381