
HIST 1312-0012 SPRING 2017

History of the United States since 1865

Class Meetings: Tues & Thurs 12:30pm-1:50pm

Course Duration: 1/17/2017 – 5/5/2017

Class Location: UH 110

Instructor: Mr. Michael A. Deliz

Email Address: michael.deliz@mavs.uta.edu

Office: UH 228b

Office Hours: Tues & Thurs (10am – 12pm) and by appointment.

Faculty Profile: <https://www.uta.edu/profiles/michael-deliz>

Course Website: <http://www.michaeldeliz.com/>

DESCRIPTION OF COURSE CONTENT: This course offers 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**. This course is taught primarily through the reading and discussion of primary source documents, which the students must analyze, interpret, and contextualize historically.

CLASS PREREQUISITES: Completion of, or concurrent enrollment in, ENGL 1301.

REQUIRED TEXTBOOKS AND COURSE MATERIALS:

There are 2 required materials for this class:

1. **Textbook:** P. Scott Corbett, *U.S. History*. This is a FREE textbook. The book is viewable online and can also be downloaded as a PDF document. The textbook is available here: <https://openstax.org/details/us-history>
2. Weekly primary source readings to be provided on Blackboard and course website.
3. Access to the internet and Blackboard (<https://elearn.uta.edu>).

Objectives, Learning Outcomes, Expectations

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.*
- **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 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
- learn the importance and use of primary historical sources.

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 at 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

EVALUATION OF STUDENT PERFORMANCE

*****Although Blackboard is utilized in this course, it is utilized only as a repository of reading assignments and other lecture content such as videos and images. Students should expect that all assignments will require their personal attendance in the classroom, unless otherwise announced.*****

ASSIGNMENTS AND ASSESSMENTS:

- **Exams:** There will be **two (2) exams** (a midterm and a final).
- **Reading Quizzes:** There will be **twelve (12) quizzes**, the two lowest scores will be dropped.
- **Research Paper:** All students must complete an eight-page research paper.

EXAMS: The Midterm and Final Exams will evaluate the students' comprehension and practical understanding of the six previous lectures. The Midterm Exam will include material from the course's commencement up to the date of the examination. Similarly, the Final Exam will include material covered in the period since the Midterm Exam. To be clear the Final Exam is not cumulative.

READING QUIZZES: The weekly Reading Quizzes will address material covered since the previous quiz, including items from the spoken lecture, but will primarily focus on each week's reading assignments. At the end of the semester, only the top ten of the twelve quizzes will count towards the final grade.

RESEARCH PAPER: The Research Paper (which is further detailed later in the syllabus) will require students to employ their critical thinking skills in the historical exploration of a topic. Specifically, the paper will take the form of a newspaper source analysis that will additionally provide students with practice in the use of library resources including databases.

ATTENDANCE: Regular attendance is expected and will be kept.

GRADING SCALE:

The coursework for this course accumulates to 350 points, those points are distributed as follows:

Assignment	Points
Mid-Term Exam	100
Final Exam	100
Research Paper	50
Quizzes (10 at ten pts. each)	100
Total	350

Final course grades will be calculated using a ten-point scale as follows:

Points Earned	% Range	Final Grade
315-350	90-100	A
280-314.9999	80-89.99	B
245-279.9999	70-79.99	C
210-244.9999	60 – 69.99	D
<210	<59.99	F

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.

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. 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 6-9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

LATE RESEARCH PAPER AND MAKE-UP POLICY:

Quizzes cannot be made up. Students who miss a quiz will receive a zero grade for that quiz. At the end of the semester the two lowest quiz grades will be dropped, so only 10 of the 12 scheduled quizzes will count towards the final grade.

Students who miss the Mid-Term Exam may have to wait until the end of the semester and take the make-up during the time allotted for the Final Exam.

Missing the Final Exam will result in a zero grade for the exam.

A late term paper will be deducted one full letter grade per day from the paper's score.

EXTRA-CREDIT: There will not be any individual extra-credit, but if the class appears to need an extra assignment or some kind of grade adjustment I will consider it as needed.

INCOMPLETES: A final determination of "Incomplete" or an "I" as a grade is NOT generally available for this course. Students who are unable to complete the course must first provide documentation that amounts to a **serious enough cause** for consideration which must be approved by the History Department and the Chair of the Department. Failure to convince the Department of the necessity for the incomplete will result in the instructor recording the student's grade as earned.

GRADE GREVIANCES: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

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://www.uta.edu/aao/fao/>).

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.

RELEVANT UNIVERSITY POLICIES & SERVICES

AMERICANS WITH DISABILITIES ACT: The University of Texas at Arlington has a strong record of 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 or by calling the Office for Students with Disabilities at (817) 272-3364.

TITLE IX POLICY: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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.

THE IDEAS CENTER (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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.

CAMPUS CARRY: Effective August 1, 2016, the Campus Carry Law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

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 then to assist handicapped individuals.

Course Calendar

See Blackboard for Readings

Wk#	TOPICS	DATES	DAY	DETAILS
Week 1	Course Introduction & Quick Review of HIST 1311	1/17/2017	Tue	Course Intro, Syllabus, Class Discussion
		1/19/2017	Thu	After the Civil War
Week 2	The West: Concept and Reality	1/24/2017	Tue	Westward Expansion - Homestead Act
		1/26/2017	Thu	Native Americans and Eastern Settlers
Week 3	A Migrant Nation	1/31/2017	Tue	Migrations into the United States
		2/2/2017	Thu	The Foreign-born American Dream
Week 4	Industrialization: Wealth and Labor	2/7/2017	Tue	The Second Industrial Revolution
		2/9/2017	Thu	Problems and the Rise of Labor
Week 5	Industrialization and Empire	2/14/2017	Tue	Imperialism in the late 19th and early 20th centuries
		2/16/2017	Thu	The Spanish American War
Week 6	Industrialization: Society and Politics	2/21/2017	Tue	Populism and Progressivism
		2/23/2017	Thu	Progressive Reforms
Week 7	World War I	2/28/2017	Tue	Causes
		3/2/2017	Thu	An Industrial War? A Progressive War?
Week 8	Midterm Week	3/7/2017	Tue	Big Picture Review
		3/9/2017	Thu	Midterm Exam
Week	SPRING BREAK	3/14/2017	Tue	NO CLASS

9		3/16/2017	Thu	NO CLASS
Week 10	The Great Depression	3/21/2017	Tue	Financial Crisis
		3/23/2017	Thu	The New Deal
Week 11	World War II	3/28/2017	Tue	The Rise of Fascism
		3/30/2017	Thu	The Rise of the United Nations
Week 12	End of WWII and the Beginning of the Cold War	4/4/2017	Tue	The End of WWII
		4/6/2017	Thu	The Beginnings of the Cold War
Week 13	Cold War Korea, Cuba, Vietnam	4/11/2017	Tue	The Expansion of Communism and the US Reaction I
		4/13/2017	Thu	The Expansion of Communism and the US Reaction II
Week 14	Civil Rights Movement	4/18/2017	Tue	In the Streets and in the Courtroom
		4/20/2017	Thu	Black Power and Militancy
Week 15	The 1980s	4/25/2017	Tue	Politics, Music, and Culture
		4/27/2017	Thu	The Rise of Video Game Culture
Week 16	Global Economies & Global Terror	5/2/2017	Tue	The End of History and A New World Order
		5/4/2017	Thu	911 - The US and the Middle East Troubles
		5/5/2017	Fri	Term Paper is DUE
FINALS	FINAL EXAM WEEK	5/11/2017	Thu	Final Exam

Research Paper Instructions

BASIC ASSIGNMENT:

Write an eight (8) page paper analyzing how newspapers covered an event, personality, or topic from the approved list.

LEARNING OUTCOMES:

- 1) Gain experience with Library resources (databases).
- 2) Gain experience composing a long-form argument.
- 3) Demonstrate critical and analytical thinking.
- 4) Gain a better understanding of how history is written.
- 5) Gain greater competency in media literacy.

CONCEPT AND BACKGROUND:

In an ideal democracy, politicians in power act for the benefit of their constituents and in concert with their wishes. This is what is called "rule by the people." However, for this form of government to function at its best, the people must be properly informed of the issues of the day and how those issues affect them as individuals and as part of a society. In our society, the job of informing the public is generally handled by the independent media. This means that popular opinion is often only as good as the available media coverage. That makes the media a powerful component of society and as it has been said, "with great power comes great responsibility."

For much of American history at least up to the 1950s, newspapers were the only legitimate source of current events for most Americans. Even up until the 1990s, newspapers remained the most credible and most impactful source of information for most Americans. The rise of the 24hr news TV networks in the 1990s and the wide adoption of the internet into the 2000s has changed the importance of newspapers as a primary source of information. However, still today newspapers are considered the paragons of journalism and are often cited by television and internet news outlets to lend credibility to their own reports.

Still newspapers have never been a perfect source of information. Editors and reporters determine the topics as well as the tone and the language by which issues are brought forth. Everything from disinterest, to bias, and myopia can lead to an obfuscation of facts. As private enterprises, newspapers are also in the business of making money, and at times the profit motive can lead to exaggeration, sensationalism, or the opposite downplaying of important issues. Even with the best intentions in mind, news reporting is not infallible and ultimately neither is the readership who sometimes think they understand the issues better than the media, or read into the stories what they want to hear.

Recognizing the problematic role of the media in a democracy is important. Political winds will often turn on the accurate portrayal of reality within the public's opinion and that depends greatly on the veracity of the information consumed.

THE PAPER MUST:

1. Must be at least EIGHT (8) pages long (cover pages and bibliography do not count towards the minimum 8 pages).
2. Must utilize at least FOUR (4) newspaper articles from at least TWO (2) different newspapers.
3. Must utilize newspaper articles that are contemporary to the topic discussed. (It must be news of the day, not history).
4. Must focus on one of the approved topics listed on Blackboard.
5. Must include a bibliography that lists each of the sources analyzed.
6. Must be turned in by the deadline of Friday, May 5 - NOON.

FORMATTING:

- Font: Times New Roman
- Font Size: 12pt
- Line Spacing: Double Spaced
- Margins: 1 inch all around
- Length: Minimum of 8 pages of body text (does not include cover page or bibliography)
- Cover Page: optional
- Citations: Use Footnotes (Do not use parenthetical citations)
- Bibliography in separate page.
- Format for Bibliography and Footnotes must be in Chicago Style.
- Paper must have a title that is relevant to your topic and argument.

SOURCES FOR NEWSPAPERS:

- 1) [New York Times Historical \(UTA Library Link to Database\)](#)
- 2) [Wall Street Journal Historical \(UTA Library Link to Database\)](#)
- 3) [Other Library Sources](#)

BIBLIOGRAPHY INSTRUCTIONS:

Students are free to use whatever bibliographic/citation method is used by their major. Otherwise you can use the following

How to cite newspapers:

If the newspaper article has an author and a title (or headline) then use this format:

Last Name of Author, First Name of Author. "Title of Article," *Newspaper Name*. Date.
(Document URL from database)

EXAMPLE:

Smith, John. "Invasion of Panama," *New York Times*. February 19, 1934.
(<https://login.ezproxy.uta.edu/login?url=http://search.proquest.com.ezproxy.uta.edu/docview/135541791?accountid=7117>)

If article does not have an author, but it has a title (or headline) then use this format:

"Title of Article," Newspaper Name. Date. (Document URL from database)

EXAMPLE:

"Invasion of Panama," *New York Times*. February 19, 1934.
(<https://login.ezproxy.uta.edu/login?url=http://search.proquest.com.ezproxy.uta.edu/docview/135541791?accountid=7117>)

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EXAMPLE:

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(<https://login.ezproxy.uta.edu/login?url=http://search.proquest.com.ezproxy.uta.edu/docview/135541791?accountid=7117>)

If you need to cite, any other source use [Chicago Manual of Style](#).