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

Spring 2017

**Instructor:** Cristina Salinas

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**Faculty Profile:**

**Office Hours:** M: 5:30-7; F: 2-3:30.

**Time and Place of Class Meetings:** UH 14; M 7-10 pm

**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:**

Daniel Richter, Facing East from Indian Country: A Native History of Early America

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

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

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

Eric Foner, The Fiery Trial: Abraham Lincoln and American Slavery

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

David Roediger, The Wages of Whiteness: Race and the Making of the American Working Class

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

Mae Ngai, Impossible Subjects: Illegal Aliens and the Making of Modern America

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

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

Lorena Oropeza, Raza Si! Guerra No! Chicano Protest and Patriotism during the Viet Nam War Era

Robert O. Self, All in the Family: The Realignment of American Democracy Since the 1960s

Plus, Historiographical essays posted on Blackboard

**Descriptions of major assignments and examinations:**

**Article Presentation 15%:** Students will pair up and present the historiographical essay assigned for a given week. During this presentation, students will provide a brief summary of the major arguments of the article, situate the week’s monograph within the discussion of the article, and lead class discussion of the article.

**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 3PM the day that class meets. No late submissions will be accepted.

**Historiography Paper 45%:**

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 but attendance is a critical indicator in student success. 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.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**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:** UTArlington 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).Only those students who have officially documented a need for an accommodation will have their request honored. 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. 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).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *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)*.*

**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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or <jmhood@uta.edu>.

**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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

**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>.

**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/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** 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**:

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

**Librarian to Contact:** Rafia Mirza; [rafia@uta.edu](mailto:rafia@uta.edu); 817-272-7428

**Resources for Students**

**Academic Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**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

Historiographical Essays will be available on Blackboard

**Week One: Colonial Encounters**

Jan. 23: Daniel Richter, Facing East from Indian Country

Historiographical Essay (Optional this week): Claudio Saunt,”Go West, Mapping Early American Historiography,” *William and Mary Quarterly* 65:4 (Oct. 2008), 745-778. **No Reading Response Due.**

**Week Two: American Revolution**

Jan. 30: T.H. Breen, The Marketplace of Revolution

Historiographical Essay: Staughton Lynd and David Waldstreicher, “Free Trade, Sovereignty, and Slavery: Toward an Economic Interpretation of American Independence,” *William and Mary Quarterly* 68:4 (Oct. 2011), 597-630.

**Week Three: Gender and the Nation**

Feb. 6: Nancy Cott, Public Vows

Essay: Joan W. Scott, “Gender: A Useful Category of Analysis,” *American Historical Review* 91:5 (Dec. 1986), 1053-1075.

**Week Four: Slavery and Capitalism**

Feb. 13: Edward Baptist, The Half Has Never Been Told

Essay: Anthony Kaye, “The Second Slavery: Modernity in the Nineteenth Century South and the Atlantic World,” *The Journal of Southern History* 75:3 (Aug. 2009), 627-650.

Feb. 20: **NO CLASS**

**Week Six: Civil War Presidency**

Feb. 27: Eric Foner, The Fiery Trial

No Essay.

**Week Seven: Reconstruction and Historical Memory**

March 6: David Blight, Race and Reunion

Essay: W. Fitzhugh Brundage, “Contentious and Collected: Memory’s Future in Southern History,” *The Journal of Southern History* 75:3 (Aug. 2009), 751-766.

**Week Eight: Spring Break**

**Week Nine: Nineteenth Century Labor**

Mar. 20: David Roediger, The Wages of Whiteness

Essay: Peter Kolchin, “Whiteness Studies: The New History of Race in America,” *Journal of American History* 89:1 (June 2002), 154-173.

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

Mar. 27: Laura Briggs, Reproducing Empire

Essay: Paul Kramer, “Power and Connection: Imperial Histories of the United States and the World,” *American Historical Review* 116:5 (2011), 1348-1391.

**Week Eleven: Immigration**

April 3: Mae Ngai Impossible Subjects

**No Essay. Introduction, Outline, Annotated Bibliography Due**.

**Week Twelve: Labor and the Environment**

April 10: Thomas Andrews, Killing for Coal

Essay: Gunther Peck, “The Nature of Labor: Fault Lines and Common Ground in Environmental and Labor History,” *Environmental History* 11:2 (April 2006), 212-238.

**Week Thirteen: The Civil Rights Movement**

April 17: Tomiko Brown-Nagin, Courage to Dissent

Essay: Jacqueline Dowd Hall, “The Civil Rights Movement and the Political Uses of the Past,” *Journal of American History* (March 2005), 1233-1263.

**Week Fourteen: Vietnam War Era Domestic Politics**

April 24: Lorena Oropeza, Raza Si! Guerra No!

**Week Fifteen: The Politicized American Family**

May 1: Robert O. Self, All in the Family

**Final Paper Due: May 10**

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**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