**HIST 1312**

**The United States Since 1865**

**Spring, 2018**

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**Course Description**:

History 1312 is a survey course on modern American history, ranging from the aftermath of the Civil War to approximately 2001. Studying the events, ideas, processes, groups, and individuals that/who constitute this period will enhance your understanding of how and why U.S. society takes its current form and how “American” has been constructed and contested in the recent past. In learning the most salient events and processes of this period, you will be encouraged to reflect and write critically. While this course focuses on ideas and events, you will also gain a basic factual and sequential understanding of the U.S. past and its implications on local, national, and transnational events.

Among the many lenses through which we will view historical narratives are ideas of class, race, ethnicity, gender, imperialism, fascism, communism, democracy, national and local identities, and the transnational reach of American foreign policy. In the various ways we will discuss, modern American history is also world history. The information contained in this course is essential for responsible citizenship. We take nothing for granted and nothing is sacred in this course: no person, event, or idea is beyond our critical engagement.

As in any course, you should constantly ask yourself four questions:

1. What do we know?

2. How do we know it?

3. How do we explain causation?

4. What is its broader meaning?

**Learning Outcomes:**

Students will demonstrate the ability to:

• Analyze historical facts and interpretations;

• Analyze and compare political, geographic, economic, social, cultural, religious and intellectual institutions, structures, and processes across a range of historical periods and cultures

• Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society;

• Draw on historical perspective to evaluate contemporary problems/issues; and

• Analyze the contributions of past cultures/societies to the contemporary world.

**Course Readings**:

This course has two primary texts, listed below. You may access them in any way: buy, rent, borrow, etc. Occasional readings will be posted to Blackboard.

Required:

Roark, et al., *The American Promise, Value Edition, Vol. 2* (ISBN-10: 1-4576-8794-1)

Gerstle, *American Crucible* (ISBN-10: 0691102775)

**Evaluation:**

**Map Test: 5%**

**Reading Quizzes (5): 20%**

**Critical Review: 20%**

**Midterm: 25%**

**Final: 30%**

**Map Test:**

Students are required to have a basic knowledge of geography pertinent to modern U.S. history. In week three, the student will be tested on this knowledge, drawn from the study guide posted to Blackboard.

**Reading Quizzes**:

There will be five multiple-choice reading quizzes over the course of the semester. These quizzes can draw from any of the reading since the previous reading quiz.

**Critical Review**

Students will write a critical review of Gary Gerstle’s, *The American Crucible.* Guidelines for this assignment will be posted to blackboard.

**Midterm Exam:**

The midterm will be composed of identification terms and one essay.

**Final Exam:**

The final will be composed of id. terms, multiple-choice questions, and one essay.

**Course Calendar**

**Schedule of Readings and Meetings**

**\*\*\*\*\*the instructor retains the right to make minor alterations to the syllabus as necessary**

**Week One**: 15 and 17 January

**Reading:**

*American Promise* (hereafter abbreviated as *AP*), Chapter 16

Blackboard: “Blight” Race and Reunion

**Week Two:** 22 and 24 January

**Reading:**

*AP:* Chapter 17: The Contested West, 1865-1900

Blackboard: “Clashes of Will I”

**26 January: Reading Quiz I (bring your own scantron)**

**Week Three**: January 29 and January 31

**Reading:**

*AP:* Chapter 18: Railroads, Business, and Politics in the Gilded Age

Blackboard “Clashes of Will II”

**2 February: Map Test**

**Week Four:** 5 and 7 February

**Reading:**

*AP,* Chapter 19: The City and Its Workers

Gerstle: Preface

**Week Five:**  12 and 14 February

**Reading:**

*AP,* Chapter 20: Dissent, Depression, and War, 1890-1900

Gerstle: Chapter 1: Theodore Roosevelt’s Racialized Nation

**14 February: Reading Quiz II**

**Week Six**: 19 and 21 February

**Reading**:

*AP:* Chapters 21

Gerstle: Chapter 2: Civic Nationalism and Its Contradictions

**Week Seven**: 26 February and 28 February

**Reading:**

*AP:* Chapter 22

Gerstle: Chapter 3

**Midterm Exam:** **28 February**

**Week Eight:** 5 and 7 March

**Reading**:

*AP*, Chapter 23-24

Gerstle: Chapter 4

**Week Nine:** 12 and 14 March

**NO MEETING, SPRING BREAK**

**Week Ten**: 19 and 21 March

*AP*: Chapter 25

Gerstle: Chapter 5

**Week Eleven**: 26 and 28 March

*AP*: Chapters 26-27

Gerstle: Chapter 6

**28 March Reading Quiz III**

**Week Twelve**: 2 and 4 April

*AP:*  Chapter 28

Gerstle: Chapter 7

**Week Thirteen**: 9 and 11 April

*AP:* Chapter 29

Gerstle: Chapter 8

**11 April: Reading Quiz IV**

**Week Fourteen**: 16 and 18 April

*AP*: Chapter 30

**20 April Critical Review of Gerstle Due**

**Week Fifteen**: 23 and 25 April

*AP:* Chapter 31

**27 April: Reading Quiz V**

**Week Sixteen:** 30 April and 2 May

TBA

**Final Exam: TBA**

**Course Policies**

**Attendance:**

You should attend each class session. Lectures supplement readings. If you miss a session, contact a GTA or another student for notes.

**Communication:**

When communicating via email **always** include a salutation and closing.

**Late Arrival:**

Follow basic rules of politeness. If you arrive late, enter without disrupting the rest of the class. The instructor will address repetitive late arrivals on an individual basis.

**Electronics:**

You are free and encouraged to use laptops and tablets in class, as long as they are supplementing the subject matter of the course. Please refrain from checking email, Facebooking, or engaging in other distracting online behavior.

**Late Assignments**:

Assignments are due in hard copy on the day listed in the syllabus. The student will be docked a letter grade per calendar day late. After four days the grade is automatically a zero for the assignment. Unless extraordinary circumstances occur, there are no makeups for reading quizzes or exams without prior approval by the instructor.

**Plagiarism**

Don’t do it. If you do, you will receive a zero for the assignment and, potentially, you will fail the course.

**Instructor’s Suggestions for Success in the Course:**

This is a general survey that draws information both from the text and from lectures. We will incorporate student discussion when possible, particularly on Thursdays when we discuss current events in their historical context.

It is important that you stay abreast of all the readings. The reading for this course is relatively light in terms of length, but is also fairly dense and packed with meaning. Focus on ideas, trends, and important events as they explain causation and change over time.

Always keep a dictionary available (online or hard copy). Look up any unfamiliar places on Google Earth or other programs.

**UTA Required Information**

**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).  In this course, we are responsible for covering all objectives except quantitative reasoning and teamwork.

* **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.*
* **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Mathematics
	+ Life and Physical Sciences
	+ Social and Behavioral Sciences
	+ Component Area Option of Mathematics and Logic
* **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Life and Physical Sciences
	+ Creative Arts
	+ Communication
* **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 Mexican 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

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.

**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, 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>.

**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.