

## **HISTORY OF UNITED STATES SINCE 1865**

HIST 1312-013 (online)

Fall 2012

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**Office Hours:** TBA

**COURSE DESCRIPTION:** 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.

**CLASS PREREQUISITES:** No special requirements or prerequisites

### **REQUIRED MATERIALS:**

- Jones, et al, *Created Equal*, Brief Third Edition (e-text)
- Pearson UTA Custom MyHistoryLab (MHL)
- Broesamle and Arthur, *Clashes of Will*
- UTA Blackboard HIST 1312 course module ([www.uta.edu/blackboard](http://www.uta.edu/blackboard)) – you will need to have an activated UTA NetID and password to log in to the course module

The MHL custom access comes with a free e-book of the Jones text. This is a 6 month access. You may purchase this directly through the Blackboard course module on the first day of class for a discount or you may purchase an access card from the UTA bookstore.

You are not required to have a paper copy (physical copy) of the Jones text. If you wish to have one, new/used/rental copies are available.

You may purchase e-access to *Clashes of Will* (pdf format) in the course module or you may choose to purchase/rent a physical copy of the book. The choice is yours.

If you have any questions, contact Dr. Breuer ([breuer@uta.edu](mailto:breuer@uta.edu))

**CLASS FORMAT:** This is a web-delivered class ([www.uta.edu/blackboard](http://www.uta.edu/blackboard)) with many opportunities for students to interact with the instructor and each other through discussion boards and a group project. It is not self-paced.

**STUDENT LEARNING OUTCOMES** (Course Objectives): Upon completion of this course, students will be able to:

- identify key events, peoples, individuals, terms, periodizations and chronology of the history of the United States since 1865.
- demonstrate awareness of the basic geography of the United States.
- develop critical thinking skills by discussing the living nature of history, critiquing different interpretations of the same events and explaining how the manipulation of the past can provide insights into later periods.

- synthesize diverse historical information on broad themes of U.S. history since 1865 and present this information in coherent, well-articulated and well-substantiated analytical discussions and other written assignments

### **ASSIGNMENTS, ASSESSMENTS AND GRADING**

You knowledge of the course materials will be assessed through 4 tests, 4 projects, and weekly discussions and journals. Your grade for this course will be based upon 600 quality points. Points earned on each assignment simply add up. At the end of the course, your earned semester grade will be based on the following scale.

Grade Scale: A = 540-600; B = 480-539; C = 420-479; D = 360-419; F = 359 and below

NOTE: Students have one week from the posting of a project/test/discussion/journal grade (which will be announced via a class announcement) to challenge the grade or bring up any concerns. All grades are considered final after this period passes and will not be revisited. There will be a shorter protest period (notification by class announcement) for grades posted the last week of class.

Discussions: Students are required to participate in graded discussions in reaction to the posted topic. Students will make one main post and respond to two other student's main posts. There are 14 discussions worth up to 5 points each.

Journals: Students are required to make regular one-paragraph entries into a journal in response to a prompt. This exercise is meant to develop your critical thinking and writing skills. There are 14 journal exercises in the course and each entry is worth up to 10 points.

Tests: There are 4 tests in this course, one per each unit. The tests are comprised of multiple choice questions over the course materials and short answer questions over geography. There is a study guide provided. Each test is worth up to 40 points.

Document Project: There are two parts to this project. The purpose of the project is to teach students how to read, analyze, and use primary source documents. In the first part, students will read a short document and then be taught how to analyze a document through a worksheet. In the second part, students will pick a topic and three documents from an assigned list and create a well-organized analytical PowerPoint presentation based upon these documents following a specific set of guidelines. See the project assignment for more details. The complete project is worth up to 60 points.

The Jungle Project: The purpose of this project is to teach students how to read a piece of literature (The Jungle is a novel which is found in the Pearson custom materials) in an historical context and then write an analytical essay. In the first part of the assignment, students will complete a worksheet which teaches them how to read a piece of literature historically and how to use critical thinking skills to combine this piece with other materials from the class to make an outline for an essay. In the second part of the project, students will write this essay. The complete project is worth up to 50 points.

Group Project: The purpose of this project is to hone critical thinking skills and to investigate one topic on American history in depth. Students will be able to choose their group/topic (first come basis) when the project opens. There are three parts to this project. In the first part, students will learn how to determine if a website is suitable for academic use. This will be done as a group discussion. In the second part, students will fill out a brief worksheet (individually) in which they explain if a specific website should be used for college research. Finally, the students will work as a group to produce a

report on their assigned topic utilizing internet resources. See the Group Project assignment for further details. The complete project is worth up to 70 quality points.

Comprehensive Essay Project: After completing the above assignments, students will have learned the skills necessary to write a college level critical thinking essay without assistance. This is a 2-3 page essay on a broad topic assigned by the instructor. Worth up to 50 quality points. Note that there is also an extra credit option within this project.

**CLASS OUTLINE AND READING ASSIGNMENTS**: - Can be found in the online Course Module.

**CLASS CALENDAR**: Can be found in the online Course Module

### **CLASS POLICIES AND INFORMATION – The Fine Print**

Respectful Learning Environment: It is the goal of the Department of History and the College of Liberal Arts to create and maintain a respectful learning environment in online courses. The official policy concerning communications within this course is stated below: "When contacting your academic coach or instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this course, as with any other UTA course, your communication with students, coaches, and faculty should be the utmost professional. When communicating with your peers, coaches, and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors and coaches reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct. Students violating these codes will be referred to the Office of Student Conduct."

Participation Policy: Regular participation is required. Students must keep up with the pace of the course.

Drop Policy: See your advisor for information.

E-Mail Policy: The University email address is the official means of communication with students. I require all students to check their UTA email account frequently.

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Academic Dishonesty: It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. The History Department takes scholastic dishonesty very seriously – if the excerpt below is unclear, contact your instructor or coach for clarification. Copying directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. We do not

give credit for plagiarized assignments or cheating on exams and we will refer plagiarism to the Office of Student Judicial Affairs.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

*Student Support Services Available:* The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

*BOTTOM LINE:* If you feel that you are falling behind, need help in writing or have any other difficulty with this course, please contact your instructor or coach right away and we will attempt to help you we will direct you to available resources. Don't just flounder along, seek aid while there is still time to get a higher grade.