

**HIST 1312.016: History of the United States, 1865 – Present**

Spring 2014

**Instructor:** Bryan Garrett

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**Office Hours:** TBD, or by appointment

**Section Information:** HIST 1312.016

**Time and Place of Class Meetings:** University Hall (UH) 115, T/TH 7:00pm – 8:20pm

**Description of Course Content:** An introduction to the political, social, economic, and cultural history of the United States after 1865. This course is designed to help students understand and evaluate US society, comprehend the historical experience, and further develop reading and writing competencies and critical skills. Students will engage in analyzing primary sources and secondary literature in distinguishing between the past as a series of events, as well as examples of historically constructed renditions of those events. Alongside personally contextualizing the past, students will also gain a deeper understanding of the historian's craft by reviewing literature from the perspectives of the present.

**Student Learning Outcomes:** After successfully completing this class, students will be able to

1. Identify key figures, institutions, events, and chronology in US history after 1865.
2. Discuss the reasons why major historical events and eras occurred, such as the Cold War, and discuss their implications.
3. Draw meaningful conclusions about events in US history from primary sources.
4. Analyze and evaluate different historical interpretations of past events.
5. Effectively communicate interpretive arguments about past events in analytical essays.

**Required Textbooks and Other Course Materials:**

Schaller, et al., *American Horizons: U.S. History in a Global Context*, Concise Edition, Volume II;  
ISBN: 9780199739912

Further readings will be made available online and through the course's Blackboard supplemental site.

**Attendance:** Attendance is not required but strongly encouraged. Some assignments will be in class (20% of the student's grade).

**Grading:** You will be graded on four in-class (20%) and four online exercises (20%); as well as three examinations (worth 20% each, combined for 60% of the total grade). In-class exercises may range from group responses to reading and lecture material, or may cover reading material assigned. The course examinations will test your knowledge from the previous class sessions through student responses to multiple choice, fill-in-the-blank, and essay components. The final examination will include a cumulative fill-in-the-blank section.

As part of your online assignments, you will be required to write a film review on *The Birth of a Nation* during the process of the course. You can find review guidelines here:

[http://www.apsu.edu/sites/apsu.edu/files/academic-support-center/Movie\\_Review.pdf](http://www.apsu.edu/sites/apsu.edu/files/academic-support-center/Movie_Review.pdf)

Your review should include discussions on the cultural contents of the film rather than simply the technical aspects. Though *The Birth of a Nation* has been lauded as an achievement in film storytelling, it also reflects cultural norms of the US from the early twentieth century.

**Make-up Policy:** Make-up exams are for students who missed the regularly scheduled exam dates. These will be given on a case-by-case basis. You must contact me as soon as possible if you will, or have, missed the examination. Please provide appropriate documentation or evidence for your absence.

**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://wwwb.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.*

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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**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 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.

**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, [which is located at the front of room UH115](#). 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 handicapped individuals.

**Schedule of Class Sessions** (subject to revision):

January 14 – Introduction to the Course; Syllabus; Delineating “History” and “the Past”

January 16 – In-class Assignment #1: UTA's Honor Code; Lecture: “Reconstructing America”  
[Read Chapter 15]

January 21 – Lecture: “The Transcontinental Transformation” [Chap 16]

January 23 – Lecture: “The Transcontinental Transformation,” (cont.) [Chap 16, cont.]

January 28 – Lecture: “Rise of Industry and Labor's Response” [Chap 17]

January 30 – Lecture: “Rise of Industry and Labor's Response,” (cont.); Online Assignment #1:  
Industrial Relations Report, TBA [Chap 17, cont.]

February 4 – Lecture: “New Immigration and Urbanization,” In-class Exercise #2: discuss  
primary source reading, [Chap 18]

February 6 – Lecture: “New Immigration and Urbanization,” (cont.) [Chap 18, cont.]

February 11 – Lecture: “American Imperialism” [Chap 19]

February 13 – Lecture: “American Imperialism,” (cont.) [Chap 19, cont.]

**February 18 – Exam One**

February 20 – Lecture: “The Progressive Era of Reform” [Chap 20]

February 25 – Lecture: “The Progressive Era of Reform,” (cont.) [Chap 20, cont.]

February 27 – Lecture: “America and the Great War” [Chap 21]

March 4 – Online Assignment #2: Read and respond on Blackboard to “The Bisbee Deportation  
of 1917,” find document here:  
<http://www.library.arizona.edu/exhibits/bisbee/docs/002.html>; [Chap 21, cont.]

March 6 – Lecture: “The Interwar Years and Cultural Change in the US” [Chap 22]

March 11 – **Spring Break**, view *The Birth of a Nation*, Online Assignment #3: submit film review  
via Blackboard by March 18

March 13 – **Spring Break**

March 18 – In-class Assignment #3: discuss *The Birth of a Nation*; film review due via Blackboard *before class*; Lecture: “Economic Reform and the New Deal” [Chap 23]

March 20 – Lecture: “Economic Reform and the New Deal” (cont.) [Chap 23, cont.]

March 25 – Lecture: “Ideological Imperialism and the US in the Second World War” [Chap 24]

March 27 – Lecture: “The Cold War and Second Red Scare” [Chap 25]

## **April 1 – Exam 2**

April 3 – The 1950s and Cultural Change in the US [Chap 26]; Online assignment #4: compare and contrast the following (due on Blackboard before class of April 18):

1.) MLK's “I Have a Dream” speech (1963),  
<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

2.) Malcolm X's “The Ballot or the Bullet” speech (1964),  
[http://www.edchange.org/multicultural/speeches/malcolm\\_x\\_ballot.html](http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html)

April 18 – In-class assignment #4: discuss differences and similarities between MLK and Malcolm X; (online assignment due before class); Lecture: “The Long 1960s” [Chap 27]

April 10 – Lecture: “The Long 1960s” (cont.) [Chap 27, cont.]

April 15 – Lecture: “The Vietnam Era” [Chap 28]

April 17 – Lecture: “Rising Conservatism and the Reagan Administration” [Chap 29]

April 22 – Lecture: “The End of the Cold War and the “New World Order” [Chap 30]

April 24 – Lecture: “9/11 and America's Place in the World” [Chap 31]

April 29 – Review Session (Optional)

May 1 – Final Exam Review

**Final Exam** – Thursday, May 8, 8:15 pm – 10:45pm

*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. – Bryan A. Garrett*