

HIST 1312-007
History of the United States since 1865
Spring 2015
UH 10, MW 5:30pm-6:50pm

Instructor: Isabelle Rispler

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“The past is over and will not change. Yet history – the portrayal and interpretation of what has gone before – shifts with every generation. Such revisions come because historians and their audiences develop new outlooks and because new or different information about the past becomes available.” – Manning, Patrick. *Navigating World History: Historians Create a Global Past*. New York: Palgrave Macmillan, 2003, 1.

DESCRIPTION OF COURSE CONTENT: This course provides an introduction to history as an academic discipline, focusing on the development of the United States since 1865. This course is designed to help students understand and evaluate U.S. society, comprehend the historical experience, and further develop reading and writing competencies and critical thinking skills. Students will engage in distinguishing between primary sources and secondary literature, between the past as a series of events and historically constructed renditions of those events. The most important challenges of the semester are to both help students gain a deeper understanding of the historian’s craft and to help them understand American historical development from a larger global perspective. This course will demonstrate how important transnational exchanges, cultural encounters, and cultural transfers from one place to another are for historical development.

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

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS:

- There are 2 required books for this class (ISBN: 978-0-19-993379-2 for both textbook and primary source book):
 - Schaller, et al., *American Horizons: U.S. History in a Global Context*, Concise Edition, Volume II (textbook)
 - Schaller, et al., *Reading American Horizons: U.S. History in a Global Context*, Primary Sources, Volume II (sourcebook)
- Further readings will be made available online through blackboard.

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.*
- **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 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

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 UTA Writing Center located in the Central library)
- turn in work on time
- show respect to your instructor and your fellow students in all interactions
- ask for help when needed
- **form groups of three students for the duration of the semester and engage in these study groups for class preparation and assignments.**

ATTENDANCE: At The University of Texas at Arlington, taking attendance is not required. Rather, 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 have decided that regular attendance at class meetings is not required but strongly encouraged.

ASSIGNMENTS AND ASSESSMENTS:

- **Exams:** There will be TWO exams (Midterm and Final) in this course (50%). Students are required to purchase **Scantron Form No. 882-E** and bring a pencil.
- **Assignments:** There will be TWO other assignments in this course that assess students' knowledge of the course content and the core objectives of critical thinking, communication, personal and social responsibilities, to be submitted as digital file in MS word. Each assignment consists in three elements: a draft, a draft peer-review (each student will review the draft of one colleague using MS word track-changes) and a revised draft (the student incorporated suggestions for change from both colleague and instructor):
 - Annotated Bibliography (25 %): 1 book and 2 journal articles in Chicago style listing (http://www.chicagomanualofstyle.org/tools_citationguide.html), double-spaced, 12 pt., Times New Roman, 1-inch margins. Short review paragraph (content summary with analysis of main idea[s]/hypothesis and supportive arguments) of each entry (max. 150 words per entry).
 - Essay (25%): 2-4 pages, double-spaced, 12 pt., Times New Roman, 1-inch margins. Primary source analysis with introduction, main body (historical and thematic analysis and commentary) and conclusion.

GRADING:

- Midterm Exam: 25%
- Final Exam: 25%
- Annotated Bibliography: 25 % (draft: 5% + draft peer-review: 5% + revised draft: 15%)
- Essay: 25% (draft: 5% + draft peer-review: 5% + revised draft: 15%)

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. **Students are expected to meet with their study group for a minimum of one hour per week.**

LATE PAPER AND MAKE-UP POLICY: I will not accept any late assignment submissions. If you have extenuating circumstances that prevent you from completing an assignment in the designated time, let me know beforehand and I will see how I can accommodate you. The opportunity to participate in a make-up exam will only be given on a case-by-case basis. See me as soon as possible to make the appropriate arrangements.

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 / graduate catalog. [Some instructors opt to cut and paste the relevant policy here. For undergraduate courses, see http://www.uta.edu/catalog/content/general/academic_regulations.aspx#19; for graduate courses, see http://grad.pci.uta.edu/about/catalog/current/general/regulations/#grade_grievances.]

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/>).

TITLE IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

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.

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.

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>.

BLACKBOARD: This course will utilize the online application Blackboard. To access the course on Blackboard, go to <http://elearn.uta.edu/> and login with your NetID and password. Click on the name of the course in the upper left module after logging in. If you have any problems logging in, contact the Help Desk (helpdesk@uta.edu). Review the Student Resources page (<http://www.uta.edu/blackboard/students/index.html>). This site contains valuable information that will acclimate you to your course and the Blackboard environment. **All assignments are to be submitted electronically via Blackboard.** The instructor will NOT accept anything via email or hard copy. Late papers and sentences will only be accepted under the same conditions stated above.

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.

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 [insert a description of the nearest exit/emergency 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 handicapped individuals.

UTA LIBRARY:

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| Library Home Page | http://www.uta.edu/library |
| History Subject Guide and Librarian | http://libguides.uta.edu/history |
| Database List | http://libguides.uta.edu/az.php |
| Library Catalog | http://uta.summon.serialssolutions.com/#!/ |
| E-Journals/ JSTOR | http://www.uta.edu/library/databases/use/jstor |
| Library Tutorials | http://www.uta.edu/library/help/tutorials.php |
| Connecting from Off- Campus | http://libguides.uta.edu/offcampus |
| Borrowing a Laptop | http://www.uta.edu/library/borrowing/laptops.php |
| UTA Writing Center | http://www.uta.edu/owl/ |

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. Any additional readings will be made available through blackboard.*

Week One: Introduction

Jan. 21: Introduction to the course

Sign honor code

Week Two: “Reconstructing America” // “Forging a Transcontinental Nation”

Jan. 26: Reading: *American Horizons* Chapter 15 (textbook),

Ian Tyrrell, *Transnational Nation* (blackboard)

Topic Choice for Annotated Bibliography

Jan 28: Reading: *American Horizons* Chapter 16

Week Three: “Rise of Industry and Labor’s Response”

Feb. 2: Library Session in room B20 (UTA Central Library)

Feb 4 [CENSUS DATE]: Reading: *American Horizons* Chapter 17

Week Four: “New Immigration and Urbanization”

Feb. 9: Reading: *American Horizons* Chapter 18

Annotated Bibliography Draft due on Blackboard at 11:59 pm

Feb. 11: Reading: *American Horizons* Chapter 18

Week Five: “American Empire: Imperialism and Expansion Abroad”

Feb. 16: Reading: *American Horizons* Chapter 19

Primary source: “White Man’s Burden” (blackboard)

Annotated Bibliography Draft Peer-review due on Blackboard at 11:59 pm

Feb. 18: Reading: *American Horizons* Chapter 19

Primary source: 19.2 Two Views on the Philippines Question (sourcebook)

Week Six: “Progressive Era of Reform: A Transatlantic Phenomenon”

Feb. 23: Reading: *American Horizons* Chapter 20,

Benedict Anderson, *Imagined Communities* (blackboard)

Primary source: 20.4 William G. Shepherd (sourcebook)

Revised Annotated Bibliography due on Blackboard at 11:59 pm

Feb. 25: Reading: *American Horizons* Chapter 20

Thomas Adam, “Intercultural Transfer and the History of Social Housing” (blackboard)

Week Seven: “America and the Great War”

Mar 2: Reading: *American Horizons* Chapter 21;

Primary source: 21.3 *US Army, Intelligence Test, Alpha* (sourcebook)

Mar 4: **Midterm Exam**

[SPRING BREAK: March 9 – March 14, 2015: no class]

Week Eight: “The New Era” // “Great Depression and the New Deal”

Mar. 16: Reading: *American Horizons* Chapter 22

Primary source: 22.3 Excerpts from the *Klan Manual* (sourcebook)

Primary source: 22.5 Excerpts from the Scopes Trial (sourcebook)

Mar 18: Reading: *American Horizons* Chapter 23,

Thomas Adam, “Transnational Transfer of Eugenics” (blackboard)

Primary Source Choice for Essay

Week Nine: “Second World War: The Great War Continues”

Mar. 23: Reading: *American Horizons* Chapter 24

Mar 25: Reading: *American Horizons* Chapter 24

Primary source: 24.2 Western Defense Command (sourcebook)

Week Ten: “Cold War Culture”

Mar. 30: Reading: *American Horizons* Chapter 25

Primary source: Simone de Beauvoir, *America Day by Day, 1947* (blackboard)

Primary source: Winston Churchill, “Iron Curtain” speech, March 5, 1946 (blackboard)

Primary source: “The Truman Doctrine” (blackboard)

Apr. 1: Reading: *American Horizons* Chapter 26

[Apr. 3: LAST DAY TO DROP CLASSES]

Week Eleven: “Counter-Culture and the New Left”

Apr. 6: Reading: *American Horizons* Chapter 27

Essay Draft due on Blackboard at 11:59 pm

Apr. 8: Reading: *American Horizons* Chapter 27

Week Twelve: “The Vietnam Era”

Apr. 13: Reading: *American Horizons* Chapter 28

Primary source: 27.1 Ho Chi Minh (sourcebook)

Apr. 15: In-class film and discussion: “The Most Dangerous Man in America”

Essay Draft Peer-review due on Blackboard at 11:59 pm

Week Thirteen: “Conservatism Resurgent”

Apr. 20: Reading: *American Horizons* Chapter 29

Primary source: 26.5: Billy Graham (sourcebook)

Apr. 22: Reading: *American Horizons* Chapter 29

Primary source: 29.5 National Association of Evangelicals (sourcebook)

Week Fourteen: “America and Globalization”

Apr. 27: Reading: *American Horizons* Chapter 30

Primary source: 30.3 Bill Clinton (sourcebook)

Apr. 29: No class meeting; work on revised essays

Revised Essay due on Blackboard at 11:59 pm

Week Fifteen: “The Twenty-first Century”

May 4: Reading: *American Horizons* Chapter 31

Primary source: 31.1 Osama bin Laden (sourcebook)

May 6: In-class study session for final exam

Week Sixteen: Finals Week

May 11, 5:30-8 pm: **Final Exam**

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. – Isabelle Rispler