# University of North Texas at Dallas
## Spring 2017
### SYLLABUS

**HIST 2620-003/-093 United States History Since 1865  3Hrs**

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<thead>
<tr>
<th>Department of</th>
<th>Liberal Arts and Sciences</th>
<th>Division of</th>
<th>History</th>
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<tbody>
<tr>
<td>Instructor Name</td>
<td>Anthony Chaney, PhD</td>
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<tr>
<td>Office Location</td>
<td>Dal 1 331</td>
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<tr>
<td>Office Phone</td>
<td>972-338-1822</td>
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<tr>
<td>Email Address</td>
<td><a href="mailto:Anthony.Chaney@untdallas.edu">Anthony.Chaney@untdallas.edu</a></td>
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<tr>
<td>Office Hours</td>
<td>Tuesday-Thursday, 1-3:30 p.m. or by appointment</td>
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<tr>
<td>Classroom Location</td>
<td>DAL 2 (Founders Hall) 303</td>
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<tr>
<td>Class Meeting Days &amp; Times</td>
<td>Tuesdays and Thursdays, 10:00-11:20 a.m.</td>
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| Prerequisites | None |
| Co-requisites | None |

**Course Catalog Description:** This class surveys the history of the United States from the Civil War through the late 20th century. The class also examines the social, political, and economic developments that gave rise to the modern United States. Major themes of the course include the rise of a modern urban/industrial United States and include the contribution of major reform movements including the Populists, Progressives, and Civil Rights. Primary source reading will facilitate interactive learning and enable students to experience history from the perspectives of its participants.

**Required Text:**
Kevin M. Schultz  

Students will also be asked to stream 1 or more films from Amazon.com or other streaming service. Films can cost $1.99-3.99 each. To stream from Amazon.com students will need Microsoft Silverlight version 5.1 or higher and/or Flash Player 10.2.159.1 or higher.

**Recommended Text and References:**
Real Player.

**Access to Learning Resources:**
UNT Dallas Library:  
phone: (972) 338-1616;  
web: [http://www.untdallas.edu/our-campus/library](http://www.untdallas.edu/our-campus/library)
UNT Dallas Bookstore:  
phone: (972) 780-3652;  
e-mail: 1012mgr@fheg.follett.com

**Learning Objectives/Outcomes:** This course is designed to address the following four Core Objectives of the Texas Core Curriculum: Critical Thinking Skills, Communication Skills, Social Responsibility, and Personal Responsibility.

1. **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

At the end of this course, the student will be able to analyze primary source materials of various types in order to make defensible claims about their historical significance. These skills will be demonstrated and assessed in the successful completion of Source Discussion assignments (see below).
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<tr>
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<th>Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication.</th>
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<td>At the end of this course, the student will be able to analyze secondary sources in order to identify and summarize their arguments in formal pieces of writing. These skills will be demonstrated and assessed in the successful completion of the Source Discussion and Presentation assignments (see below).</td>
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<th>Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</th>
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<td>At the end of the course, students will be able to make and defend claims related to historical sources and concepts of various kinds in online threaded discussions with classmates. These skills will be demonstrated and assessed in the successful completion of Presentation assignment (see below).</td>
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<th>Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical decision-making.</th>
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<td>At the end of the course, students will be able to apply moral concepts to historical events and ideas. These skills be demonstrated and assessed in the successful completion of Secondary Source Analysis assignments (see below).</td>
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**Course Work and Evaluation**

The following instruments are used to determine student grades and proficiency of the learning outcomes for the course: Chapter Comprehension Checks, Source Discussions, Secondary Source Analyses, a Peer Presentation, and Daily Assignments/Participation. Each assignment is worth 100 points. Grades for each category will be averaged and assigned the percentage of the final course grade as identified. Attendance is also considered in student evaluation.

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<tr>
<th>Instrument</th>
<th>Percentage</th>
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<tr>
<td>Chapter Comprehension Checks (12)</td>
<td>25%</td>
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<tr>
<td>Source Discussions (3)</td>
<td>30% (all 3 must be completed)</td>
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<tr>
<td>Peer Presentation</td>
<td>10%</td>
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<tr>
<td>Secondary Source Analyses (3)</td>
<td>10%</td>
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<tr>
<td>Daily assignments/participation</td>
<td>25%</td>
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*Grade Determination: A = 90% or better; B = 80-89%; C = 70-79%; D = 60-69%; F = less than 60%.*

**CHAPTER COMPREHENSION CHECKS (12)**

Accompanying each chapter in our textbook is a Comprehension Check for that chapter, to be taken on eCampus/Blackboard. Each Chapter Comprehension Check consists of 20-25 multiple-choice questions. You are encouraged to read and complete the comprehension check for the date assigned on the outline (see course outline below), but final due dates correspond to the first, middle, and final thirds of the course (see course outline below). Comprehension checks are open-time and may be saved and re-opened before submission. You are allowed two attempts for each comprehension check. ECampus/Blackboard can be accessed from a home computer with internet access and/or the computers available in campus computer labs. It is your responsibility to become proficient in using eCampus/Blackboard materials. Chapter Comprehension Checks meet learning objective 1.
SOURCE DISCUSSIONS (3)
A source discussion is formal writing assignment of 2-4 pages in which you discuss a primary source within its historical context. In each of these assignments, a student is called upon to demonstrate an overall understanding of a particular era or theme. A source discussion will be due after the first third of the course, after the second third, and after the final third of the course (see course outline below). In order to pass the course, a student MUST complete all three source discussions. Source Discussions meet learning objectives 1-4.

SECONDARY SOURCE ANALYSES (3)
You will be assigned to watch a feature-length video documentary and to answers questions about it in writing in preparation for classroom activities/discussion. Only those students who attend class on the assigned day will be given full credit for the assignment. These assignments may be graded using the spot-check method: one or two predetermined items will be scored and that score will stand for the whole. Secondary Source Analyses meet learning objectives 1-4.

PEER PRESENTATION
You will be assigned to give a presentation on a video documentary that you watched. The particular documentary will be assigned to you. You will give your presentation to a small group of classmates during class time. You will also be required to submit a paper documenting your preparations, according to instructions. This paper may be graded using a spot-check method: one or two predetermined items will be scored and that score will stand for the whole. The Peer Presentation meets learning objectives 1-3.

GENERAL ASSIGNMENTS AND PARTICIPATION
On most class days, you are assigned a brief reading and assignment in preparation for classroom discussion/activities. Submissions connected to these assignments are due online by class-time on the day they are assigned (see course outline below). Assignments are to be submitted online; only those students who attend class on the assigned day will be given full credit for the assignment. General Assignments and Participation meet learning objectives 1-4.

ATTENDANCE
Faithful class attendance is crucial since lectures complement the readings, rather than duplicate them. After the fourth missed class, each additional absence, whether excused or unexcused, may result in a five-point grade reduction from your final grade in the course.

MAKE-UPS
No late work will be accepted without documented excused absence, arranged in a timely manner. As a student in the course, it is your responsibility to contact the instructor about your absences and arrange for making-up any assignments.

Course Outline

Week One
January 17: Introduction. Go to eCampus/Blackboard, find the course page and explore.

January 19: Topic: The Questions of Reconstruction
Assignment due: Read Jourdan Anderson letter (1865).

Week Two
January 24: Topic: The Phases of Reconstruction
January 26: Topic: Industrial and Financial Capitalism
Assignment due: Chapter 17. The Industrial Revolution, CC (due 2-19); Watch “Industrial Supremacy” with worksheet. Submit worksheet.

Week Three
January 31: Topic: Economic Inequality in the Gilded Age

February 2: Topic: Labor Unrest in the Gilded Age

Week Four
February 7: Topic: The Industrial West and Native Americans

February 9: Topic: Late Nineteenth Century Urbanization
Assignment due: Jacob Riis, from How the Other Half Lives, 1890. Submit paragraph.

Week Five
February 14: Topic: Populism

February 16: Topic: The Nadir of Race Relations in America
Assignment due: Washington, Atlanta Exposition Address, 1895.

SOURCE DISCUSSION 1 ASSIGNED (due 2-24).

Week Six
February 21: Topic: The Radical Center

February 23: Topic: Varieties of Progressivism

Week Seven
February 28: Topic: The Tap Root of American Foreign Policy

March 2: Topic: Imperial America
Assignment due: William McKinley, “Decision on the Philippines” 1900; Emilio Aguinaldo, 1899. Submit answer.

Week Eight
March 7: Topic: The Great War
Assignment due: Von Bernhardi, from Germany and the Next War, and Woodrow Wilson, “The Fourteen Points, abridged” 1918. Submit answers.
March 9: Topic: The Retreat to Privacy
Assignment due: Chapter 21. Prosperity and Change in the Twenties, CC (due 4-2); Margaret Sanger, from “Happiness in Marriage.” Submit answers.

Week Nine
SPRING BREAK MARCH 13-18.

Week Ten
March 21: Topic: The Rural Backlash

March 23: Topic: Culture and the Crash
Assignment due: Chapter 22: The Great Depression and the New Deal, CC (due 4-2).

Week Eleven
March 28: Topic: The New Deal
Assignment due: Letters to Franklin Roosevelt. Submit answers.

March 30: Topic: The Documentary Impulse
Assignment due: Connect the terms. Submit paragraph.

SOURCE DISCUSSION 2 ASSIGNED (due 4-7).

Week Twelve
April 4 Topic: World War II

April 6: Topic: The Origins of the Cold War
Assignment: Chapter 23: World War Two, CC (due 5-9).

Week Thirteen
April 11: Topic: The Cold War Abroad

April 13: Topic: The Cold War at Home
Assignment due: Chapter 24: Cold War America, CC (due 5-9). Betty Friedan, from The Feminine Mystique, 1962, and Allan Ginsberg, from Howl and Other Poems, 1956. Submit answers.

Week Fourteen
April 18: Topic: King and the Civil Rights Movement

April 20: Topic: From Civil Rights to Counterculture

Week Fifteen
April 25: Assignment due: PRESENTATION

April 27: Topic: Nixon, Carter, and the Crisis of Confidence
Assignment due: Chapter 26. The Age of Fracture: The 1970s, CC (due 5-9);

Week Sixteen
May 2: Topic: The Reagan Revolution
   Assignment: Chapter 27. Reagan’s America, CC (due 5-9).
   Robert Reich’s “The Truth about the American Economy,” with chart.

May 4: Topic: Wrap-up.
   Assignment: Louis Menand, “Thinking Sideways.” Submit comment.

SOURCE DISCUSSION 3 ASSIGNED (due TBA).

Week Seventeen
Exams Week May 10-16. Source Discussion 3 due by time of scheduled exam (TBA).

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by email through the eLearning course page.

University Policies and Procedures

Online “Netiquette”:
Emails should use proper “netiquette,” i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind. Any violation of netiquette policies may result in a loss of points or removal from the course. Repeated online misconduct may be subject to more serious sanctions, such as warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

Disability Accommodations for Students:
Any student requiring an accommodation either for class or for exams should obtain a “Letter of Accommodation” from the Student Life Office as soon as possible. Instructors cannot make any accommodations unless they have received the aforementioned letter.

Blackboard Learn Accessibility Statement: University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used.

Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx
Instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (i.e., SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:
No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor’s note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies for complete provisions of this code.

TurnItIn Statement:
Students may be required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (OPTIONAL: Any paper that is not submitted to Turnitin prior to submission to the instructor will not be accepted by the instructor and will not be graded).

Classroom Policies

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for notifying the instructor if they will be missing online class requirements, and they must share their reason for missing class.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Technology Requirements:
Blackboard Learn 9.1 is the platform software for this course.

- Internet Explorer® 10 from Microsoft (26 October 2012 for Windows 8, 26 February 2013 for Windows 7)
- Internet Explorer 9 from Microsoft (14 March 2011). There are some configuration options for Internet Explorer that may make some features of Blackboard Learn difficult to use.
- Safari® 6 from Apple (25 July 2012)
- Safari 5 from Apple (7 June 2010)
- Safari 5 for Windows is an exception. Apple’s continued support for this browser is unclear, and Blackboard does not test it.
- Firefox® 21 (stable channel) from Mozilla (14 May 2013)
- Firefox 17 (ESR channel) from Mozilla (14 May 2013)
- Chrome™ 27 (stable channel) from Google (21 May 2013)