

HISTORY OF THE UNITED STATES SINCE 1865

HIST 1302 || CRN: 15498 || FALL 2018

CONTACT INFORMATION:

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COURSE DESCRIPTION:

This course is an introduction to the social, cultural, economic, and political history of the United States from Reconstruction to the present. In particular, students will explore a variety of themes including urbanization, industrialization, imperialism, immigration, war, racial and ethnic conflict, and social reform. Throughout the course, students will analyze primary sources (evidence from the past) and secondary sources (accounts written by historians). In this way, students will learn that history is not merely a series of facts tied together to form fixed conclusions; instead, it is an interpretative enterprise which continually evolves as a result of new evidence and changing perspectives. Lastly, please note that this course is taken completely online and that there are no on-campus meetings. The course's content will be delivered primarily through Eric Foner's textbook titled *Give Me Liberty* and its associated website resources. Students will be assessed through quizzes, primary source analyses, book analyses, and online exams.

COURSE ASSIGNMENTS:

- Required Readings: The following books are required for all students. They are available for purchase at the University Book Store or on the internet.
 - ✓ *Give Me Liberty*, 5th Edition, Volume 2 (0393614190)
 - ✓ *A Rumor of War* (080504695X)
 - ✓ *The Devil in the White City* (0375725601)
- Blog Posts: After introducing yourself to the class in your first blog post, the rest of your submissions will be based on your reading of *The Devil in the White City* and *A Rumor of War*. To prepare for your responses, you will need to complete the required reading and then click on the Blog Post link in the appropriate module. Then, select a statement from that day's assigned reading that you find controversial, unclear, evocative, significant, etc. and type it into your post. Then, in a minimum of 150 words, explain why you find it controversial, unclear, evocative, significant, etc. These submissions are due on the assigned date at 11:00 pm MST. If you do not post by the stated deadline, you will receive no credit. You will also need to comment, in a minimum of 50 words, on at least two of your classmates posts by 11:00 pm MST on the assigned date. Your posts, which are worth 10 points each week, will be graded on the thoughtfulness and thoroughness of your interpretation of the selected statement.
- Primary Sources Analyses: There is no better way to understand events in the past than by examining the sources--whether journals, newspaper articles, letters, court case records, novels, artworks, music or autobiographies--that people from that era left behind. And, because we all approach primary sources with a different set of experiences and skills, we will interpret them differently. Thus, it is important to remember that there is no one right interpretation. You will complete six primary source

analyses over the course of this semester, with each being worth 40 points. Each analysis contains questions regarding the source's citation, content, context, audience, biases, and connections you can draw to other events either in the past or present. Your answers should be between 2 to 4 sentences in length and you will be graded on content, clarity, and grammar.

- **Book Analyses:** Each student will submit two book analyses based on the course's supplementary readings (*The Devil in the White City* and *A Rumor of War*). These analyses consist of several questions requiring thorough answers; thus, students will need to have read these books closely. Students will submit these assignments through Blackboard by 11:00 pm MST on the assigned due date. Late submissions may or may not be accepted, depending upon the circumstances. These analyses are worth 100 points apiece and together they represent 20% of the student's overall grade.
- **Module Quizzes:** At the end of each module, students will take a module quiz based on the reading assignments in Foner's *Give Me Liberty*. Students will have 60 minutes to complete the exam, which they must do in one sitting. Do not open up other applications or tabs as this may cause the exam to close and submit. Each quiz contains 15 questions at two points apiece. Thus, each quiz is worth a total of 30 points.
- **Exams:** There will be a midterm and a final exam based on Foner's *Give Me Liberty*. Students will have 90 minutes to complete each exam, which they must do in one sitting. Do not open up other applications or tabs as this may cause the exam to close and submit. Each exam will include multiple choice questions and one short essay. Both exams are worth 10% (or 100 points) of the student's total grade. All examinations must be completed at the time scheduled unless the student can present a verifiable and acceptable excuse.

- **Grade Breakdown:**

Blog Posts (12%):	120 points	(10 points per blog)
Primary Source Analyses (24%):	240 points	(40 points per analysis)
Module Quizzes (24%):	240 points	(30 points per quiz)
Book Analyses (20%):	200 points	(100 points per analysis)
Exams (20%):	200 points	(100 points per quiz)

1000 points total

COURSE REQUIREMENTS:

- **Communication:** All course communication will occur through email and Course Messages. Always email me from your UTEP account. Do not use your personal email accounts. Also, make sure to specify that you are in HIST 1302 and include your name so I know who sent the email. I will respond to your emails as soon as possible, but – especially on weekends – it may take up to 48 hours. After 48 hours, please resend your email as it's possible I didn't receive the original correspondence. My email address is bjcartwright@utep.edu. Please note that it does not include the word "miners." Only student email addresses include the word "miners." Lastly, I will communicate with the class via the Announcement tool on Blackboard. Check Blackboard often for new announcements.
- **Plagiarism:** Students participating in any form of academic misconduct or dishonesty will have their work sent to the Office of Student Conduct and Conflict Resolution (OSCCR) for review. Once the review is complete and a decision is made, the appropriate sanction will put into place. The instructor will defer to that decision and/or any recommendations from the OSCCR. For more information, see

<https://www.utep.edu/student-affairs/osccr/>. To avoid plagiarism, see https://www.utep.edu/student-affairs/osccr/_Files/docs/Avoiding-Plagiarism.pdf.

- **Disabilities:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Disabled Student Services Office in the East Union Bldg., Room 106 (<http://www.utep.edu/dsso>).

Calendar and Assignments:

***all assignments in brown, green, purple, blue and red are due by 11:00 pm MST on the date specified.

Module 1	Week 1	8/27	Read <ul style="list-style-type: none"> • Course syllabus • Foner, ch. 15: "What Is Freedom?": Reconstruction, 1865–1877
		8/29	Submit <ul style="list-style-type: none"> • Blog Post #1 • Syllabus Quiz
		8/31	Submit <ul style="list-style-type: none"> • Blog Post #1 comments • Primary Source Analysis #1
	Week 2	9/3	Read <ul style="list-style-type: none"> • Foner, ch. 16: America's Gilded Age, 1870–1890 • Larsen, Prologue
		9/5	Submit <ul style="list-style-type: none"> • Blog Post #2
		9/7	Submit <ul style="list-style-type: none"> • Blog Post #2 comments • Module 1 Quiz (ch. 15 & 16)
Module 2	Week 3	9/10	Read <ul style="list-style-type: none"> • Foner, ch. 17: Freedom's Boundaries, at Home and Abroad, 1890–1900 • Larsen, Part I
		9/12	Submit <ul style="list-style-type: none"> • Blog Post #3
		9/14	Submit <ul style="list-style-type: none"> • Blog Post #3 comments • Primary Source Analysis #2
	Week 4	9/17	Read <ul style="list-style-type: none"> • Foner, ch. 18: The Progressive Era, 1900–1916 • Larsen, Part II
		9/19	Submit <ul style="list-style-type: none"> • Blog Post #4
		9/21	Submit <ul style="list-style-type: none"> • Blog Post #4 comments • Module 2 Quiz (ch. 17 & 18)

Module 3	Week 5	9/24	Read <ul style="list-style-type: none"> • Foner, ch. 19: Safe for Democracy: The U.S. and World War I, 1916–1920 • Larsen, Part III
		9/26	Submit <ul style="list-style-type: none"> • Blog Post #5
		9/28	Submit <ul style="list-style-type: none"> • Blog Post #5 comments • Primary Source Analysis #3
	Week 6	10/1	Read <ul style="list-style-type: none"> • Foner, ch. 20: From Business Culture to Great Depression, 1920-1932 • Larsen, Part IV
		10/3	Submit <ul style="list-style-type: none"> • Blog Post #6
		10/5	Submit <ul style="list-style-type: none"> • Blog Post #6 comments • Module 3 Quiz (ch. 19 & 20)
Module 4	Week 7	10/8	Read <ul style="list-style-type: none"> • Foner, ch. 21: The New Deal, 1932–1940 • Larsen, Epilogue
		10/10	Submit <ul style="list-style-type: none"> • Blog Post #7
		10/12	Submit <ul style="list-style-type: none"> • Blog Post #7 comments • Book Analysis #1
	Week 8	10/15	Read <ul style="list-style-type: none"> • Foner, ch. 22: Fighting for the Four Freedoms: World War II, 1941-1945
		10/17	Submit <ul style="list-style-type: none"> • Module 4 Quiz (ch. 21 & 22)
		10/19	Submit <ul style="list-style-type: none"> • MIDTERM EXAM

Module 5	Week 9	10/22	Read <ul style="list-style-type: none"> • Foner, ch. 23: The United States and the Cold War, 1945-1953
		10/24	Submit <ul style="list-style-type: none"> • Blog Post #8
		10/26	Submit <ul style="list-style-type: none"> • Blog Post #8 comments • Primary Source Analysis #4
	Week 10	10/29	Read <ul style="list-style-type: none"> • Foner, ch. 24: An Affluent Society, 1953-1960 • Caputo, Prologue
		10/31	Submit <ul style="list-style-type: none"> • Blog Post #9
		11/2	Submit <ul style="list-style-type: none"> • Blog Post #9 comments • Module 5 Quiz (ch. 23 & 24)

Module 6	Week 11	11/5	Read <ul style="list-style-type: none"> • Foner, ch. 25: The Sixties, 1960-1968 • Caputo, Part I
		11/7	Submit <ul style="list-style-type: none"> • Blog Post #10
		11/9	Submit <ul style="list-style-type: none"> • Blog Post #10 comments • Primary Source Analysis #5
	Week 12	11/12	Read <ul style="list-style-type: none"> • Foner, ch. 26: The Triumph of Conservatism, 1969–1988 • Caputo, Part II
		11/14	Submit <ul style="list-style-type: none"> • Blog Post #11
		11/16	Submit <ul style="list-style-type: none"> • Blog Post #11 comments • Module 6 Quiz (ch. 25 & 26)
Module 7	Week 13	11/19	Read <ul style="list-style-type: none"> • Foner, ch. 27: From Triumph to Tragedy, 1989–2001 • Caputo, Part III
		11/21	Submit <ul style="list-style-type: none"> • Blog Post #12
		11/23	THANKSGIVING HOLIDAY
	Week 14	11/26	Read <ul style="list-style-type: none"> • Foner, ch. 28: A New Century and New Crises • Caputo, Epilogue and Postscript
		11/28	Submit <ul style="list-style-type: none"> • Blog Post #12 comments • Module 7 Quiz (ch. 27 & 28)
		11/30	Submit <ul style="list-style-type: none"> • Book Analysis #2
Module 8	Week 15	12/3	Read <ul style="list-style-type: none"> • No reading assignment this week!
		12/5	Submit <ul style="list-style-type: none"> • Primary Source Analysis #6
		12/7	Submit <ul style="list-style-type: none"> • Module 8 Quiz (Final Exam Review)
	Week 16	12/14	Submit <ul style="list-style-type: none"> • FINAL EXAM

*** Read this syllabus carefully for it contains important information about this course's requirements and assignments. Also, the instructor reserves the right to make changes to the syllabus over the course of the semester.