

University of North Texas at Dallas
HIST 2620-02, Spring 2016
SYLLABUS

Department of	Social Sciences	Division of	Liberal Arts & Life Sciences
Instructor Name:	Mark Stanley, Ph.D.		
Office Location:	Founder's Hall (DAL2), 219		
Office Phone:	(972) 338-1551		
Email Address:	Mark.Stanley@untdallas.edu		
ZOOM Video Sessions	https://www.zoom.us/join		
Office Hours:	TTH 2:00-4:00 PM or by Appointment (In-person or Zoom)		
Classroom Location:	Founder's Hall, 212		
Class Meeting Days & Times:	TTH 4:00-5:20		
Course Catalog Description:	This class surveys the history of the United States from the Civil War through the late 20 th 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.		
Prerequisites:	None		
Required Text:	Eric Foner. <i>Give Me Liberty! :An American History. Brief Seagull 4th Ed., Vol. II.</i> ISBN 978-0-393-92031-4 Eric Foner, Ed. <i>Voices of Freedom: A Documentary History.</i> Vol. II. ISBN 978-0-393-92292-9		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		
Course Goals or Overview: The goals of this course are as follows -			
<p><i>The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:</i></p> <p><i>Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.</i></p> <p>Courses involve the interaction among individuals, communities, states, the nation, and the world considering how these interactions have contributed to the development of the United States and its global role.</p> <p>Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of the component area.</p>			

Learning Objectives/Outcomes: At the end of this course, learners will be able to:	
1	<u>Social Responsibility</u> : to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
2	<u>Personal Responsibility</u> : to include the ability to connect choices, actions and consequences to ethical decision-making
3	<u>Empirical and Quantitative Skills</u> : to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4	<u>Communication Skills</u> : to include effective development, interpretation and expression of ideas through written, oral and visual communication.

Course Outline and Schedule

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or announced online and via email.

<u>Week or Due Date</u>	<u>Topic</u>	<u>Readings</u>
<u>Module 1</u>		
Jan. 19	“What is Freedom? Reconstruction”	Both Texts, Ch. 15
Jan. 25	“America’s Gilded Age, 1870-1890”	Both Texts, Ch. 16
Feb. 1	“Freedom’s Boundaries...1890-1900”	Both Texts, Ch. 17
Feb. 8	“The Progressive Era, 1900-1916”	Both Texts, Ch. 18
Feb. 15	“Safe for Democracy, U.S. & WWI, 1916-20”	Both Texts, Ch. 19
Feb. 18	(Exam One Available—Covering Chapters 15-18)	
Feb. 25	EXAM ONE DUE	(Due by 11:59 PM)
Feb. 28	Chapter Quizzes <u>DUE</u>	
<u>Module 2</u>		
Feb. 22	“Business Culture to Great Depression....”	Both Texts, Ch. 20
Feb. 29	“The New Deal, 1932-1940”	Both Texts, Ch. 21
Mar. 7	“Fighting for Four Freedoms, WWII....”	Both Texts, Ch. 22
Mar. 14	SPRING BREAK	
Mar. 21	“The U.S. and the Cold War, 1945-1953”	Both Texts, Ch. 23
Mar. 28	“An Affluent Society, 1953-1960”	Both Texts, Ch. 24
Mar. 31	(Exam Two Available—Covering Chapters 19-23)	
Apr. 4	Chapter Quizzes <u>DUE</u>	
Apr. 7	EXAM TWO DUE	(Due by 11:59 PM)
<u>Module 3</u>		
Apr. 4	“The Sixties, 1960-1968”	Both Texts, Ch. 25
Apr. 11	“The Triumph of Conservatism, 1969-88”	Both Texts, Ch. 26
Apr. 14	HISTORIOGRAPHICAL ESSAY <u>DUE</u>	
Apr. 18	“Globalization and Discontents, 1989-2000”	Both Texts, Ch. 27
Apr. 25	“A New Century and New Crises”	Both Texts, Ch. 28
May 5	(Exam Three Available—Covering Chapters 24-28)	
May 8	Chapter Quizzes <u>DUE</u>	
May 12	EXAM THREE DUE	(Due by 11:59 PM)

NOTE: All Quizzes are available at 12:01am at the beginning of schedule period until 11:59 pm of the last day of the schedule period. All Exams open at 12:01 am and close at 11:59 pm of the days stated above.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Discussions

There are weekly in-class discussions on essay questions and primary source readings. To receive full credit, students must attend/participate in 11 total in-class discussions and/or S.I. sessions. *Roll will be taken regularly.* (Attendance in an SI session either online via Zoom or in-person, may substitute for a missed in-class discussion.)

Quizzes

There are 15 chapter quizzes in total (one weekly) including the “Week One Start Here Quiz.” Each is worth one point on your final semester average. These become available at the beginning of each week (usually Monday) at 12:01 a.m. and are due by 11:59 p.m. on the following Sunday. The “Week One Start Here Quiz” and the first week’s chapter quizzes are open the first day of class. Material for the weekly quizzes come from that week’s chapter of *Give Me Liberty*.

Exams

Exams for this class will be in a 100% written format and will be conducted online. These will consist of an essay worth 100%. Students will receive all possible essay questions (4 or 5, which will be discussed weekly in class) in advance. Two of the possible questions will appear on the exam, students may choose which one of those to answer. Note: Essay exam should include material from: Lecture, PowerPoints, Textbook, or Reader. No web-based material allowed—No copy/pasting. *This constitutes plagiarism and will be dealt with accordingly.*

There are other resources designed to help you write a successful essay. In Blackboard, you will find: “How to Answer an Essay Question” as well the “Five Step Suggested Study Process.” The latter will help you with strategies for approaching the essay exam process—and study in general.

For exam availability dates and times, see Course Outline above.

Historiographical Essay

Students will write an essay on a historical topic (within the scope of the class) of their own choosing:

1. The essay should be between 500 and 1000 words in length (2-4 pages double-spaced).
2. The essay should use, and reference at least four primary sources from your reader, *Voices of Freedom*.
3. Each source document should be clearly identified in the essay.
4. The essay should also contain quoted material from each of the sources.
5. For more information see, “Historiographical Essay Directions” on our class Blackboard page.

Course Grading Matrix:

Activities/Assignments	Value (percentages)
Start Here Week One Quiz	1%
Weekly Quizzes (14 X 1%)	14%
Discussion/Participation	10%
Exams (3 X 20%)	60%
Historiographical Essay	15%
Total:	100%

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

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)