

History 2312
American History Since 1877
MW 1:40pm to 2:55pm, MW. 3:05 to 4:20pm
Spring 2018

INSTRUCTOR: Drew Hodges
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COURSE DESCRIPTION:

History 2312, US History since 1877:

Description, analysis and explanation of the political, social economic and diplomatic events to the present time. Special attention is devoted to the forces of Modernity and the impact of cultural pluralism on traditional institutions. Major topics for study include industrialization; agrarianism; labor; immigration; reform movements; total and limited war; economic theory and practice; and the US's role in world affairs.

COURSE OBJECTIVES::

1. Students will demonstrate knowledge of historical information such as names, dates and chronologies, events, terms, and concepts.
2. Students will demonstrate an understanding of the diversity and complexity of the historical context that shapes human experience.
3. Students will demonstrate an understanding of the inter-relatedness of historical events as expressed in such concepts as continuity and change, causation, interdependence of cultures, and the interaction between differing groups and societies.
4. Students will organize and articulate their ideas through an essay that presents a thesis relevant to the question.
5. Students will support their ideas with historical evidence and will reach conclusions based on that evidence.

HOW STUDENTS WILL KNOW THAT THEY HAVE MET THE OBJECTIVES ABOVE:

1. If students have met the objective by the end of class they should be able to identify many of the most prominent figures of the period. Know the chronology of major events. Exact dates are not a necessity but knowing which came first is important. For example: know that Theodore Roosevelt was president before Calvin Coolidge.
2. By the end of the course students will demonstrate they have met this objective by discussions with the instructor and by their written papers.
3. Students will demonstrate their understanding of this objective by exhibiting their grasp of the melting pot of American society and the blending of different groups and how their attitudes and reactions sometimes clash.
4. If students have met this objective by the end of the course they will demonstrate the ability to organize their thoughts into a plausible thesis..
5. Students will demonstrate they have met this objective by rational thought or facts. When the instructor asks the question "Why do you think that", the student will be able to give supporting evidence that gives their ideas credibility.

STUDENTS with Disabilities:

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability(or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center(DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143(V/TTY) or 501-683-7629(VP). For more information, please visit the DRC website.

ACADEMIC INTEGRITY:

All of your work must reflect your own thoughts, words, opinions, and efforts. When you copy phrases, sentences, or paragraphs verbatim(word for word) from **any** source you must indicate that you have done so by setting what you have copied off in quotation marks and inserting a footnote that clearly indicates the source of the information, including author,book title, publication details, year of publication, and page number. And when you use the thoughts, words or opinions of others in paraphrase(ie changing words around, or putting someone else's words into you own words), you must insert a footnote that clearly indicates the source of the information, including author, book title, publication details, year of publication, and page number. If the source is a website, the footnote must include the **complete** web address and the date you accessed it.

It is NEVER acceptable to submit a history essay that does not have footnotes AND bibliography. History essays, by their very nature are based in part on information that is not your own. You must give appropriate credit to the source of the information, and you must tell your reader where the information came from. You must be accountable for the information you use, and for giving appropriate credit when you borrow or copy someone else's words or ideas.

COLLEGE LEVEL DEMEANOR:

The course is structured and conducted in such a manner as to encourage a college level demeanor both within and outside the classroom. Many beginning college students have not been exposed to the rigid intellectual standards of higher education. Proper classroom behavior and courtesy are essential to a successful learning experience. Use of cell phones in class is absolutely not tolerated. This includes texting. Any student violating this policy may be asked to leave the classroom and may also have their grade reduced.

COMMUNICATION AND RETURNING ASSIGNMENTS:

Out of class written assignments must be handed in to me in the classroom. A fellow student may not hand in your paper, and you may not email it to me. Late papers will be

reduced by one letter grade. You may contact me by email to my address on the top of this syllabus. You may normally expect an answer within 36 hours or less.

ATTENDANCE POLICY:

Regular attendance is a critical element in student success. Therefore students are expected to attend all regularly scheduled classes and to complete all assigned class work in a timely manner. If a student is judged to be absent excessively, the instructor will arrange a counseling session with the student. If a student misses four consecutive classes without contacting the instructor the student may be dropped by the instructor. Six absences during the semester may result in a reduced grade.

WEATHER POLICY:

1. During inclement weather, UALR will make a decision whether or not to close based on all available information.
2. The Chancellor will decide whether or not conditions warrant canceling classes and activities and closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member.
3. The UALR website, UALR email, the University's main telephone number (501/569-3000), and the campus emergency alert system are the official means of communicating all information concerning weather-related closing. Local television and radio stations will also be notified.
4. When necessary, the University will announce a separate decision about canceling night classes (those classes starting at 4:20pm or later) by 2:00pm, if possible.
5. Ordinarily, sites remote from campus such as the Bowen Law School, the Arkansas Studies Institute, and the Benton Center will close or cancel classes and *activities whenever the University does so. In some circumstances, however, a separate decision may be made whether or not a site remote from campus will be open or closed, and this decision will be announced through the University's official means of communicating weather-related closings.*
6. Vice chancellors are responsible for seeing that necessary services are provided in their respective areas when the university is closed. Employees required to provide such services will be identified by their supervisors. Classified employees who must report to work when the University is closed due to inclement weather who are not required to work when the campus is open will be charged annual/compensatory leave or leave without pay. The Payroll Department will prescribe payroll reporting and timekeeping.
7. The Policy Advisory Council of the University Assembly will recommend to the Chancellor if and when missed undergraduate and graduate class days should be made up. In the event that the University is closed during a graduate or undergraduate final examinations with the exception of online exams which will continue as scheduled.
8. Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

GRADING METHODS:

During the semester there will be three in-class quizzes, two in-class one page papers, a two page out of class paper. The midterm and the final exams will consist of very short essay ID's and a full page essay. The in class and out of class papers will challenge the student to use critical thinking skills There will be three in-class quizzes but only the best two will be counted toward the student's grade These quizzes will be over class reading assignments for the last 2 class periods.. There will be no makeup for missed in-class quizzes. Midterm and Final exam may be made up for a family emergency at the discretion of the instructor.. There will be no true/false, matching, or fill-in the blank type of testing. Names and dates are important by only in their relationship and significance within the context of the greater study of societies and history. the careful selection of data and the use of that data in evaluating the subject and making a critical argument are key to showing real understanding of the concepts involved. Class participation is another part of how each student's grade is calculated.

How grades are determined:

Class Participation	100	20%
In class quizzes & Papers	50	10%
Midterm exam	175	35%
Final Exam	175	35%
Totals	500 Points	100%

GRADING SCALE:

- A 500-450
- B 449-400
- C 399-350
- D 349-300
- F 299 & below

EXPLANATION OF GRADING FOR CLASS PARTICIPATION:

College level students should be engaged in the learning process. The intent of oral participation is for the students to teach and learn from each other at the direction and guidance of the instructor. Each student will make approx. eight oral presentations to their classmates on a topic assigned by the instructor. Accomplished speaking skills are not expected nor a part of grading. The goal is engagement by the student and demonstration of some preparation on the student's part. Each student is also expected to participate in class discussions and contribute to the class in discussion groups. Accuracy of answers and presentations is important but the main objective is to involve each student in the learning process. All students that do their assigned presentations and participate in class discussions and do not have excessive absences will receive high marks for their efforts in being fully engaged in the class. All students must take the final exam to receive a grade in the course.

REQUIRED TEXT:

OUT OF MANY; Vol.2, Eighth Edition

By, Faragher, Buhle, Czitrom & Armitage, Pearson: Publishing 2016
readings may be assigned by the instructor.

Blue books will be required for the midterm and final examinations

STUDENTS WITH DISABILITIES:

**Your success in this class is important to me, and it is the policy
And practice of the University of Arkansas at Little Rock to
Create inclusive learning environments consistent with federal
And state law. If you have a documented disability (or need to
Have a disability documented), and need accommodation
Please contact me privately as soon as possible, so that we can
Discuss with the Disability Resource Center(DRC) how to meet
Your specific needs and the requirements of the course. The
DRC offers resources and coordinates reasonable
Accommodations for students with disabilities. Reasonable
Accommodations are established through an interactive process
Among you, your instructor(s) and the DRC. Thus if you have a
Disability, please contact me and /or the DRC, at 501-569-3143
(V/TTY) or 501-683-7629(VP). For more information, please visit
The DRC website at www.ualr.edu/disability.**

LEARNING OBJECTIVES:

1.Develop a foundational knowledge of the U.S. constitution.

**2.Develop a foundational knowledge of historical information such as names, dates
events, terms, and concepts in U.S. history.**

**2a Understand the diversity and complexity of the historical contexts that shape the
U.S. experience.**

**3.develop a foundational knowledge of the structures,powers, and limitations of U.S.
national government institutions.**

**3a understand the decisions and policy making processes within and among the
branches of the federal government:**

1.communicate using language appropriate to the discipline ,orally and in writing:

1.use appropriate methods of inquiry to analyze sources and ask questions appropriate to
the discipline.

2.find,evaluate,analyze,and synthesize primary and secondary sources to reach
conclusions.

3Support ideas with empirical evidence and reach conclusions based on that evidence.

1.develop commitment to academic integrity and take responsibility for completing
assignments in an ethical manner, working on one's own when required and
acknowledging resources when used:

2. recognize the value of and demonstrate respect for diverse points of view:
3. appreciate value of civility for democratic government.:
4. understand the normative foundations of the state, the scope of its activities, and the nature of justice.

1. Understand roles, rights, and responsibilities of citizenship.