

U.S. History Post-1877
History 2312.991 & .9U1
University of Arkansas Little Rock
Spring Semester 2019

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U.S. History Since 1877
History 2312

2312. U.S. 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 U.S.'s role in world affairs. Three credit hours.

Required Texts: Out of Many (8th Edition)
By Faragher, Buhle, Czitrom, and Armitage

STUDENT LEARNING OBJECTIVES - CORE COURSES

Learning Outcomes (Course Objectives)

1. Students will develop a foundational knowledge of the U.S Constitution.
2. Students will develop a foundational knowledge of historical information such as names, dates, events, terms, and concepts in U. S. history; and b. understand the diversity and complexity of the historical contexts that shape the U. S. experience.
3. Students will develop a foundational knowledge of the structures, powers, and limitations of U. S. government institutions and understand the decision and policy making process within and among the branches of the federal government.

[Link to Course Objectives, Goals, and Student Outcomes](#)

How Grading is weighted:

Three exams – 300 points
Writing Assignments – 100 points
Home Work Assignments – 40 points
What is plagiarism? – 20 points
Participation – 40 points

Grading Scale:

A=100-90%
B=89-80%
C=79-70%
D=69-60%

Exams:

Exams will cover all assigned readings, lectures, and class discussions. Exams will cover all assigned readings, lectures, and class discussions. Exams may not be made up unless I am notified at least 24 hours prior to the scheduled exam date. Make up exams for none emergency purposes will incur a penalty of one letter grade and must be completed within one week of the originally scheduled examination date. In the case of Medical Emergencies or other monumental catastrophes exceptions will be made. If you must miss an exam, please contact me by email or leave a detailed message with contact information with the History Department.

Writing Assignments:

There are three writing assignments throughout the course of the semester. Writing assignments should be double-spaced and use Times New Roman (12) font. Writing assignments should be three to five pages in length. Outside sources should be cited using Turabian style (<http://www.libs.uga.edu/ref/turabian2009.pdf>). Each paper should include at least three sources (*primary sources, texts, and scholarly journals*) besides the links provided by the instructor and the text book. Assignments will open on Friday and Close on the following Sunday at 11pm. The due dates for these assignments are marked in boldface on the attached course calendar. (Using *Wikipedia as a source is prohibited*).
Assignments will be submitted via Blackboard !!!

Writing Assignments Chart

Assignment	Due Date	Maximum Points
<p style="text-align: center;">Discuss strategies employed white settlers to legitimize their settlement of Indian lands.</p> <p>Source:</p> <p>Mr. Holman on the Indian</p> <p>Dawes Severalty Act (1887)</p> <p>Indian Removal – Atchison Patriot</p> <p>Indian Removal – Atchison Daily Globe</p>	Feb. 1	33.33
<p style="text-align: center;">After reviewing sources, give examples of the excuses used by mobs to justify lynching? Also explain why was different about the Elaine Massacre and how blacks tried to fight lynching.</p> <p style="text-align: center;"><i>Additional Sources:</i></p> <p style="text-align: center;">Without Sanctuary</p> <p style="text-align: center;">Dyers Anti-Lynching Bill in Senate</p> <p style="text-align: center;">The Arkansas Race Riot</p>	Mar. 1	33.33
<p style="text-align: center;">Who was Emmitt Till and how did his death reignite the Civil Rights Movement? Also discuss the connection that the deaths of black males today to that of Till and the formation of a movement.</p> <p style="text-align: center;"><i>Additional Sources:</i></p> <p style="text-align: center;">Look Magazine Confession</p> <p style="text-align: center;">The Funeral that reignited a Movement</p> <p style="text-align: center;">Till’s body arrives in Chicago</p> <p style="text-align: center;">Calls for Violence</p>	Apr. 12	33.33

Home Work Assignments:

There are two homework assignments throughout the course of the semester. Homework assignments should be double-spaced and use Times New Roman (12) front. Homework

assignments should be 1-2 pages. The use of sources outside of the text book is encouraged. Assignments will open on Friday and Close on the following Sunday at 11pm. The due dates for these assignments are marked in boldface on the attached course calendar. The due dates for these assignments are marked in boldface on the attached course calendar. (Using *Wikipedia as a source is prohibited*). Assignments will be submitted via Blackboard !!!

Homework Assignments Chart

Assignment	Due Date	Maximum Points
<p>Discuss tensions between workers and industrialist in the Gilded Age. What are the concerns of workers in the era and have depictions of industrialists and Commanders of Industry changed? (use primary sources to support your arguments)</p> <p>Source:</p> <p>Tiller and Toiler, March 25, 1898</p> <p>Virtual Tour – Tenement Museum</p> <p>Fred D. Warren, "\$2,000 a year and a six day hour day</p> <p>Henry Dubb Cartoons</p>	Feb. 15	20
<p>Explain the numerous obstacles that racism in the United States created during the War. Discuss how minorities expressed their loyalty to their nation despite being routinely subjected to discrimination.</p> <p>Source:</p> <p>Red Cross refuses Negro Blood</p> <p>Japanese Internment</p> <p>Double V Campaign</p>	March 15	20

Plagiarism/Academic Dishonesty Statement:

College and University regulations regarding academic dishonesty, as set forth in the UALR student handbook and other University documents and publications, will be strictly enforced in this class. Any student caught in the act of cheating will be assigned a grade of zero points (F) for the assignment in question. If written work does not appear to be your own, you will be questioned about it and appropriate action will be taken. If you are unclear about what constitutes academic dishonesty, please ask me. ***There will be no exceptions to this policy.***

Attendance:

Attendance will be a formal part of your grade. Exams will rely heavily upon lecture material, so regular attendance and good note-taking is essential components of this class. Classroom discussion of material is encouraged. Class attendance will make up 5 % of students' grades. Attendance will be taken at each class, and excessive absences will factor into your final grade. **More importantly, missing two consecutive weeks of class without notifying the instructor will result in your administrative withdrawal from the class.**

Classroom Manners:

Coming late, leaving early, reading the newspaper, talking, sleeping, and cellular phones or beepers sounding in class are all signs of disrespect toward the instructor and the other students. Please be courteous and respect the class environment.

NOTE: Electronic devices (phones, pagers, laptops, and recording devices) are prohibited during class without prior consent from the professor.

Students with Disabilities:

It is the policy of UALR to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability, who needs accommodation, for instance in seating placement or arrangements for examinations, should inform the professor at the beginning of the course. **Students with Disabilities:** It is the policy of the University of Arkansas at Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 501-569-3143 (v/tty). For more information, visit the DRC website at <http://ualr.edu/disability/>.

Disclaimer:

1. *The syllabus can be altered or amended by the professor at his discretion*

2. *Grades are not negotiable.*
3. *Deadlines and submission dates are on the syllabus for a reason (adhere to them)*

Course Calendar

Week One (Jan. 20 - 26):

Introduction to the course;

What is Plagiarism? Assignment

Reading Assignment: Chap. 18 pp. 385 - 406

Week Two: (Jan. 27 – Feb. 2)

Lecture: Chapter 18: Trans – Mississippi West

Reading Assignment: Chap. 19 pp. 409 - 429

Week Three: (Feb. 3 - 9)

Lecture: Chapter 19: The Gilded Age

Reading Assignment: Reading Assignment: Chap. 20 pp. 432 - 452

Writing Assignment I – due date – Feb. 1-3

Week Four: (Feb. 10 – Feb. 16)

Lecture: Chapter 20: Democracy and Empire

Reading Assignment: Chap. 21 pp. 455 - 478

Week Five: (Feb. 17 - 23)

Lecture: Chapter 21: Urban America & the Progressive Era

Reading Assignment: Chap. 22 pp. 481 - 504

Homework Assignment I – due date – Feb. 15-17

Week Six: (Feb. 24 – Mar. 2)

Lecture: Chapter 22: World War I

Test #1 (Feb 22- 24)

Reading Assignment: Chap. 23 pp. 506 - 529

Week Seven: (Mar. 3 - 9)

Lecture: Chapter 23: The 1920s
Reading Assignment: Chap. 24 pp. 532 - 533
Writing Assignment II – due date Mar. 1-3

Week Eight: (Mar. 10 – March 16)

Lecture: Chapter 24: The Great Depression
Reading Assignment: Chap. 25 pp. 557 – 576

Week Nine: (March 17 – March 23)

Lecture Chapter 24: World War II
Reading Assignment: Chap. 26 pp. 580 - 599
Homework Assignment II – due date March. 15 -17

Week Ten: (March 24 –March 30)

Lecture Chapter 26: The Cold War
Reading Assignment: Chap. 27 pp. 603 -624

Week Eleven: (March 31 – Apr. 6)

Spring Break

Week Twelve: (Apr. 7– 13)

Lecture: Chapter 27: The Affluent Society
Test #2 –March 31
Reading Assignment: Chap. 28 pp. 627 - 647

Week Thirteen: (Apr. 14 - 20)

Lecture Chapter 28: Civil Rights Movement
Writing Assignment III – due date Apr. 12 -14
Reading Assignment: Chap. 29 pp. 649 -672

Week Fourteen: (April 21 -27)

Lecture Chapter 29: Civil Rights II
Reading Assignment: Chap. 30 pp. 674 - 696

Week Fifteen: (April 28 – May 4)

Lecture Chapter 30: The Rise of the Right
Reading Assignment: Chapter 31 pp. 699 - 718

Week Sixteen: (May 5 - 11)

Student Consultation

Final Exam – May 3 - 6

Writing and Home Work Assignment Grading Rubric

The “A” Paper	<p>Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.</p> <p>Structure: Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.</p> <p>Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.</p> <p>Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.</p> <p>Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.</p> <p>Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.</p>
The “B” Paper	<p>Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.</p> <p>Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.</p> <p>Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.</p> <p>Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.</p> <p>Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged though perhaps not addressed. Occasional insightful connections to outside material made.</p> <p>Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.</p>
The “C” Paper	<p>Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the</p>

	<p>paper.</p> <p>Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.</p> <p>Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.</p> <p>Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.</p> <p>Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.</p> <p>Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.</p>
<p>The "D" Paper</p>	<p>Thesis: Difficult to identify at all, may be bland restatement of obvious point.</p> <p>Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.</p> <p>Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.</p> <p>Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.</p> <p>Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.</p> <p>Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.</p>
<p>The "F" Paper</p>	<p>Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.</p>

NOTE: You are responsible for *all* information in this syllabus, whether you choose to read it or not. Not following the instructions and guidelines outlined in this syllabus could have a negative impact on your grade. "I didn't know" will not be accepted as an excuse for failing to follow the guidelines and instructions clearly spelled out here. The syllabus and information therein is subject to modification at the instructor's discretion.

