

UC 12177 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Amer Hist Effective Fall 2014

or
 Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: HIST College: CLASS
2. Faculty Contact Person: Ramos Telephone: 3-3116 Email: raramos@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
HIST / 1378 / The United States Since 1877
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
HIST / 1378 / US HISTORY SINCE 1877
 - SCH: 3.00 Level: FR CIP Code: 54.0102.00 01 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements

RECEIVED OCT 19 2012 M.M

5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
 - Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): _____
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
HIST / 1378 / The United States Since 1877
 - Course ID: 25597 Effective Date (currently active row): 08/11/2003

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: none Description (30 words max.): The social, economic, and political history of the United States since 1877.

10. Dean's Signature: _____ Date: 10/15/12
 Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History

Person Making Request: Raul Ramos

Telephone: 713-743-3116

Email: raramos@uh.edu

Dean's Signature: _____

_____ Date: 09/10/12

Course Number and Title: History 1378: United States History since 1877

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Students will demonstrate knowledge about the historical development of the United States since the end of the Civil War through lectures, classroom discussion, readings, and writing assignments.
2. Students to develop critical reading and analytical skills with class discussions and writing assignments over primary source documents.
3. Students to improve their writing skills with course writing assignments.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a 4-6-page paper that asks them to analyze a multitude of related primary sources as evidence to develop a wider argument about the values and beliefs of the society and culture that produced those primary sources.

Sample paper assignment: In Steven Lawson and Charles Payne, *Debating the Civil Rights Movement, 1945-1968*, historian Lawson and historical sociologist Payne each present different arguments about the Civil Rights Movement. Lawson believes the federal government and large organizations supported and spurred the quest for racial justice. Payne, on the other hand, argues that the movement would have stalled out without the constant pushing of grass roots movements and organizers. Both Lawson and Payne provide evidence from the movement that they believe supports their position. After briefly explaining the position of Lawson and Payne, students must argue why they find one position to be more persuasive than the other.

Communication Skills:

In the 4-6-page paper outlined above, students will demonstrate their ability to communicate effectively through an argument that explains their position and supports it with specific primary source evidence.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

In the 4-6-page paper outlined above, students will explore issues of social responsibility through the struggles and successes of the Civil Rights Movement.

Personal Responsibility:

In the 4-6-page paper outlined above, students will explore issues of personal responsibility through the struggles and successes of the Civil Rights Movement.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Midterm Exam

Final Exam

Four to six page paper written outside of class and submitted electronically (through blackboard, for example)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

History 1378: History of the United States since 1877
Spring 2009, MWF 10-11, AA 1

Instructor: Kelly Hopkins

Office: 540 Agnes Arnold Hall,

Office Hours: MW 1-2:30 please email me through webct only

Teaching Assts: John Bailey, Brenda Broussard, Aimee L'Heureux

PURPOSE:

This course explores the experience of the American people since the Civil War. We will focus on how views and roles of the federal government have changed during this period. At the same time, we will develop a narrative about the changing and competing meanings of freedom held by people in the United States. Linking these two themes will be a series of readings that emphasize the role of social protests in shaping American national politics and the freedom of the American people. An understanding of how past generations lived and acted, and of how historians reconstruct the past, will deepen your own perspective on contemporary America. In addition, this class will encourage students to evaluate the ways in which historians use evidence and to learn basic historical research skills.

LEARNING OUTCOMES:

1. Students will demonstrate knowledge about the historical development of the United States since the end of the Civil War through lectures, classroom discussion, readings, and writing assignments.
2. Students to develop critical reading and analytical skills with class discussions and writing assignments over primary source documents.
3. Students to improve their writing skills with course writing assignments.

REQUIREMENTS:

You will be required to submit all written work in order to receive a passing grade. There will be NO EXCEPTIONS. This includes the midterm, the short in-class writing assignment, the paper, and the final exam. So, if you miss the midterm or in-class writing assignment, you must drop the course, or you will fail. If you show up to the Final Exam without turning in the required Civil Rights paper, you will fail the class. Again, no exceptions. No "Incompletes" will be given. The breakdown of the requirements is as follows:

20%- midterm	February 23
10%- in-class writing assignment	March 6
25%- paper, 4-6 pages	April 10 (at beginning of lecture)
35%- final exam	May 11, 11-2
10%- attendance	

WebCT:

This course will appear on your student webct account (www.uh.edu/webct). You will be required to login to your webct account- so do it early in the semester and check your account often. Webct allows you to view course-related materials and grades, to contact your teaching assistants or myself, and to submit required assignments. For those who have used webct in the past, the password is the last password used. For new users: your initial password is your birthdate in the form of mmddyyx! (where yy is the two digit birth year and x is the first character of your last name in lowercase), then add an exclamation point (shift+1). Example: Jane Smith's birthdate is January 15, 1980. Therefore, her initial password is: 011580s!. New users should click "Check User Name" or call 713-743-1141 for their username.

READINGS:

Required texts: These texts should be available at campus book stores and packaged together at a reduced rate. These books are also in Anderson Library on Reserve.

- Hopkins, Reader, 1378

- Glen Jeansonne, Messiah of the Masses: Huey P. Long and the Great Depression (required for in-class writing assignment)

- Steven Lawson and Charles Payne, Debating the Civil Rights Movement, 1945-1968 (required for take-home paper assignment)

CLASSROOM BEHAVIOR:

This course will be conducted through a combination of lectures, formal and informal discussions, videos, and other media formats. Each lecture will have an overhead that outlines the lecture and a few key terms to help you follow the material. The class meets for lectures Monday, Wednesday, and Friday from 10:00-10:50. You are expected to arrive on time and remain until the lecture is finished. If you are late, provide as little disruption as possible. If you are late all of the time, perhaps you should enroll in a class that better suits your sleep schedule. If you need to leave early, notify me at the beginning of class. Students making any type of loud noise or other activities distracting to surrounding classmates or rude/disrespectful to the instructor, will be asked to leave. Students reading newspapers or course materials not related to this class, answering cell phones, text messaging friends, surfing the internet, sleeping, listening to headphones, or being in any other way disruptive, also will be asked to leave the lecture hall. All cell phones, blackberries, i-phones, and other noise-producing electronic equipment must be turned off. **NO TAPE OR VIDEO RECORDING DEVICES WILL BE ALLOWED IN CLASS.** The professor reserves the right to drop disruptive students from the class.

ACADEMIC HONESTY:

Cheating in any form will not be tolerated. This includes photocopying a classmate's attendance slips, using study aides of any kind during any exam, helping someone during an exam, using unapproved sources to write your paper (including other texts and the internet), writing your individual paper as a group project with your friends, buying papers off of the internet, or finding a relevant website and copying and pasting all of the information you like. In other words, passing off someone else's work as your own- either on exams or the paper assignment. If you are unsure if your behavior is academically dishonest, ask me, ask the teaching assistants, or consult your UH Student

Handbook. **Cheating in any way will result in a failing grade** for the course and the incident will be documented with Academic Affairs. Ignorance is not an excuse. Every semester students try to cheat- they bring study guides to exams, steal papers off of the internet, or even turn in the same paper as another student. Every semester they get caught. Trust me, cheating is not worth it- you will get an F in the class and run the risk of being kicked out of school. That is not the way to thank your parents for paying your tuition. If you are falling behind in the class and need additional help, take advantage of the professor and the teaching assistants- we are free, know the material exceptionally well, you have already paid for us, and we are usually very lonely in our office hours.

ATTENDANCE:

This course is not designed to be difficult- if you work hard, keep up with the readings, and take good lecture notes, you should earn a decent grade. The reading load is not heavy, less than 25 pages a day. Nonetheless, anywhere from 25-40% of enrolled students will fail the class because they do not attend lectures, do not pay attention, and do not keep up with the readings. Paying for the class does not guarantee a passing grade, it only guarantees a seat in the lecture hall. Because of the high fail rate directly linked to poor attendance, attendance is mandatory. We will randomly take attendance several times during the semester. Here is how it will work: At the beginning or end of the lecture, we will pass out course related materials (maps, statistics, etc) and they will have a notice resembling a receipt for your attendance. You must be present at the beginning of lecture- and remain until the end- or you will not receive credit for being in lecture. Each student will receive one handout only- so do not try to pick some up for your friends who did not come to class. You will be responsible for keeping the slips/receipts at the bottom of the handout. You will turn them in three times during the semester: 1) with the midterm exam; 2) with your Civil Rights paper; 3) with the final exam. This form of attendance record keeping takes the least amount of course time and minimizes demands on the teaching assistants. You are entitled to three absences. After missing more than three lectures, you will receive 0% for attendance. This is an entire letter grade. Please do not email me to tell me you missed class. If any of your attendance slips are photocopied from a friend, even if only one, you will automatically receive a 0% for attendance. Just come to class on time. If you miss more than six consecutive lectures, for whatever reason, you should drop the class.

EXAM POLICY:

Both the midterm and final exams will consist of essay questions. One week prior to each exam, a formal study guide will be passed out to help you prepare. The study guides will consist of a list of possible essay questions and several identification terms to include while developing your essay. The identification terms will be from the key terms given at the beginning of each lecture. The exam essay questions will come directly from the study guide. You will not have any choice in which essays you answer. For the midterm, you will answer two essays. For the final, you will answer three essays. The final exam will not be cumulative.

There will also be a short (approximately 15 minutes), in-class writing assignment that will focus specifically on Glen Jeansonne, Messiah of the Masses: Huey P. Long and the

Great Depression. There will not be a study guide for this brief assignment, but the end of the book provides a list of questions to help you as you read each chapter.

CIVIL RIGHTS PAPER (Required at-home writing assignment):

You will receive specific instructions regarding this 4-6 page paper assignment two weeks before the due date.

EMERGENCIES:

In the event of illness, a death in your family, or other personal crisis, I will be sympathetic. However, **NO MAKE-UP EXAMS WILL BE GIVEN** except in the case of a documented medical or family emergency. Getting sick the day before an exam and providing a doctor's note IS NOT a medical emergency. Oversleeping is also not an acceptable excuse. Being in the hospital and in a coma is- but I need documentation. At any rate, a change in due dates of the course schedule must be approved **BEFORE** exam and paper deadlines. A belated excuse for poor or late work will not be accepted. If you have any problem or personal circumstance that interferes with exam and paper dates, inform myself or the teaching assistant at least two weeks before due dates.

EMAIL:

If you need to contact me or the teaching assistants, please do so through the course's webct account, not personal email accounts. If you contact me through my personal email account, it will be deleted. If you are writing to learn due dates, or other administrative information, please consult this lengthy syllabus- this is the contract and everything you need to know is in this contract. You can also consult the university web page for university deadlines. If you have questions over lecture or reading materials, please come to my office hours, or visit your teaching assistant- we are always here. If those times do not work for you, email for an appointment.

Important University Dates:

Feb 2: 12th class day, Official Reporting Day. Last day to drop without a grade.

April 7: Last day to drop with a "Withdraw." After this day, I cannot drop any students.

Copyright Protection of All Course Material: Copyright Kelly Hopkins, 2009

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CLASS SCHEDULE

Week One: Reconstruction

Jan 21: Introduction to Course

Jan 23: Reconstruction

Readings: specific documents from the Reader will be posted on webct

Week Two: The Gilded Age

Jan 26: Industrialization

Jan 28: Immigration and Urbanization

Jan 30: The New West

Readings: specific documents from the Reader will be posted on webct

Week Three: The Reform Impulse

Feb 2: The New South

Feb 4: The Populist Revolt

Feb 6: Progressive Reform- Social Justice

Readings: specific documents from the Reader will be posted on webct

Week Four: Improvement at Home

Feb 9: Progressivism- National Reform

Feb 11: Women's Suffrage

Feb 13: Iron Jawed Angels

Readings: specific documents from the Reader will be posted on webct

Week Five: War Abroad, Life at Home

Feb 16: The War to End All Wars

Feb 18: Affluence in the 1920s

Feb 20: Anxiety in the 1920s

Readings: specific documents from the Reader will be posted on webct

Week Six: The Great Depression and the New Deal

Feb 23: Midterm Exam

Feb 25: The Great Depression and First New Deal

Feb 27: New Deal Social Reform and Social Justice

Readings: specific documents from the Reader will be posted on webct

Glen Jeansonne, Messiah of the Masses: Huey P. Long and the Great Depression,
(begin after midterm)

Week Seven: The Great War

Mar 2: World War II Abroad

Mar 4: World War II at Home

Mar 6: The Atomic Age Begins

Mar 6: In-class Writing Assignment over Messiah of the Masses

Readings: specific documents from the Reader will be posted on webct

Glen Jeansonne, Messiah of the Masses: Huey P. Long and the Great Depression
(finish by Friday March 6)

Week Eight: The Cold War at Home

Mar 9: Origins of the Cold War

Mar 11: The Nightmare in Red

Mar 13: Good Night and Good Luck

Readings: specific documents from the Reader will be posted on webct.

Week Nine: SPRING BREAK (15-21 March)

Week Ten: Grand Expectations

Mar 23: The Fabulous Fifties

Mar 25: Civil Rights Movement, Early Years

Mar 27: Lyndon B. Johnson and Civil Rights

Readings: specific documents from the Reader will be posted on webct.

Lawson and Payne, Debating the Civil Rights Movement, (begin)

Week Eleven: Living in the Cold War

Mar 30: The Cold War in Asia

April 1: The Cold War at Home

April 3: Living in an Atomic Age

Readings: specific documents from the Reader will be posted on webct.

Lawson and Payne, Debating the Civil Rights Movement, (continue)

Week Twelve: Vietnam Abroad and at Home

April 6: Kennedy and Vietnam

April 8: Johnson and Vietnam

April 10: Nixon and Vietnam

April 10: Civil Rights Paper Due at Beginning of Lecture

Readings: specific documents from the Reader will be posted on webct.

Lawson and Payne, Debating the Civil Rights Movement, (finish by 4/10)

Week Thirteen: The Emergence of the South and the West

April 13: Repackaging the South and the West

April 15: Western Politics

April 17: The Rise of the New Right

Readings: specific documents from the Reader will be posted on webct.

Week Fourteen: Presidential Scandals

April 20: Nixon and Watergate

April 22: Crisis and Resurgence

April 24: Iran-Contra Affair

Readings: specific documents from the Reader will be posted on webct.

Week Fifteen: The Post Cold-War World

April 27: The Global Economy

April 29: New Forms of Anxiety

May 1: Why We Fight

Readings: specific documents from the Reader will be posted on webct.

Week Sixteen: The Post Cold-War World

May 4: Why We Fight

FINAL EXAM: MONDAY, 11 MAY, 11-2 PM (in lecture hall)