

UC 12178 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: 33116 Email: ramos@uh.edu

3. Course Information on New/Revised course:

- Instructional Area / Course Number / Long Course Title:
HIST / 1379 / The United States Since 1877
- Instructional Area / Course Number / Short Course Title (30 characters max.)
HIST / 1379 / US HISTORY SINCE 1877
- SCH: 3.00 Level: FR CIP Code: 54.0102.00 01 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 19 2012 M.M

4. Justification for adding/changing course: To meet core curriculum requirements

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): BA

- 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 / 1379 / The United States Since 1877
- Course ID: 25601 Effective Date (currently active row): 8112003

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (2-1). Prerequisites: none Description (30 words max.): Taught in large lecture and small discussion group format. Satisfies half of the state requirement in American history. The social, economic, and political history of the United States to 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, CLASS

Person Making Request: Raul Ramos

Telephone: 3-3116

Email: raramos@uh.edu

Dean's Signature: _____

Date: 9/9/12

Course Number and Title: HIST1379 – U.S. 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. Essay questions will be distributed in advance, and students will be required to use one of the questions to formulate their essays.

Sample questions:

How did the frontier transform to make room for American capitalism in the West? Use documents to provide primary source examples supporting your argument.

Communication Skills:

Essays written in class will develop communication skills necessary to complete the assignment above.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

Essay noted above will engage students in the importance of social responsibility in historical development.

Personal Responsibility:

Essay noted above will provide examples of personal efforts to survive through the transformation of the west.

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 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 1379, Section 19595
University of Houston
Spring 2012

U.S. History Since 1877
Class Time: MW 10-10:50, F Sections
Classroom: AH AUD 1

Professor Nancy Beck Young
Office Address: 542 Agnes Arnold
Office Phone: 713/743-4381
e-mail: nyoung2@uh.edu
Office Hours: MW 11:00-12:00; and by appointment

Teaching Assistants:
Guillermo Nakhle
Office: Agnes Arnold Hall
E-mail: genakhle@uh.edu
Office Hours: M 2:45-5:15 p.m.

Kristen Williams
Office: Agnes Arnold Hall
E-mail: kewilliams4@uh.edu
Office Hours: W 11 a.m.-2 p.m.

Joe Thompson
Office: Agnes Arnold
E-mail: splendorajoe@gmail.com
Office Hours: M 2-4 p.m.

Stephanie Weiss
Office: Agnes Arnold Hall
E-mail: shweiss7@gmail.com
Office Hours: W 1-4 p.m.

SECRET TO SUCCESS IN THIS CLASS: How many of you want to know the secret to passing this or any other class? Based on almost twenty years of teaching experience, I will give away the secret for free: **COME TO CLASS ... EVERY DAY ... TAKE NOTES ... EVERY DAY ... TAKE ALL THE EXAMS ... COMPLETE ALL THE ASSIGNMENTS.** That's it. Doing the reading helps (it is impossible to score beyond the C range without doing the reading), but a student who comes to class regularly, listens, and takes notes will absorb enough information to pass the class. As an example, last semester of the eight people who earned Ds and Fs for the semester all had unacceptable attendance. Additionally, five of the students with Ds and Fs failed to take at least one exam. The lesson here is simple: **COME TO CLASS, TAKE NOTES, TAKE THE EXAMS, WRITE THE PAPERS, PASS THE CLASS.**

COURSE OVERVIEW: This course looks at the growth and development of American society from 1877 to the present. Throughout the semester the professor will encourage critical thinking about the past in order to better understand today's world. The two major themes of the course are: 1) Seeking Democracy at Home and Abroad and 2) Identity and Freedom in a Heterogeneous Society. Students are advised to pay attention to these themes as they analyze the course material. Furthermore, we will focus on the development of analytic reading and writing skills necessary for a successful career at the University of Houston.

BASIC HISTORICAL CONCEPTS: Class lectures and discussions, readings, quizzes, and exams will provide students with the necessary skills to master the following:

1. Chronology matters. Much attention will be paid to the basic historical concepts of change over time and cause and effect with regard to our study of U.S. history. In other

words, students will come to appreciate how people and events have functioned as change agents throughout the past.

2. There are several sub-specializations important to historians among which are politics, economics, society, culture, gender, race, class, and diplomacy. Different historians often craft their own research agendas by using one or two of these or other approaches to the study of the past. Likewise, we will use these approaches throughout the semester to evaluate key events in American history.
3. The most valuable history books are those that draw their information from primary sources. A primary source is something written or spoken by the person or persons being studied. It is, in other words, a first-hand account of the event or person being studied. Primary sources are exciting to work with because they connect students directly with what is being studied. However, primary sources present some challenges: they do not tell the full story, they are sometimes biased, and they lack the objectivity of time and distance. However, successful mastery of history requires the ability to analyze and interpret primary sources. We will work closely on those skills during the semester.
4. The past, much like the present, is never simple. The wise student of history needs to appreciate this fact and be cognizant of the many different perspectives on any given historical problem. Furthermore, our understanding of the past is often linked to the context of our own times. In other words, students of the past often use the large issues and debates that swirl around their own lives as a mirror with which to refract the past.
5. History is much more than a collection of random facts to be memorized (and forgotten) for an exam. While there do seem to be many facts about the past, what historians care most about is the ability to attribute meaning to those facts. The processes that historians use to achieve this end are analysis, interpretation, evaluation, comparison, and deduction, in other words the key components of critical thinking. We will spend much time this semester developing the ability to think critically about “the facts” of American history and derive our own interpretations of them.

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.

REQUIRED READING:

- Kevin M. Schultz, *HIST*, Volume 2: *Since 1865*, 2nd edition (Wadsworth, 2012). (abbreviated *HIST*)
- William Bruce Wheeler, Susan D. Becker, and Lorri Glover, *Discovering the American Past: A Look at the Evidence, Volume II: Since 1865*, 7th edition (Wadsworth 2012). (abbreviated W/B/G)

- Marilynn S. Johnson, editor, *Violence in the American West: The Johnson County Range War and the Ludlow Massacre: A Brief History with Documents*, 1st edition (Bedford/St. Martin's, 2008). (abbreviated *Violence*)
- Meg Jacobs and Julian Zelizer, editors, *Conservatives in Power: The Reagan Years, 1981-1989*, 1st edition (Bedford/St. Martin's, 2011). (abbreviated *Conservatives*)

COURSE SUPPLEMENTARY MATERIAL: The professor has prepared and will make available through the course Blackboard page several supplementary podcasts to improve student success in the class. Additionally, your *HIST* textbook comes with a card explaining how to gain free access to a database with study questions to assess comprehension of the material in each chapter and an electronic version of the textbook that can be read on a laptop, iPad, or other similar device. Specific instructor-prepared materials include the following.

- The professor has prepared three podcasts explaining the skills that are necessary to pass the class: note-taking, reading sources critically for history classes, and essay exam taking. These podcasts will be available on Blackboard for the duration of the semester.
- The professor will prepare review podcasts for the two major exams and the two book essays. These podcasts will be made available on Blackboard when the study guide for each exam is posted, meaning at least a week before the exams are scheduled. Each of these podcast reviews will remain available for the duration of the semester.
- Finally, the professor has prepared two podcasts exploring the large themes that unite the course: 1) Seeking Democracy at Home and Abroad and 2) Identity and Freedom in a Heterogeneous Society. These podcasts will be available on Blackboard for the duration of the semester.

Listening to these podcasts is not a substitute for reading the text, the reader, or the outside books. Neither is it a substitute for attending the lectures and taking good notes. Instead, these podcasts are intended to help students better understand the connections among lectures and readings, which is necessary to succeed in the class.

REQUIRED WORK: The required work for the semester consists of the following: a Midterm Exam worth 150 points or 15 percent of the course grade, a non-comprehensive Final Exam worth 150 points or 15 percent of the course grade, two Take-Home Book Essays each worth 150 points for a total of 30 percent of the course grade, Section Grades worth 300 points for 30 percent of the course grade, and Daily Grades worth a total of 100 points or 10 percent of the course grade.

- **Exams:** The two exams will cover lectures, the textbook, and the primary document reader. Four or five potential essay questions will be distributed in advance of each exam, and students will be required to answer one question. Exam grades will be determined according to the ability of students to make a credible argument and support it with evidence from the proper sources (class notes, *HIST*, and Wheeler, Becker, and Glover).
- **Take-Home Book Essays:** Students will write a 4-6-page paper that asks them to analyze a multitude of related primary sources and class readings as evidence to develop a wider argument about the values and beliefs of the society and culture. Essay questions will be distributed in advance, and students will be required to use one of the questions to formulate their essays. Essay grades will be determined according to the ability of students to make a credible argument and support it with evidence from the proper sources (*Violence* for the first book essay and *Conservatives* for the second book essay).

Essays must be the original work of the students and must be submitted in paper copy and electronic copy to the course Blackboard page through a Turnitin.com link by the assigned due date. Late essays will be reduced by half a letter grade for each week-day they are outstanding. Essays must be typed, double spaced, have one inch margins, use 12 point Times New Roman font and must be no longer than five full pages and no shorter than three full pages. Please include the following information in a header to repeat on each page: your name, your PeopleSoft number, Young, HIST 1379. Please include page numbers and please staple the copy being submitted to your TA in the upper left hand corner. Citations to quotes must be included (the TAs will explain this to you in section).

- **Section Grades:** Active participation is expected in the Friday discussion sections. Grades will be based on discussion, completion of in-class group activities, and completion of in-class writing assignments. The discussion component of the section grade is worth a total of 100 points for discussion, in-class group activities are worth 100 points, and in-class writing assignments are worth 100 points. TAs will keep the students in the section apprised of their section grades on a regular basis. There are 13 Friday discussion section class periods. Section grades will be reduced if students miss section class periods by the percentage of class periods missed, i.e. a student who misses 20 percent of the section classes will have her/his section grade lowered by 20 percent.
- **Daily Grades:** Daily Grades will be administered and calculated with the TurningTechnology Response Pad System, which can be purchased new in Barnes & Noble at the UC (book loan money can be used). You will need your response pads on the very first day of the semester. As few as two or three and as many as eight or ten analytical multiple choice/true-false questions will be asked during each lecture. Students will answer these questions with response pads. There will be three components to the Daily Grade: unannounced quizzes over the assigned readings and the lecture notes, attendance, and challenge/discussion questions. The total points available for each day's daily grade will vary according to the number of questions asked. If a quiz is included then the points will be much higher than if not.
 - **Unannounced Quizzes:** Half of the 100 Daily Grade points will come from quizzes. There will be at least thirteen unannounced quizzes during the semester and they will be given at the beginning of the hour; each quiz is worth 5 points, meaning there are at least 15 bonus points that can be derived from the quizzes. This places a premium on regular, punctual class attendance and preparation.

The first quiz is a syllabus quiz and it will be taken via Blackboard. It must be completed no later than Wednesday, January 25 at midnight. The second quiz covers the three study skills podcasts—how to read, how to take notes, and how to perform well on essay exams—and will also be administered via Blackboard. It must be taken no later than Monday, January 30 at midnight. The remaining quizzes will cover the assigned readings and lecture notes since the previous quiz and will include analytical multiple choice and true/false questions.

Students **MUST** have their response pads to take the quizzes. We will allow **ONE and only ONE** exception to this rule. A student who has forgotten or misplaced his/her response pad may take a seat on the front dais and take the quiz on paper **JUST ONE TIME**. Those quizzes **will not be scored and entered in the Blackboard gradebook** until the final exam; if the same student has taken

more than one quiz in this fashion, then we will only count **the first such quiz taken on paper** even if a subsequent quiz taken on paper produced a higher score.

There are no make-ups for the quizzes. There is no exception to this rule, so do not ask. Enough extra quizzes are given to compensate for illness or any other absences within the acceptable range of missed classes (see the details about attendance below). Moreover, this system allows for students to do poorly on a quiz or two because of inadequate preparation without a grade penalty.

- **Attendance:** Half of the 100 Daily Grade points will come from attendance in lecture. Each class session will begin promptly at the designated time and will end at the designated time; all students are expected to be present for the duration of each session. Punctual and complete attendance—meaning an on-time arrival and no early departures—for each scheduled class session is worth two points. Because there are 27 lecture class days in the semester (excluding Jan. 18), students with perfect attendance and who are in class from the time class starts until it is dismissed will earn 4 bonus points that will be added to their total course grade.

We will use the response pad system to take attendance, and **you must have your response pads with you every day**. Attendance will be taken on a rolling basis throughout each class session. A portion of the attendance points will be assigned to each quiz, challenge, and discussion question asked as part of the lecture. Failure to be in the classroom when questions are asked will result in loss of that portion of the attendance points, **no exceptions**.

Put simply, if you are habitually late or if you leave early on a regular basis or if you wander in and out of class, it will negatively affect your attendance grade for the semester. **If a student does not have his/her response pad with him/her that day she/he WILL NOT be able to answer the challenge and discussion questions from which attendance points are derived and WILL be counted absent for that day. There are NO EXCEPTIONS to this rule.**

- **Challenge/Discussion Questions:** The third component of the Daily Grade comes in the form of challenge and discussion questions. **All points accrued from these questions are a bonus.** Wrong answers will not hurt your grade, but correct answers will earn bonus points.

The challenge questions will be used as follows: either to reinforce an important concept in the lecture (evidentiary and/or analytical) or to introduce a new concept in the lecture. They might also draw connections between the lecture and the assigned reading material. These questions will be similar in format to the quiz questions in that they will be analytical multiple choice and true/false. Correct answers on the challenge questions will earn a half point each.

Discussion questions will be a bit different in format but will still be asked at transition points in the lecture with the intent to either reinforce the material just covered or introduce a new section of the lecture. These questions will present scenarios that Americans in the past faced, i.e. whether or not President Harry Truman should have dropped the atomic bomb at Hiroshima and Nagasaki and whether or not actions in the antiwar movements of the 1960s were justified. These questions will be in multiple choice form and will ask you to select the best course of action. While the choice of the person or group described in the question will be included, we as historians might rightfully debate whether it was

the best choice. As such, there will be no bonus points assigned for these questions, but the discussion that follows in class **WILL** have a positive impact on your understanding of the material and therefore your exam grades.

The response pads will be used for this component of the class. **If a student does not have his/her response pad with him/her that day she/he WILL NOT be able to answer the challenge and discussion questions. There are NO EXCEPTIONS to this rule.**

CLASSROOM REQUIREMENTS AND RESPONSIBILITIES: Large lecture classes by their nature require certain behaviors from the students, the teaching assistants, and the professor. The behavior of everyone in the room can and does have an impact on everyone else in the room.

- **Requirements for the professor:**

- The professor will be in the classroom approximately 10 to 15 minutes before class starts. Her first priority will be to connect her laptop computer and make sure it is in proper working order.
- The professor's second priority in the time before class begins is to mix with the students who arrive early and answer any questions.
- The professor is responsible for starting the lecture on time, meaning 10 a.m., and finishing it on time, meaning no later than 10:50 a.m.
- The professor is responsible for remaining available for as much time as is necessary after class to answer questions from students.
- The professor is responsible for answering all questions in a respectful manner, and treating all questions in a serious manner.
- The professor is responsible for balancing the need for discussion with the need for covering the material scheduled for the day. This might mean not calling on every student who raises her/his hand during the lecture. In such cases, the professor is responsible for addressing those questions after the lecture is concluded.
- The professor is responsible for maintaining order in the classroom, meaning that only one person may talk at a time and that the professor will call on students to speak only after they raise their hands.
- The professor is responsible for calling out disruptive students should such behavior inhibit the learning environment for others.
- The professor is responsible for holding scheduled office hours as listed on the syllabus and posted on her office door.
- The professor is responsible for working with the teaching assistants to make sure that the exams are graded fairly and returned in a timely fashion, meaning no more than two weeks after the exam is given.
- The professor is responsible for answering emails in a timely fashion, meaning within 24 hours of receipt of the email excluding the weekend. Email is the best way to contact the professor, as I check it several times a day and I check voice mail infrequently. Phone messages will be checked and returned only when the professor is on campus, meaning that a message left on a Thursday after the professor has left campus might go unanswered until the following Monday when the professor is again on campus.

- **Requirements for the teaching assistants:**

- The teaching assistants are responsible for being in class about 10-15 minutes before class starts to mix with the students and answer questions that they might have about the material.
- The teaching assistants are responsible for helping maintain order in the classroom during lecture. This means asking disruptive students to behave properly, and if necessary asking disruptive students to leave the lecture hall.
- The teaching assistants are responsible for undertaking such disciplinary actions with courtesy and respect for the disruptive students.
- The teaching assistants are responsible for remaining after class to answer questions from the students.
- The teaching assistants are responsible for holding two to three scheduled office hours a week, during which time they will meet with students to discuss classroom and exam related questions.
- The teaching assistants are responsible for answering emails in a timely fashion, meaning within 24 hours of receipt of the email excluding the weekend.
- The teaching assistants are responsible for making sure that the exams are graded fairly and returned in a timely fashion, meaning no more than two weeks after the exam is given.
- The teaching assistants are responsible for writing ample comments on the exams to help the students understand where their performance was strong and where it was weak so that the students can improve their performance on subsequent exams.
- The teaching assistants are responsible for writing comments that are professional in tone and constructive in criticism.
- The teaching assistants are responsible for meeting with students who have questions about their grades.
- **Requirements for the students:**
 - Students are expected to read their assignments as listed on the syllabus.
 - Students are expected to come to class every day. More than two absences are considered excessive and will harm your grade. If you are not in class, you will miss much of the richness of U.S. history. “Getting the notes from someone” is but a poor substitute for hearing and digesting the lectures and discussions “live.”
 - Students are expected to take detailed notes on each class lecture—7-8 pages is recommended for students writing lecture notes by hand and 3-4 pages is recommended for students typing their notes on a computer.
 - Students are expected to remain silent unless called upon by the professor. **Side conversations with another student will not be tolerated because of the distractions that result.**
 - Students are expected to begin preparing for the major exams and essays when the study guides are distributed.
 - Students are expected to do their own work on exams, essays, and on in class quizzes and challenge questions. Students found guilty of academic dishonesty will be dealt with accordingly. The academic integrity policy is described in full below.
 - Students are required to turn their cell phones, iPods, etc. off and keep them stored in a bag for the duration of class. **Use of such devices during class will not be tolerated.**

- Students are required to remain in the lecture hall for the duration of class. The **only** exception to this rule is an illness that requires an immediate trip to the restroom. **Wandering in and out of the lecture hall will not be tolerated.**
- Students are expected to behave in a respectful fashion toward the professor, addressing her as either Professor Young or Dr. Young, **not** Mrs. Young.
- Students are expected to behave in a respectful fashion toward the teaching assistants.

EXAM RULES: No study aids of any type will be permitted during the exams, which must be answered in the blue books provided by the professor and the TAs with blue or black ink only. While cell phones are never permissible during class, the discovery of a student with a cell phone, or any other electronic device, during an exam will be grounds for failure of the class, perhaps more serious sanctions, and submission of an academic dishonesty report to the Dean’s Office. No student will be permitted to leave the exam for a restroom break or any other reason. Once a student leaves the exam room, the exam must be turned in and graded as is. No students will be permitted late entry to the exam, defined as 15 minutes after the exam start time. Exams will not be graded for students who fail to abide by these rules.

GRADES: Uniformly excellent work—defined as including an original and insightful argument, substantial evidence derived from all assigned sources to support that argument, and cleanly written prose—will receive an “A.” Work that is above average—defined as including a convincing but incomplete argument and evidence written with minor errors—will receive a “B.” Work that is average—defined as including a weak or inadequate thesis, a summary of evidence without meaningful interpretation, and possibly some significant errors of grammar and/or organization—will receive a “C.” Work that is below average—defined as including no attempt at a thesis, weak generalizations in lieu of specific evidence, and possibly significant grammatical and/or mechanical problems—will receive a “D.” Work that is failing—defined as including little or no understanding of the material and significant mechanical problems—will receive an “F.”

The grades will be determined as follows:

Daily Grades	100 points
Section Grades	300 points
Exam One	150 points
Exam Two	150 points
First Book Essay	150 points
Second Book Essay	150 points

The grading scale is as follows:

1000-931 is an A	830-800 is a B-	699-670 is a D+
930-900 is an A-	799-770 is a C+	669-631 is a D
899-870 is a B+	769-731 is a C	630-600 is a D-
869-831 is a B	730-700 is a C-	below 600 is an F

ACADEMIC ACCOMMODATIONS: When possible and according to 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Such students must first register with the Center for Students with DisABILITIES

(CSD) and then present documentation to the professor regarding the requested accommodations in a timely fashion. Please call CSD at 713/743-5400 for more assistance.

ACADEMIC INTEGRITY: Students are responsible for maintaining academic integrity. Any student detected cheating or engaging in plagiarism on any exam or quiz, or participating in any other form of academic dishonesty, will receive the appropriate sanctions, a failing grade (“F”) for the course. Cheating includes, but is not limited to misuse of the response pads in any form, including, but not limited to, taking quizzes for students who fail to attend class and answering challenge and discussion questions for students not in class. In such situations, all students involved would receive a failing grade and possibly face other disciplinary action. Please visit with me regarding any questions. In cases of serious violations, additional sanctions at the College or University level are possible. See http://uh.edu/provost/stu/stu_syllabsuppl.html for details. All cases of academic dishonesty will be reported to the Dean’s office.

MAKE-UPS: If you are required to miss an exam for a **documented, excused absence**, you need to make arrangements ASAP to schedule the make-up. If at all possible you should contact the professor by email **PRIOR** to the scheduled exam stating the reason for missing the exam. The next step for scheduling the makeup requires a visit with the professor (either after class or in office hours) to show the documentation for the missed exam (doctor’s note, funeral notice from the newspaper naming the student as an immediate relative of the deceased, etc.). The professor will then communicate with the TA the list of students approved for the make-up. The make-up exam will cover the material assigned for the scheduled exam, **but the questions may deviate from those listed on the study guide**. Students must then communicate as quickly as possible with the TA regarding the scheduling of the makeup. Barring hospitalization, **all make-up exams must be completed within one week of the originally scheduled exam**. The TA will proctor the make-ups. Students may take only one make-up exam over the course of the semester.

INCOMPLETES: To be eligible to receive an incomplete a student must be passing the class, and must have completed the overwhelming majority of the course requirements. The reason for seeking the incomplete must relate to non-academic reasons (i.e., serious illness involving extended hospitalization). A student may not seek an incomplete in this class because he/she is doing poorly in another class. A student who receives an “I” is responsible for finding the professor and making arrangements to complete the missing work within one year. Failure to abide this policy will result in the “I” being converted into an “F” for the course.

REQUIRED TECHNOLOGY: Students are required to buy a response pad from Barnes & Noble at the UC (book loan money can be used) for \$40. The same response pad can be used in other UH classes that require this technology. The response pad requires no additional registration fees, and you can use it again in future semesters free of charge.

LAPTOP COMPUTER/iPad POLICY: Students who wish to bring a laptop or an iPad to class for the purposes of taking notes must sign the laptop agreement form attached to this syllabus and return the form to the professor immediately. Students may not use their computers in class for any other purpose than note-taking, and students must sit in the designated section of the classroom for laptop usage. The teaching assistants will direct students using laptops to the proper seating area. If either the TA or the professor catches students using computers for any

purpose other than note-taking, **THOSE STUDENTS WILL BE BANNED FROM USING COMPUTERS IN THE CLASSROOM FOR THE DURATION OF THE SEMESTER.**

TAPE RECORDER POLICY: Tape recorders may not be used in the classroom unless a particular student has a medical justification for doing so. Appropriate documentation must be presented to the professor from the Center for Students with DisABILITIES (CSD).

CELL PHONE, PAGER, AND I-POD POLICY: Under no circumstances may students use such devices in the classroom as they are distracting to the class. All cell phones, pagers, and i-Pods must be turned off **BEFORE** class begins. If either the professor or the TA catches a student using a cell phone for texting or talking, one verbal warning will be issued to the entire class. If there are subsequent violations of this policy, **THE PROFESSOR RESERVES THE RIGHT TO DISMISS CLASS IMMEDIATELY FOR THAT DAY WITH ALL MATERIAL NOT COVERED IN CLASS APPEARING ON THE NEXT EXAM.**

FOOD AND DRINK POLICY: Students are asked to refrain from eating food in class out of courtesy to others who use the classroom. If beverages are spilled, students are asked to clean up the mess. Students are asked to remove all debris they brought into the classroom.

EMAIL POLICY: The professor and the TA encourage the students to contact us by email with course questions. We have a few requirements for that email, though. First, use a salutation (i.e., Dear Professor Young) and put something in the subject line that identifies the message (i.e., HIST 1379 Question). Second, use a closing signature with your full name and PeopleSoft number as they appear on our class roster. Third, please know that while your email is tremendously important to us we all get a large volume of email each day, and it might take us up to 24 hours during the weekday to respond to your queries. Fourth, please assume that emails sent after 5 p.m. on Monday through Thursday will not be read until the following morning. Fifth, please assume that emails sent after 5 p.m. on Friday and over the weekend will not be read until Monday morning. Sixth, please check your syllabus and any announcements posted on Blackboard before asking us procedural questions. If we receive email inquiries that can be answered in such sources our reply will be to read the syllabus and/or check Blackboard. Seventh, please do not email us simply to tell us you will miss a class lecture. We will figure that out from attendance, and we will assume you are ill and wish you a speedy recovery. We will not respond to such missives. Finally, when emailing us, use standard written English, not text message speak.

PROBLEMS: Students who are experiencing any sort of academic problem with the course—difficulty with reading comprehension, difficulty with note-taking, difficulty with studying for exams, difficulty with exam anxiety, etc.—should visit with the professor and/or the TAs sooner rather than later. Both the professor and the TAs want the students in the class to succeed, and we have a vast reservoir of experience and ideas that will help students who are struggling.

GOOD LUCK!!!

SCHEDULE OF LECTURE TOPICS, READING ASSIGNMENTS, AND EXAMS:

The topics and dates listed below are subject to change according to the needs of the class as determined by the professor. Any such changes will be announced in class. Students are

responsible for these and other course related announcements whether or not they are in attendance.

Wed., Jan. 18

Introduction

Fri., Jan. 20

Sections/Reconstruction

Read: W/B/G, Ch. 1

Mon., Jan. 23

Reconstructing America: Race and Ethnicity in the Late Nineteenth Century

Read: *HIST*, Ch. 16; *Violence*

Tues., Jan. 24

Last day to add a class

Wed., Jan. 25

Robber Barons or Saviors? Capitalism in the Late Nineteenth Century

Read: *HIST*, Ch. 17; *Violence*

Fri., Jan. 27

Sections/The New South

Read: W/B/G, Ch. 2

Mon., Jan. 30

Working in the Late 19th Century

Read: *HIST*, Ch. 18; *Violence*

Wed., Feb. 1

The Populist Vision

Read: *HIST*, Ch. 19; *Violence*

Wed., Feb. 1

ORD—Official Reporting Day (12th class day)

Last day to drop/withdraw without receiving a grade. Last day to drop without hours counting toward the Enrollment Cap for Texas Residents (tuition is higher for hours over the cap).

Fri., Feb. 3

Sections/The Middle Class

Read: W/B/G, Ch. 3

Mon., Feb. 6

Imperialist Identities: The Varieties of American Expansion Abroad

Read: *Violence*

Wed., Feb. 8

Progressives and the Radical Middle Class
Read: *HIST*, Ch. 20; *Violence*

Fri., Feb. 10
Sections/World War I
Read: W/B/G, Ch. 5

Mon., Feb. 13
World War I as the Ultimate Progressive Crusade
Read: *HIST*, Ch. 21; *Violence*

Wed., Feb. 15
The Meanings of Modernity: America in the 1920s
Read: *HIST*, Ch. 22; *Violence*

Fri., Feb. 17
Sections/Essay Review: *Violence*

Mon., Feb. 20
Popular Culture and Meanings of the Depression
Read: *HIST*, Ch. 23
BOOK ESSAY # 1 DUE

Wed., Feb. 22
The New Deal and the Emergence of Economic Liberalism
Read: *HIST*, Ch. 23

Fri., Feb. 24
Sections/Rural Poverty
Read: W/B/G, Ch. 7

Mon., Feb. 27
The Diplomacy of World War II
Read: *HIST*, Ch. 24

Wed., Feb. 29
Why We Fight: World War II and the American Homefront
Read: *HIST*, Ch. 24

Fri., Mar. 2
Sections/Japanese American Internment
Read: W/B/G, Ch. 8

Mon., Mar. 5
Exam Review

Wed., Mar. 7

EXAM ONE

Fri., Mar. 9

No Class

Mon., Mar. 19

A Preponderance of Power: Cold War America

Read: *HIST*, Ch. 25

Wed., Mar. 21

Americanism versus Communism

Read: *HIST*, Ch. 25; *Conservatives*

Fri., Mar. 23

Sections/I Love Lucy

Mon., Mar. 26

From Lucy to Elvis: Popular Culture in the 1950s

Read: *HIST*, Ch. 25; *Conservatives*

Wed., Mar. 28

Vietnam and the Unraveling of the American Consensus

Read: *Conservatives*

Fri., Mar. 30

Sections/Vietnam

Read: *W/B/G*, Ch. 10

Mon., Apr. 2

Civil Rights and the American Dream

Read: *Conservatives*

Tues., Apr. 3

Last day to drop a course or withdraw with a 'W'.

Wed., Apr. 4

The Great Society and the Apex of Liberalism

Read: *HIST*, Ch. 26; *Conservatives*

Fri., Apr. 6

Sections/Civil Rights

Read: *W/B/G*, Ch. 9

Mon., Apr. 9

Identity Politics in the 1970s

Read: *HIST*, Ch. 27; *Conservatives*

Wed., Apr. 11

Oil and Terrorism in the 1970s

Read: *Conservatives*

Fri., Apr. 13

Sections/ Essay Review: *Conservatives*

Mon., Apr. 16

Morning in America: Reagan's 1980s

Read: *HIST*, Ch. 28

BOOK ESSAY # 2 DUE

Wed., Apr. 18

Immigration in the Modern Era

Read: *HIST*, Ch. 29

Fri., Apr. 20

Sections/The Politics of Education

Read: *W/B/G*, Ch. 11

Mon., Apr. 23

Dot.Com Nation

Read: *HIST*, Ch. 29

Wed., Apr. 25

Global Capitalism and Global Terrorism

Read: *HIST*, Ch. 30

Fri., Apr. 27

Sections/Exam Review

Mon., Apr. 30

EXAM TWO

Spring 2012 – Student Clicker Guide

TurningPoint Clicker Purchase

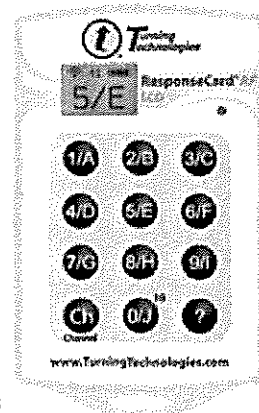
TurningPoint RF-LCD clickers are available at Barnes & Noble in the University Center (UC).

Clicker Pricing Information:

- \$40 plus Tax

For the detailed Clicker purchasing information, please contact Barnes & Noble in the UC.

- Address: 4800 Calhoun Rd., 126 University Center
Houston, TX 77204
- Phone: 713-748-0923

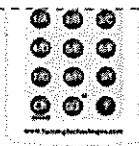
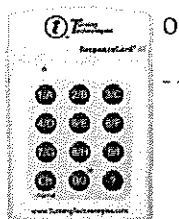


NOTE: You can use your book loan to buy a clicker through the book

Clicker Batteries:



Clicker batteries are also available at the bookstore in case you are in need of buying new clicker batteries. The bookstore sells two batteries as a set. The battery set costs \$2 plus tax.



Beginning Summer 2010, the campus has been transitioning the clicker from the RF to the RF-LCD model. If you purchased an RF clicker in Fall 2009, Spring 2010 or Summer 2010, you can still use your RF clicker in any future classes that require clickers.

- You must **NOT** share your clicker with your friend who is taking the same class with you. Sharing a clicker with other people is not recommended to avoid any potential conflicts with your grades.

Clicker Replacement Support

In general, your clicker comes with a one-year warranty from the day of your clicker purchase. If your clicker stops working during the warranty period, bring your non-working clicker to Faculty Development and Instructional Support (FDIS).

- **Office Location:** Room 54B in the basement of the M.D. Anderson Library – come through the back entrance facing the University Center (UC). There is a sign outside of the office that says Educational Technology and University Outreach.
- **Office Visit Hours:** 9:00am – 5pm (Monday – Friday)
- **Phone:** 832-842-2143 or 832-842-2145


IMPORTANT:

- If you encounter problems with your RF-LCD clicker even after the one-year warranty period has expired; you can still bring your non-working clicker to FDIS. A new clicker will be issued if your clicker appears to be mal-functioning.
- For any Clicker grade related questions, you need to contact your course instructor.

Clicker Registration via Blackboard

Please follow the steps below to register your clicker:

- 1) Log on to Blackboard at www.uh.edu/blackboard using your login information.
NOTE: Do NOT use your friend's Blackboard account to register your clicker.
- 2) Select the course that requires the TurningPoint clicker.
- 3) On the homepage, click on the “**Response Pad Registration**” icon.
- 4) Enter your clicker ID. The ID is available on the back of your clicker – it is a 6-digit combination of numbers or/and letters.

 <p>Turning Technologies, LLC www.TurningTechnologies.com P/N:RCRF- 02 (Programmable) CEC FCC ID : R4WRCRF02 ACN : 008 594 509 IC : 5994A-RESCARD Part 15C Class B Digital Device 26018A 2109 Other Pets Pad Assembled in Thailand</p>	<p>Response Device ID: <input type="text"/></p> <p>Confirm Response Device ID: <input type="text"/></p> <p>NOTE: The ID is not case-sensitive.</p>
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NOTE: If you already registered your clicker for a course in the previous or current semester, you may see the following statement when you try to register your clicker for another course.

Your currently registered Response Device ID is: