

BLENDED COURSE U.S. HISTORY FROM 1865 • Spring 2012 • Pomerleau
HIST2620.009: Matthew 311, Tu/Th 9:30-10:50 AM
& HIST2620.010: GAB 104, Tu/Th 11 AM -12:20 PM

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Professor: Clark Pomerleau, Ph.D.

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Office: Wooten Hall 234

Mail Box: Wooten Hall 225

Office Hours: Tu/Th 8:30- 9:20 AM, We 5:30-6:20 PM, & by appt

[Phone: 565-4214 to leave a message]

Assistants: Sec. 9: Bailey Haeussler & Chloe Northrop Sec. 10: Nick Foreman & Karen Wisely
See Blackboard site for graduate assistants' names and contact information.

<https://ecampus.unt.edu/webct/entryPage.dowebct>

COURSE GOALS: Students should use the textbook, online materials, lectures, and class activities to demonstrate that they understand facts and chronology of U.S. history. They will be able to identify significant people and evaluate causation and consequences in U.S. history. Students will analyze and interpret history and demonstrate historical writing by composing responses that argue points with evidence and organization.

BLENDED COURSE: This course combines lectures, in-class media and games, on-line quizzes, in-class exams, out-of-class projects, group work, and library assignments, so that students experience being a historian and develop research skills, writing, organizing, and group leadership. Group work increases active participation, which enhances student retention and success by developing analytical skills and developing cooperative relationships with other students.

REQUIREMENTS: TOTAL POINTS = 600

Remaining in this course makes it one of your part-time jobs (along with other classes, paid and unpaid labor). Act professionally by showing up for work prepared, doing your job in class, and doing assigned out-of-class work. Absences are excused with documentation of a university-sanctioned reason (including doctor's or employer's notes). Most jobs require you to work with others. Likewise, here you have group assignments. Treat other classmates and group members professionally by being civil, showing respect for the discussion of ideas, and not creating distractions such as side conversations, cell phone usage, looking at or listening to things that do not pertain to class, packing up to leave early. If you have problems with someone, tell me your concerns, so we can solve the problem.

Because UNT is a heavily commuter campus, it is occasionally impossible to be on time. Allow the reasonable maximum of time to commute, but if you are late or must leave early, come in or go quietly.

1. Reading:

Text to buy or rent: Goldfield et al, *The American Journey* [A.J.] (Vol. 2, Concise Ed. 2 [used 1st ed. Ok]),

Blackboard: Please check your UNT email account or forward it to an account you use in case of course announcements. Check Blackboard regularly for announcements.

PDF on plagiarism—BenjaminPDF-1: Jules R. Benjamin, *A Student's Guide to History*, 11th ed., (Boston: Bedford/St. Martin's, 2010), 61-62, 118-121 & American Historical Association's Standards on Plagiarism.

BenjaminPDF-2 & BenjaminPDF-3

MirrorPDF of James West Davidson and Mark Hamilton Lytle, "Mirror with a Memory: Photographic Evidence and the Urban Scene" in *After the Fact: The Art of Historical Detection*, 5th ed., (2005), 210-233.

Links to go to: http://www.plagiarism.org/plag_article_what_is_plagiarism.html

http://www.plagiarism.org/plag_article_plagiarism_faq.html

http://www.plagiarism.org/plag_article_types_of_plagiarism.html

Make sure you can get into your Blackboard for this course by the second class.

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Vista 4.2 Blackboard class website: <https://ecampus.unt.edu/webct/entryPage.dowebct>

Enter your EUID and password. Vista Helpdesk: vista@unt.edu , 940-565-2324, ISB room 119.

2. Quizzes: total of **170 points**:

- i. About Syllabus & Academic Dishonesty (10Q; 10pts.)
- ii. *A Student's Guide to History* (10Q; 20pts.)
- iii. "Mirror with a Memory" (10Q; 20pts.)
- iv. AJ Ch.16-24 (60 pts.)
- v. AJ Ch.25-30 (60 pts.)

3. Group Projects: total of **100 pts**:

(a) Together choose a name for your group based on U.S. history after 1865 (person, place, group, event). Please be considerate of differences among people, so you do not choose something insensitive to race/ethnicity, gender, etc.

(b) Choose a facilitator by democratic vote. The facilitator types up a sheet where the top line is the group's number and chosen group name, next line is "facilitator," her/his name, email address and phone number, and then a separate line for each group member's name, email address, and phone number. Facilitators should distribute that document to each member and the graduate assistants by Tuesday, February 7. S/he will encourage all members' participation, keep a record of meeting attendance and work, distribute peer evaluations. S/he will compile group projects and submit the group work. The facilitator may gain up to a half grade extra credit for the extra work depending on performance.

Library Assignment (50pts.)

Photos Power Point (50pts.)

4. Individual Projects: total of **130 pts**.

Photos Questions and Summary (30pts.)

What's the Deal Profile & Summary (100pts.)

5. Exam 1 (**100 pts.**) and Exam 2 (**100 pts.**): Exams ask students to recall definitions, arrange chronology, pick and explain the significance of historical evidence, and form solid argumentation.

COURSE SCHEDULE: Note—Lectures give information beyond *The American Journey* [AJ]'s chapters.

<u>WEEK OF</u>	<u>READING</u>
1) 1/17-19	Introduction to Course. Lectures: Manifest Destiny and Slavery; Civil War Interest-Reconstruction READ: Syllabus, Benjamin PDF-1 on plagiarism & plagiarism.org links, AJ ch.16 + 17 section called "Settling the Race Issue"
2) 1/24-26	Lecture: N. Big Business & the Shaping of Norms. READ: Benjamin PDF-2. AJ ch.17 "The 'Newness' of the New South" + "Conclusion" + ch.18 Thu. = Quiz 1 on Syllabus & Academic Dishonesty in class; no PDF or notes. Lecture ahead.
3) 1/31-2/2	READ: Benjamin PDF-3 by Tues. AJ ch.19 + ch.20 "The Crisis of the 1890s" + "Conclusion." Tue. = Assign Groups. Quiz 2 on Benjamin, A Students Guide to History in class; you may bring those PDFs or notes to look at. Lecture: Frontier 1860s-1900s Thu. = Frances May: How to do historical research at Willis Library
4) 2/7-9	READ: "Mirror with a Memory" article from Blackboard due Tues. Instructions for Photos Project. AJ ch.21. Tue. = Quiz 3 on "Mirror with a Memory" chapter in class; no PDF or notes. Riis lecture and discussion. Go over Photos Project. DUE: Facilitator's group contact sheet. Thu. = <u>Meet at 1st flr tables to right of Willis library entrance</u> → Library Assignment work

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- 5) 2/14-16 READ: AJ ch.22
Tue. = Lecture: Imperialism 1870s-1900s.
Thu. = DUE: **Library Assignment**. Lecture: World War I
- 6) 2/21-23 READ: AJ ch.23. READ:
Tue. = Lecture continued.
Thu. = Lecture: Demobilization and 1920s (may drop students with WF for nonattendance)
DUE: **Photos Project Group Power Point**
- 7) 2/28-3/1 READ: AJ ch.24.
Tue. = Exam 1 in-class review
Thu. = DUE: **Individual Photos Questions & Summary**. Lecture: Great Depression.
- 8) 3/6-8 TESTING
Tue. = **Quiz 4 on Ch. 16-24**
Thu. = **ESSAY EXAM 1 in class; no book or notes.**
- 9) 3/13-15 READ: AJ ch.25 + Instructions for What's the Deal.
Tue. = Great Depression lecture continued. Explain What's the Deal & assignment
Thu. = Students play What's the Deal. (Start research for What's the Deal Individual Project.)
- 3/17-25 SPRING BREAK
- 10) 3/27-29 What's the Deal Projects
Tue. = Students meet by character.
Thu. = On your own to do library research for Individual What's the Deal Profile & Summary
- 11) 4/3-5 READ: AJ ch.26.
Tue. = Lecture: World War II
Thu. = DUE: **Individual What's the Deal Profile & Summary**. Peter Jennings Special, *Hiroshima: Why the Bomb was Dropped* 1994, 69min.
- 12) 4/10-12 READ: AJ ch.27.
Tue. = Lecture & Class Participation: Governmental Policies for Postwar Prosperity
Thu. = Lecture: Civil Rights (last day may drop students for non-attendance)
- 13) 4/17-19 READ: AJ ch.28.
Tue. = Lecture: Camelot and the Great Society
Thu. = Lecture: Vietnam
- 14) 4/24-26 READ: AJ ch.29.
Tue. = Lecture: Activism & Feminisms.
Thu. = Lecture: Beginnings of Neoliberalism
- 15) 5/1-3 READ: AJ ch.30.
Tue. = Exam 2 Review
Thu. = TEST: **Quiz 5 on Ch. 25-30**

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Finals Section 9: Tue., May 8 at 8-10 AM (not my choice of times either)
 Section 10: Wed., May 9 at 10:30 AM – 12:30 PM
 <http://essc.unt.edu/registrar/schedule/spring/final.html>

RECOMMENDATIONS

- 1. Attend and participate in every class (at least through note-taking).**
- 2. Read and refer often to your course syllabus.**
- 3. Use a planner or PDA for deadlines.**
- 4. Visit your graduate assistant or professor in office hours to ask questions and get help.**
- 5. Keep up on reading, and prepare for exams and assignments rather than cramming.**

LATE WORK/MAKEUP POLICY: We conform to UNT's policy of accepting documented excuses (doctor's appointment, dean's excuse, documented emergency, etc.), therefore if you get sick and miss an exam or quiz, see a doctor or nurse and bring that documentation in order to schedule a make-up. Contact Dr. Pomerleau or the teaching assistant immediately if you will miss a deadline.

CHANGES TO SYLLABUS: The instructor may change the information contained in this course syllabus with advanced notice depending on the progress and needs of the class.

ACADEMIC DISHONESTY PLAGIARISM: Cheating and plagiarism are academic crimes that result in **a failing course grade**. You cheat by copying or providing answers, hints, or help to or from another student. You commit plagiarism if you use another person's ideas or expression in your writing without acknowledging the source. If you quote without citing or *put someone else's ideas into your own words without crediting them*, you plagiarize.

STUDENT ACADEMIC RESOURCES

UNT Learning Center: <http://www.unt.edu/lc/> Workshops on note-taking, study and review, test-taking
UNT Student Writing Lab: <http://www.unt.edu/writinglab/> Note calendar of workshops and exercises on grammar and style (including active not passive voice).
History Help Center: Wooten 220, 940-565-4772, historyhelpcenter@unt.edu

DISABILITIES ACCOMMODATIONS: Faculty members must provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding diagnostic criteria and policies for obtaining academic accommodations can be found at <http://www.unt.edu/oda/apply/index.html> or visit the Office of Disability Accommodation in the University Union, Rm. 321 or call (940) 565-4323.