



**HISTORY 1302.06E
THE UNITED STATES SINCE 1865
COURSE SYLLABUS: SPRING 2013**



Instructor: Dr. Sharon Kowalsky
Office Location: Ferguson Social Sciences 105
Office Hours: Monday and Wednesday, 1-2 and 3:30-5:00, or by appointment
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COURSE INFORMATION

Course Materials:

The following required books are available at the bookstore:

- Foner, *Give Me Liberty*, Vol. II, 3rd Seagull Edition (W. W. Norton, 2011) ISBN 978-0393911916, \$46.25. You may purchase an ebook if you like. This is the link to the appropriate version: <http://books.wwnorton.com/books/detail.aspx?ID=22147> (REQUIRED)
- Riis, *How the Other Half Lives* (Bedford St. Martin's, 2011) ISBN 978-0312574017, \$16.95 (RECOMMENDED)

Any additional materials will be distributed in class by the professor or made available to students through eCollege.

Course Description:

A broad interdisciplinary course in the historical development of the United States and North America from 1865.

This course is designed to provide students with a basic understanding of the political, social, economic, and cultural events occurring in the United States since 1865. Students are expected to expand their critical thinking and analytical skills while improving their reading comprehension and writing capabilities.

Every reading, discussion, test, and writing assignment for this course will seek to answer several basic questions. What major historical events have impacted America's development as a nation during the last 150 years? How have issues of race, imperialism, and national identity influenced the patterns of America's history and growth? What has been the minority experience in American history? How does our understanding of past events in US history impact our interpretations of current world affairs, and also, what national events or figures have contributed most significantly to the development of the United States' national self-image? This course will explore the chronology of political, social, and economic events in the United States of America since 1865 in an attempt to isolate and analyze the factors that contributed most prominently to America's development as a nation.

Prerequisite and/or Corequisite: ENG 1301 or 1302

Student Learning Outcomes:

This course will teach students to evaluate and analyze materials and to link cultural representations to the underlying historical realities that helped shape them. By the end of the semester, students should be able to: evaluate the ways in which war(s) impacted American society during the late nineteenth and twentieth century.

Students' ability to meet the learning outcomes of this course will be evaluated through exams, essays, and quizzes.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Attendance

Attendance is required. Excessive absences will impact your final grade significantly. A sign-in sheet will be provided for each class meeting and students should print their names clearly and legibly for their attendance that day to be recorded. Because university-sponsored events and illnesses or accidents occur, students will be allowed to miss 3 classes over the course of the semester without penalty. Absences in excess of 3 will be factored into the participation grade (see below). Please do not email the professor or GA regarding absences; no notes or excuses are required or accepted.

Participation

You are responsible for all material covered in our class meetings, regardless of your physical presence in the room. Students are expected to come prepared to engage with and discuss the assigned material. This means preparing the assignment before class and bringing the reading material with you to class. I expect all students to participate in our class discussions and to contribute their thoughts, ideas, and questions to our collective exploration. I especially encourage you to bring your questions to class. I will create, and expect you to uphold, an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own. In addition, you will be required to participate periodically in online discussions on eCollege, as indicated in the Course Outline below. Guidelines for that participation can be found on the eCollege site. Your participation grade will be based on your attendance and your engagement

in our class discussions, both in the classroom and on eCollege, and be guided by the following rubric:

- A = Always prepared, frequently participates, never absent
- B = Always prepared, participates only when called on, rarely absent
- C = Usually prepared, rarely speaks, rarely absent
- D = Often unprepared, several absences
- F = Usually unprepared, frequent absences

Written Assignments

Students will write one essay of 4-6 pages. Details of the assignment are available on the eCollege site and the due date is listed in the Course Schedule below. Students will have the opportunity to rewrite their paper to improve their grade.

Quizzes

Quizzes will be given periodically throughout the semester, either in class or on eCollege. Quizzes will generally be multiple choice, although some other types of questions may be included periodically. Quizzes given on eCollege are open book. The lowest two quiz scores will be dropped from the final grade.

Exams

Students will take two exams for this course, one midterm and one final, as indicated in the Course Schedule. Each exam will cover assigned readings, lecture material, and class discussions. You must read the assignments and attend class in order to pass the exams. Exams will consist of both short answer and short essay questions. Students will need to bring blue books or stapled sheets of notebook paper with them to class on the exam dates. Exams are closed book. No notes of any sort may be used during exams.

Grading

Grades for the semester will be determined according to the following breakdown:

Essay	25%
Midterm	20%
Final Exam	25%
Quizzes	15%
Participation/Attendance	15%

Your grades for written work will be determined based on the following rubric:

- A = Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean
- B = Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement
- C = Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned
- D = Poor command of required assignments; errors; ahistorical or narrow reasoning

The grading scale used for this course is as follows:

90-100 =	A
80-89 =	B
70-79 =	C
60-69 =	D
59 or less =	F

The following information has been provided to assist you in preparing to use technology successfully in this course:

Word Processing:

You will need access to a word processor and printer to prepare written exams and research projects. You should be able to insert footnotes in your papers.

eCollege:

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. To access eCollege you will need an internet connection, preferably high speed, and your CWID and password. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamuc.edu. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>. eCollege will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, eCollege will be the primary means for me to communicate with you outside the classroom. Be sure that you can access the email account the university has on record for you. You should get into the habit of checking the eCollege site for this course on a daily basis.

Turnitin:

Students must submit all written work to Turnitin. Work is submitted through the dropbox on eCollege. All student work must be turned in to the dropbox on eCollege and will automatically be submitted to Turnitin. Please let me know if you have any problems.

COMMUNICATION AND SUPPORT

Interaction with Instructor:

Students are encouraged to contact the professor for any and all reasons whatsoever. The more you let me know what is going on with you, the better I can help you out when necessary. Beyond the classroom, the best way to get in touch with the professor is through email. I am also available during my office hours. Please come to talk to me about any concerns you might have and about any problems or issues that arise during the semester. I can be very understanding but only if I know what is going on with you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct). During class time, I expect your undivided attention. This means turning off cell phones, pagers, iPods, and other devices, and putting away newspapers and other forms of distraction, for the duration of the class period (exceptions will be allowed for emergencies with advance permission of the professor). Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class. I can be very understanding of problems that might arise over the course of the semester, but only if I know what is going on with you. I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class.

Late Papers

All written assignments are due by 6:00pm on the date listed in the Course Schedule below. Late assignments may be accepted only with the advance approval of the professor and may be assessed a penalty of one letter grade per week. If you have a problem with a due date because of a specific emergency, please notify the professor in advance or plan to turn the assignment in early. *I can be very understanding and flexible with you, but only if you come to talk to me in advance.* To pass this class, all assignments must be completed. Any missing assignments (excluding quizzes or online discussion postings) at the end of the course will result in an overall course grade of D or F.

Academic Honesty

In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask.

Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I will do my best to adhere to this schedule, but I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

Week 1

January 14: Introduction

January 16: Reconstruction (1)

Read: Foner, Chapter 15, 546-584

January 18: Discussion on eCollege (Discussion opens after class on Wednesday and continues through the end of the day (midnight) on Friday. All comments and responses should be posted by the end of the day (midnight) on Friday to receive credit.)

Week 2

January 21: no class, MLK Jr Day

January 23: Westward Expansion (2)

Read: Foner, Chapter 16, 585-628

January 25: Film in class (Geronimo) and quiz on eCollege. Quiz should be completed by the end of the day (midnight) on Saturday to receive credit.

Week 3

January 28: Indian Wars (3)

Read: Turner (eCollege)

January 30: Peopling the US (4)

Read: Immigration Readings (eCollege)

February 1: Film in Class (Ellis Island v2) and quiz on eCollege. Quiz should be completed by the end of the day (midnight) on Saturday to receive credit.

Week 4

February 4: Topic TBA

February 6: Imperialism and the Spanish-American War (5)

Read: Foner, Chapter 17, 629-671, Readings on eCollege

February 8: Quiz on eCollege (Complete eCollege quiz in week 4 by end of day (midnight) on Saturday to receive credit.)

Week 5

February 11: Progressivism (6)

Read: Foner, Chapter 18, 672-713

February 13: Progressive Reforms (7)

February 15: Film online (Triangle Fire) and quiz on eCollege (Watch film online (link on eCollege) and complete a quiz after watching the film. Quiz should be completed by the end of the day (midnight) on Saturday to receive credit.)

Week 6

February 18: Progressive Reforms continued; Discussion of Riis

Read: Riis, *How the Other Half Lives*, chapters 1-4 (63-93), 12 (153-161), 17 (195-205), 25 (256-266)

February 20: US Engages the World: World War I (8)

Read: Foner, Chapter 19, 714-756

February 22: Discussion on eCollege (Discussion opens after class on Wednesday and continues through the end of the day on Friday. All comments and responses should be posted by the end of the day (midnight) on Friday to receive credit.)

Week 7

February 25: World War I (continued) (9)

February 27: Ending the War

Read: Excerpts on eCollege

March 1: Exam 1 in class

Week 8

March 4: Poverty and Prosperity: The 1920s (10)

Read: Foner, Chapter 20, 757-793

March 6: The Great Depression (11)

Read: excerpts on eCollege

March 8: Discussion on eCollege (Discussion opens after class on Wednesday and continues through the end of the day on Friday. All comments and responses should be posted by the end of the day (midnight) on Friday to receive credit.)

March 11-15: Spring Break

Week 9

March 18: The New Deal (12)

Read: Foner, Chapter 21, 794-834; Keller, "Put your Husband in the Kitchen"

March 20: The New Deal again (13)

March 22: Film (Civilian Conservation Corps) and quiz on eCollege (Watch film online (link on Discussion Board in eCollege) and complete quiz in week 9 after watching film. Quiz should be completed by the end of the day (midnight) on Saturday to receive credit.)

Week 10

March 25: World War II (14)

Read: Foner, Chapter 22, 835-877

March 27: World War II (continued) (14.5)

March 29: Film in class: Night and Fog

Paper due to eCollege dropbox by the end of day (midnight).

Week 11

April 1: Wartime Infringements and Postwar Expectations (15)

Read: excerpts on eCollege

April 3: The Cold War (16)

Read: Foner, Chapter 23, 879-913

April 5: Discussion on eCollege (Discussion opens after class on Wednesday and continues through the end of the day on Friday. All comments and responses should be posted by the end of the day (midnight) on Friday to receive credit.)

Week 12

April 8: The Cold War (17)

April 10: The Cold War (18)

April 12: Film in Class TBA

Week 13

April 15: Postwar American Society (19)

Read: Foner, Chapter 24, 914-942

April 17: Civil Rights (20)

Read: Foner, Chapter 24, 942-955

April 19: Film in class (Eyes on the Prize)/Quiz on eCollege (Complete eCollege quiz by the end of the day (midnight) on Saturday to receive credit.)

Week 14

April 22: Civil Rights (21)

Read: Foner, Chapter 25, 956-977

April 24: Vietnam (22)

Read: Foner, Chapter 25, 977-1002

April 26: Film in class (Vietnam: Homefront USA)/Discussion on eCollege (Discussion opens after class on Friday and continues through the end of the day on Sunday. All comments and responses should be posted by the end of the day (midnight) on Sunday to receive credit.)

Paper rewrite due

Week 15

April 29: Vietnam/Human Rights (23)

Read: Foner, Chapter 26, 1003-1032

May 1: Reagan (24)

Read: Foner, 1033-1042

May 3: Final Review. Quiz on eCollege (Complete eCollege quiz by the end of the day (midnight) on Friday to receive credit.)

Final Exam: TBA