



**HIST 1302.92W U.S. HISTORY FROM 1865
MELISSA HIGH SCHOOL DUAL CREDIT U.S. HISTORY
COURSE SYLLABUS: SPRING 2013**



DelMonte Ketchup ad, early 1960s



Marine Wedding by Nina Berman (10/7/2006)

Instructor: Dr. Cynthia Wiecko
Adjunct Faculty
Class Time: MWF 3:30pm – 4:20pm
Office Location: Ferguson Social Sciences 119
Office Hours: M-F 9:30am to 10:30am; by appointment; email
Instructor Email: Cynthia.wiecko@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Additional Readings:

Textbook:

[TAP] James Roark, et al., *The American Promise: A Compact History* (Combined), Fourth Edition. Bedford St. Martin's Press. ISBN: 978-0-312-53406-6

Reader:

[RAP] Michael P. Johnson, *Reading the American Past*, Vol. 2. **Fourth** Edition. Bedford St. Martin's Press. ISBN: 978-0-312-45968-0

OR

[RAP] Michael P. Johnson, *Reading the American Past*, Vol. 2. **Fifth** Edition. Bedford St. Martin's Press. ISBN: 978-0312563776

A Note about the Course Texts:

Students are expected to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Instructor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of any one or both of the textbooks.

Course Description:

This course introduces the field of history by developing the students' skills at critical analysis of both reading and writing assignments. Students will explore the political, economic, social, and cultural history of the United States from Reconstruction to the beginning of the 21st century. The course will consider the cultural patterns of American life, from Buffalo Bill's Wild West Show to social reform movements, Jim Crow, prohibition, Cold War fears, the "Beats," Civil Rights and the sexual revolution. We will look at the two World Wars, the social welfare state, the upheavals of the 1960s, and the cultural trends at the close of the 20th century. Throughout the semester, we will consider these important questions: How has American society distributed power? How have Americans extended and limited participation in civic life? In what ways have Americans resolved their conflicts?

Student Learning Outcome:

Students will evaluate the ways in which war(s) impacted American society during the late nineteenth and twentieth century.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This is an online course using eCollege. The course space in eCollege will include the syllabus, gradebook, weekly reading assignments, all writing assignments, and all quizzes. Students will be submitting all of their completed assignments into the course space as well. **Note: All student work will be submitted electronically into eCollege.** Students must have an email address listed on file with the university for Instructor communication, access to a computer with word processing capability, and reliable internet connectivity.

The reading assignments and course topics are listed for each week. I expect you to complete your readings prior to class each week. This course requires a substantial amount of time to complete the reading and writing assignments. Note taking and engagement are essential to doing well in this class. Readings give students a broad overview of major issues while the

lecture delves more deeply into a few of those topics. Quizzes are an assessment of the student's ability to synthesize and understand the course material. As such, quizzes may include material from the textbook, reader, and lecture. Writing assignments, such as the discussion posts and film analysis, allow students to develop better communication skills and demonstrate an understanding of course material.

Assignment Explanations:

Weekly Reading Quizzes:

Each week students will complete a short reading quiz on eCollege over the assigned reading in *The American Promise* (exception: Week 1). Students should expect no more than 10 multiple choice questions per chapter. Each quiz will be open all week but students only have a one hour time limit (per chapter) to complete it. The quiz will be due @ 11:59pm Friday of the week indicated in the Schedule. Multiple choice questions will be scored immediately in eCollege. Students are free to use the textbook, notes, and information in eCollege to complete the quiz but no outside sources are allowed. **Quizzes cannot be made up. No late work accepted.**

Discussion Posts:

A total of five prompts will be posted in eCollege under Discussion. These prompts are usually based on the primary source readings assigned for the week and additional readings selected by the Instructor. Students must answer each prompt in two paragraphs using the primary sources and any relevant information from other class texts. Posts must contain evidence cited from the assigned readings. Students will submit their discussion post to the Discussion Thread by 11:59pm on Friday of the week indicated. While these posts are more informal than the paper, spelling and grammar must be accurate. **Discussion Posts cannot be made up. No late work accepted.**

*Students can earn from 1 to 5 additional points (up to the maximum 20 points for the assignment) by responding to a fellow classmate's post. Your response must elaborate on a point or pose a related idea/question. Simply writing something like, "Good work, Joe! I completely agree." is insufficient and will not receive points.

Note: I reserve the right to substitute special assignments of a similar length with notice.

Film Analysis Paper:

Students will choose a film, either from the provided list available in eCollege or obtain instructor approval for an alternate title, and write a critical film review. If choosing an alternative film, it must pertain to American history from Reconstruction (1865) to the 21st century. All students must enter their film choice under the appropriate link in eCollege by the end of Week 3 and receive an 'Approved' notice from the Instructor before submitting the paper. Students must also provide the instructor with a tentative list of proposed sources, in addition to the film, by mid-semester and will receive Instructor feedback. See the Schedule for the Film Selection Due Date and Tentative Sources Due Date.

This assignment requires active participation in the viewing experience so note taking is essential. Students will submit their paper into the appropriate eCollege Dropbox by the due date indicated on the Schedule.

This will be a 3 to 4 page paper, double spaced (full pages, 12 point font, Times New Roman, 1 inch margins). A minimum of three sources, in addition to the film, are required. All papers must include a Work Cited page in [MLA](#) or [Chicago](#) format (Chicago is the standard for History). Significant latitude is given for writing style but spelling and grammar must be accurate. For any questions on spelling and grammar, contact the instructor or visit the TAMU-Commerce Online Writing Lab. More than three typographical errors results in 1 full letter grade deduction from the final score. **Film Papers cannot be made up. No late work accepted. Failure to submit the film paper will result in an automatic F for the course.**

For this paper, you are a highly regarded film critic known internationally for your reviews of historical films. The editor of the *New York Times* has asked you to write an in-depth review of a film. She wants you to research the historical event or group, (1) write about what actually happened, and (2) then review the film for its historical accuracy. Thus, your paper will have two parts of similar length. In order to conform to the *New York Times* style of writing, a good film critic would also view a few reviews already published in the paper, available online at <http://www.nytimes.com/pages/movies/index.html>.

If you are unfamiliar with film reviews focusing on historical accuracy, visit these sites before constructing your paper. They are regarding Mel Gibson's 2006 film, *Apocalypto*.

'Apocalypto' a pack of inaccuracies

A history professor explains where Mel Gibson got it very, very wrong

This paper should not focus on cinematography, camera angles, acting ability, or the soundtrack. Instead, you are conducting a historical analysis of the film, attempting to 'read between the lines' and compare the historical event with the writer/director's interpretation of the event. To achieve sufficient depth of material, you should also read the part of your textbook and reader that discusses the historical context of the film's subject matter AND from the time of filming (for example, a film about the 1880s that was made in the 1950s would require reading about both decades). It will also be necessary to do further background reading from appropriate hard copy and online sources and provide citations for those used in the paper.

When you are ready to write your paper, some of the questions below may help guide you in constructing your analysis. Note: Responses to these questions are not required; they are simply food for thought!

How does the film portray the past when compared to descriptions of life in the US from that time?

Does it romanticize or demonize the period?

Does it accurately portray the past?

What historical myths and misconceptions does the film convey?

Do the filmmakers seem to have an agenda?

What does the film say about the time in which it was made?

What forces (contemporary issues, beliefs, fears, mores) were at work during its production that might have affected its final form?

What underlying message(s) does the film contain?

For whom is the message(s) intended?

How differently is this subject viewed now when compared to the time of the film's release?

What is lost and what is gained in portraying history through film?

How do filmmakers and historians negotiate the tension between accuracy and truth?

Some films can be accurate, even meticulous, about historical detail, events, and personalities, yet totally lack any larger insight about the past. Can creative imagination actually enhance a fundamental understanding of the past?

Does cinema embody the autobiographies of the scriptwriters and filmmakers more than those of the historical characters portrayed?

What do audiences actually experience when watching “history on film?”

Participation:

This course moves at a fast pace and focuses on a variety of complex events and ideas, sometimes spending only a short amount of time on a particularly large topic. For this reason, you must keep up with the readings and writing assignments. As this is a university level course, discussion (through the discussion post assignment) is also an expected part of the class. I understand it can be difficult to actively participate in an online course environment as you would in a traditional classroom setting. Therefore, opportunities for special participation exercises will be announced during the semester.

Grading

Quizzes (13 @ 20 points each)	260
*Film Analysis (Film Selection-25, Tentative Sources-75, Paper-100)	200
Discussion Posts (5 @ 20 points each)	100
Participation	40
TOTAL:	600 points

Semester Grades: A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: 59% and below.

***NOTE: Failure to complete the film analysis paper will result in an automatic failing (F) grade for the course. You must this assignment.**

TECHNOLOGY REQUIREMENTS

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

- Internet access/connection – high speed required (not dial-up)
- Word Processor (i.e. MS Word)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course.

To launch a browser test, log in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or

helpdesk@tamuc.edu.

This course will use most of the features in eCollege including email, announcements, threaded discussion, assignment drop boxes, and the grade book. Students can also find the syllabus and other necessary materials posted in the course space.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Email is the best way to contact the Instructor with any questions or concerns. Unless otherwise announced, students will receive a response within 24 hours.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Additional Resources:

Depending on student familiarity with history courses, university classes, and the quality of work expected in assignments the following links may be helpful:

[Doing Research](#)

[Evaluating Scholarly Content Online](#)

[A Tutorial on Plagiarism](#)

[Assessing Online Resources](#)

[How To Use the Library Catalog](#)
[MLA Tutorial](#)

Late Assignments:

Late work will not be accepted.

Extra Credit:

There is no extra credit in this course.

Class Conduct:

I will treat you with respect and I expect the same in return. Please exercise common courtesy as if you were physically in a classroom setting.

Plagiarism:

Plagiarism is taking someone else's work and passing it off as your own words, thoughts, or ideas. This includes, but is not limited to, using direct quotes out of a book or from the internet as your own words, properly using quotation marks but noting the wrong person as the author, purchasing a paper or exam from friends or strangers, using material from the internet verbatim as your own words, and cutting and pasting entire papers or internet pages and passing it off as your own work. Cheating on exams and discussion posts or allowing others to copy your answers is another form of academic dishonesty.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

I have absolutely no tolerance for plagiarism! If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. If academic dishonesty is committed a second time, the student will immediately fail the course and I will pursue the maximum university discipline possible. *This is not negotiable.*

Writing Lab:

The [TAMU-Commerce Online Writing Lab](#) is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

University Specific Procedures:

ADA Statement

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@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

I reserve the right to modify the class schedule if necessary but will give students ample notice in class and on eCollege.

Week 1 (Jan 14 – Jan 18): Reconstruction

Readings: TAP, Chapter 16
RAP, Chapter 16

Assignment: Familiarize yourself with the course, books, and carefully review the syllabus.

Week 2 (Jan 21 – Jan 25): The Gilded Age

Monday, MLK, Jr. Day

Readings: TAP, Chapter 18
RAP, Chapter 18

Assignment: Weekly Reading Quiz due @ 11:59pm Friday
Discussion Post #1 due @ 11:59pm Friday

Week 3 (Jan 28 – Feb 1): Westward Expansion

Readings: TAP, Chapter 17
RAP, Chapter 17

Assignment: Weekly Reading Quiz due @ 11:59pm Friday
Film Selection due @ 11:59pm Friday

Week 4 (Feb 4 – Feb 8): America at the Turn of the Century

Readings: TAP Chapters 19 & 20
RAP, Chapters 19 & 20

Assignment: Weekly Reading Quiz due @ 11:59pm Friday

Week 5 (Feb 11 – Feb 15): Progressivism

Readings: TAP, Chapter 21
RAP, Chapter 21

Assignment: Weekly Reading Quiz due @ 11:59pm Friday

Week 6 (Feb 18 – Feb 22): World War I

Readings: TAP, Chapter 22
RAP, Chapter 22

Assignment: Weekly Reading Quiz due @ 11:59pm Friday
Discussion Post #2 due @ 11:59pm Friday

Week 7 (Feb 25 – Mar 1): The 1920s: A Return to Normalcy?

Readings: TAP, Chapter 23
RAP, Chapter 23

Assignment: Weekly Reading Quiz due @ 11:59pm Friday
Tentative Sources for Film Analysis @ 11:59pm Friday

Week 8 (Mar 4 – Mar 8): The Great Depression and the New Deal

Readings: TAP, Chapter 24
RAP, Chapter 24

Film: [Surviving the Dust Bowl](#) (1998) Documentary; Length 55 min.

Assignment: Weekly Reading Quiz due @ 11:59pm Friday
Discussion Post #3 due @ 11:59pm Friday

Week 9 (Mar 11 – Mar 15): Spring Break!!

Woo Hoo!

Week 10 (Mar 18 – Mar 22): World War II

Readings: TAP, Chapter 25
RAP, Chapter 25

Assignment: Weekly Reading Quiz due @ 11:59pm Friday

Week 11 (Mar 25 – Mar 29): Cold War America

Readings: TAP, Chapter 26
RAP, Chapter 26

Assignment: Weekly Reading Quiz due @ 11:59pm Friday
Discussion Post #4 due @ 11:59pm Friday

Week 12 (Apr 1 – Apr 5): Conformity & Rebellion

Readings: TAP, Chapters 27 & 28
RAP, Chapters 27 & 28

Film: [Atomic Café](#) (1982) Documentary; Length 86 min.

Assignment: Weekly Reading Quiz due @ 11:59pm Friday

Week 13 (Apr 8 – Apr 12): Vietnam

Readings: TAP, Chapter 29
RAP, Chapter 29

Assignment: Weekly Reading Quiz due @ 11:59pm Friday

Week 14 (Apr 15 – Apr 19): The Conservative Counter-Revolution

Readings: TAP, Chapter 30
RAP, Chapter 30

Assignment: Weekly Reading Quiz due @ 11:59pm Friday
Discussion Post #5 due @ 11:59pm Friday

Week 15 (Apr 22 – Apr 26): America in a Globalizing World

Readings: TAP, Chapter 31
RAP, Chapter 31

Assignment: Weekly Reading Quiz due @ 11:59pm Friday

Week 16 (Apr 29 – May 3): Semester Wrap Up

Assignment: Film Analysis due @ 11:59pm Friday
All participation exercises (optional) due @ 11:59pm Friday

FINALS WEEK (May 6 – May 10):

Have a wonderful summer!