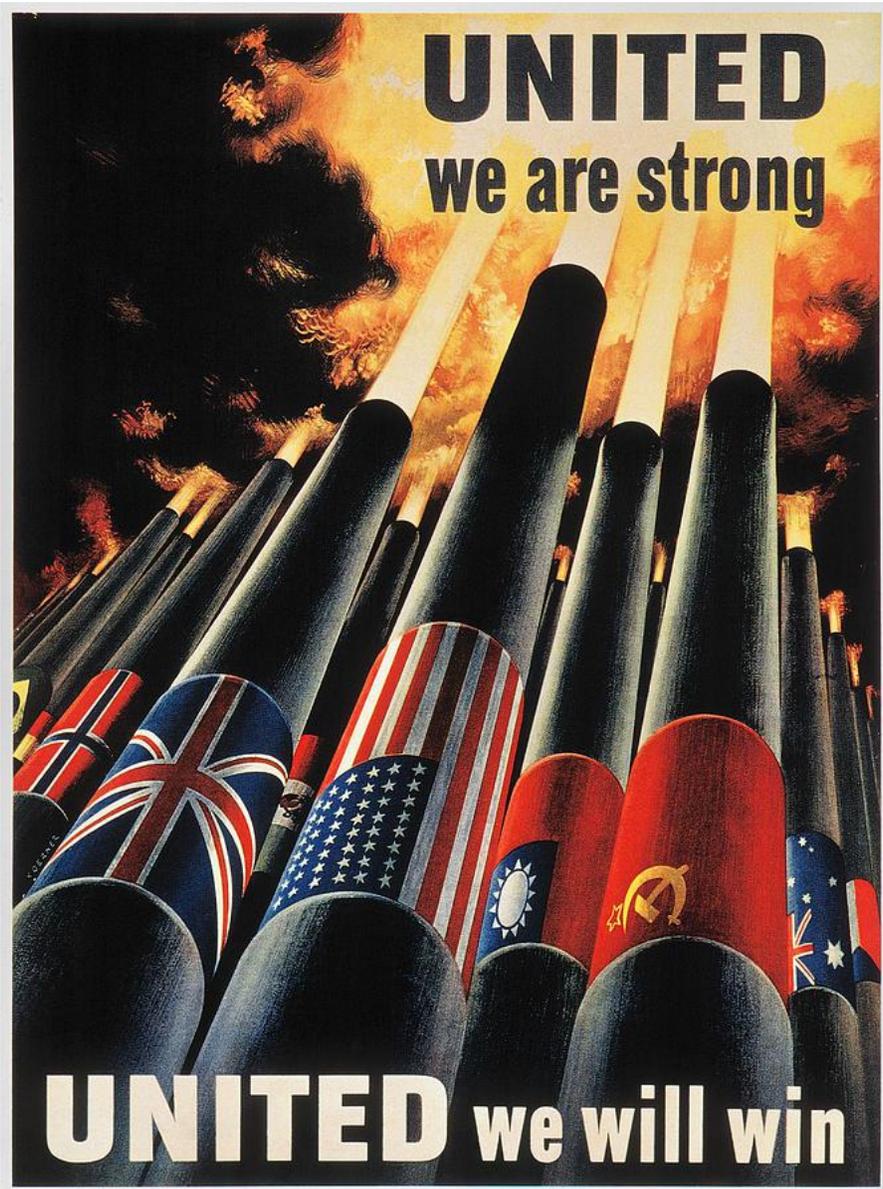


HISTORY 1302.08E
United States History from 1865
Spring 2014 Syllabus
TR 0930-1045
Room SS 141 (Ferguson Social Sciences Building)



United We Are Strong
Common World War II Allied Propaganda Poster

Instructor: Benjamin Williams
Office Location: SS144 (Ferguson Social Sciences Building)
Office Hours: Tuesday, Wednesday, Thursday 1:00 P.M. – 3:00 P.M., or by appointment
Email: bwilliams32@leomail.tamuc.edu

I will be available to answer questions in my office during the above stated hours throughout the semester. If you need assistance at any other time, please feel free to email me. Please allow at least 24 hours between the time you send an email and the time you wish to meet so that I may plan accordingly.

COURSE INFORMATION

Materials, Books, Readings, etc.:

-Foner, Eric. "Give Me Liberty! An American History." Volume 2: from 1865. Seagull 4th Edition. New York: W. W. Norton & Company, 2013. **ISBN: 9780393920314**

***NOTE:** Used copies of the text are sufficient for this course. However, when purchasing used textbooks it is recommended that you check inside to be sure that they are not damaged or incomplete.

Assigned readings are imperative to your success in this course. Lectures, in-class discussion, exams, and other assignments will all focus on the material covered within the text. Any additional or supplementary readings will be provided in class or through eCollege.

Course Description:

History 1302 is a survey of North American and United States history from 1865 (the end of the United States Civil War). The course is designed to acquaint students with the overarching themes and major events in U.S. history. The immense complexity of such a broad history cannot be communicated in one semester, so the class will focus on gaining an understanding of the country's modern development. A survey of significant figures, events and theories will be used to demonstrate cultural, social, religious, political and economic aspects of United States history. The text will guide the course from Reconstruction, through the Gilded Age, Progressive Era, the World Wars, and the Cold War Era.

Student Learning Outcomes:

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.

Student Responsibility Sheet:

The student responsibility sheet is designed to measure the Student Learning Outcome that assesses students' role in their education. It will be distributed to students electronically, via email or eCollege, in the first week of the semester. Completed responsibility sheets are due on or before 5.00pm on Friday January 31 (note: not our usually-scheduled class meeting time). The completed sheets may either be printed and submitted in person to the instructor, or may be emailed to the instructor. Failure to submit these sheets will result in a failing grade for the course regardless of any other work that has been completed for the course. Consequently, responsibility sheets that are submitted late will not be accepted. For further explanation of this requirement, please do not hesitate to ask the instructor.

COURSE REQUIREMENTS
Attendance:

- Regular attendance is a requirement to pass this course. Each missed class day past **3 absences** will result in a 10% deduction from the semester attendance grade. More than **6 absences** may result in a **failing grade for the course at the instructor's discretion.**
- Students are expected to sign in on an attendance sheet provided during the final ten minutes of class. If a student does not sign the sheet (s)he will not be counted as present for the day. Any student leaving class early **without having given prior notice to the instructor** will be counted as absent.
- The instructor will close the door to the classroom **ten minutes** after the start of each class session. No students will be permitted to enter the classroom after the door is closed **without having given prior notice to the instructor.** Students who are not in the classroom prior to the door closing **will be counted absent for the day.**

Participation/Discussion:

- In-class discussion is an important part of this course. A grade will be given based on participation in discussion, asking questions, making comments, etc. during class. Constructive comments and questions will earn high grades for this portion of the class. On the other hand, excessive distractions, interruptions, tardiness, sleeping, etc. will result in a low participation grade.
- NOTE:** Failure to attend class will result in a **0** for that day's participation grade as well.

Assignments/Quizzes/Exams:

- Readings Quizzes:* Short pop-quizzes based on the assigned readings may be administered at the start of class. The quizzes may be short answer, multiple-choice, matching or true/false.
- Writing Assignments:* Throughout the semester, 2 short writing assignments (maximum 3-4 double-spaced pages per assignment) will be assigned. The first of these is designated within the course schedule. The remaining assignment will be presented in class with ample time for completion. Further instructions and details will be provided in class.
 - The paper will be graded according to the following criteria:
 - Compliance with the assignment
 - The presence, strength and originality of a thesis
 - The proper use of evidence to support that thesis
 - The degree to which the paper is analytical and evaluative rather than narrative
 - Evidence that the sources used and listed in the bibliography were read and understood
 - Organization of the paper and logical progression of the argument
 - Mechanics (spelling, grammar, syntax and punctuation)
- Exams:* There will be four exams in this course, none of which will be cumulative. Each exam will be composed of a short-answer/essay question and a blend of matching, multiple-choice and true/false questions. The short-answer/essay portion will count as 60% of the exam grade and the remainder will count for 40%. Exams will be primarily based on the assigned reading, **but some questions (including the essay portion) may/will be taken directly from lecture.**

Grading Method/Scale:

Exams (@ 12.5% each)	50%
Writing Assignments	20%
Quizzes	10%
Attendance	10%
Participation	10%
Total	100%

A=90-100

B=80-89

C=70-79

D=60-69

F=59 or Below

Written work: Grading criteria for written work holds true for exams, written quizzes and writing assignments. It is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

NOTE: General grammatical disorder in written work will result in point deductions (excluding timed in-class quizzes).

Course expectations: Following are the basic expectations for success in this course.

- Complete all reading and writing assignments before coming to class. You must keep up with the assignments to perform well in this course. All of the readings can and should be applied to exam responses and writing assignments.

- Written assignments are expected on the assigned due date. Five percent of the assignment grade will be deducted for each day it is late.

- All assignments can be discussed with the instructor by email or in person during office hours.

- Exams must be completed on the scheduled due date, unless the student provides a valid, documented excuse. Absence on exam days will only be excused with appropriate documentation (e.g., medical documentation). If a student must miss an exam, the instructor must be notified of the absence prior to the exam and a make-up exam must be rescheduled within one week's time. Absences without a valid excuse or exams that are not made-up per these guidelines will result in a "0" grade for the exam.

- Reading assignments in the course schedule must be completed prior to the class day for which they are assigned. The general trend for this course will be to cover a chapter per week.

FOR EXAMPLE: Week Three begins with class on Tuesday, January 28. Students are expected to have already read chapter four of the text **in its entirety** by the beginning of class on that day. The idea behind this requirement is to allow discussion to be based on the chapter without covering it verbatim. We **will not** be reading the book in class, as that is a waste of everyone's time. Nor will we necessarily cover the subjects of each chapter in the exact order that they appear in the text. Class sessions will be reserved for open-ended and fluid discussions over the general topic at hand. For example, week three will be about the "Americas Gilded Age and Freedom's Boundaries." During that week, we will follow common interests as far as they are relevant and in this manner, cover both necessary materials and those in which the class expresses particular interest. I will respond to questions, as well as present questions to you for further thought. Depending upon the subject, I may also occasionally bring additional relevant reading materials to class to enhance the discussion.

All assignments must be completed and submitted to pass this course.

TECHNOLOGY REQUIREMENTS

As this course is web enhanced through eCollege, students will require the following hardware and software:

Our campus is optimized to work in a Microsoft Windows environment. Windows XP or newer, and Internet Explorer 7 or newer is best. Preferred internet access/connection should be high-speed (not dial-up). Preferred word processor is Microsoft Word 1997-2003 or newer).

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>

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

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

For general questions and assistance with the course, the instructor will keep a schedule of 5-10 regular office hours per week. If a student cannot meet during the designated schedule, arrangements can be made to meet at a more convenient time. An email should be sent to the instructor *at least 24 hours prior* to the time the student plans on meeting. A reply can be expected within 24-36 hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Class Decorum

Civility in the classroom or online course and respect for the opinions of other is very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom/online course. Courteous behavior and responses are expected. To create and preserve a learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/online course and may refer serious offenses to the University Police Department and/or the Dean of Students for disciplinary action. (See *Student Guidebook*)

Academic Honesty

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). Cheating is defined as obtaining unauthorized assistance on any assignment. Collusion is defined as selling or purchasing academic products with the intention that they be submitted to fulfill an academic or course requirement. Proper citation of sources must always be utilized thoroughly and accurately. Cheating/plagiarism/collusion will result in a grade of "0" for the assignment, and may also result in failure of the course and/or disciplinary action by the University. Any student found guilty of violating academic integrity policy will fail the assignment in question, will automatically fail the 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's plagiarism policy can be found on the department webpage. If you are unclear about what constitutes academic dishonesty, ask.

Writing Center:

Students are encouraged to take advantage of the Writing Center's resources for assistance with drafting their written assignments. Although the center will not write your paper for you, it may help you to improve your writing skills. If you use the Writing Center, plan in advance because it can only help you if there is adequate time to incorporate their suggestions into your paper. Additionally, I am willing to read rough drafts (and even multiple drafts) of your written work so long as the drafts are submitted at least one week prior to the due date.

Disability Accommodation (ADA)

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

Room 132

Phone [\(903\) 886-5150](tel:9038865150) or [\(903\) 886-5835](tel:9038865835)

Fax [\(903\) 468-8148](tel:9034688148)

StudentDisabilityServices@tamuc.edu

CALENDAR

WEEK ONE – Reconstruction, 1863-1877

January 14 – Introduction, Course Information and Syllabus

January 16 – Reading: *Give Me Liberty!*, Chapter 15

WEEK TWO – Reconstruction, cont., and America's Gilded Age, 1870-1890

January 21 – Reading: *Give Me Liberty!*, Chapter 15

January 23 – Reading: *Give Me Liberty!*, Chapter 16

WEEK THREE – America's Gilded Age, cont., and Freedom's Boundaries, at Home and Abroad, 1890-1900

January 28 – Reading: *Give Me Liberty!*, Chapter 16

January 30 – Reading: *Give Me Liberty!*, Chapter 17

WEEK FOUR – The Progressive Era, 1900-1916

February 4 – **EXAM ONE**

February 6 – Reading: *Give Me Liberty!*, Chapter 18

WEEK FIVE – The Progressive Era, 1900-1916, cont.

February 11 – Reading: *Give Me Liberty!*, Chapter 18

February 13 – Reading: *Give Me Liberty!*, Chapter 18

WEEK SIX – Safe for Democracy: The United States and WWI, 1916-1920

February 18 – Reading: *Give Me Liberty!*, Chapter 19

February 20 – Reading: *Give Me Liberty!*, Chapter 19

WEEK SEVEN – From Business Culture to Great Depression: The Twenties, 1920-1932

February 25 – Reading: *Give Me Liberty!*, Chapter 20

February 27 – Reading: *Give Me Liberty!*, Chapter 20

WEEK EIGHT – The New Deal, 1932-1940

March 4 – **EXAM TWO**

March 6 – Reading: *Give Me Liberty!*, Chapter 21

-FIRST WRITING ASSIGNMENT DUE (Beginning of Class)

MARCH 10-14 - SPRING BREAK, NO CLASS**WEEK NINE – The New Deal, 1932-1940, cont., Fighting for the Four Freedoms: WWII, 1941-1945**

March 18 – Reading: *Give Me Liberty!*, Chapter 21

March 20 – Reading: *Give Me Liberty!*, Chapter 22

WEEK TEN – Fighting for the Four Freedoms: WWII, 1941-1945, cont.

March 25 – Reading: *Give Me Liberty!*, Chapter 22

March 27 – Reading: *Give Me Liberty!*, Chapter 22

WEEK ELEVEN – The United States and the Cold War, 1945-1953

April 1 – Reading: *Give Me Liberty!*, Chapter 23

April 3 – Reading: *Give Me Liberty!*, Chapter 23

WEEK TWELVE – An Affluent Society, 1953-1960

April 8 – **EXAM THREE**

April 10 – Reading: *Give Me Liberty!*, Chapter 24

WEEK THIRTEEN – An Affluent Society, 1953-1960, cont., and The Sixties, 1960-1968

April 15 – Reading: *Give Me Liberty!*, Chapter 24

-SECOND WRITING ASSIGNMENT DUE AT THE BEGINNING OF CLASS

April 17 – Reading: *Give Me Liberty!*, Chapter 25

WEEK FOURTEEN – The Sixties, 1960-1968, cont.

April 22 – Reading: *Give Me Liberty!*, Chapter 25

April 24 – Reading: *Give Me Liberty!*, Chapter 25

WEEK FIFTEEN – The Triumph of Conservatism, 1969-1988

April 29 – Reading: *Give Me Liberty!*, Chapter 26

May 1 – Reading: *Give Me Liberty!*, Chapter 26

WEEK SIXTEEN –

May 5-9 – **FINALS WEEK, EXAM FOUR**

INSTRUCTOR RESERVES THE RIGHT TO ALTER SYLLABUS AND SCHEDULE AS NECESSARY.