HIST 1302.03E United States History From 1865
COURSE SYLLABUS: Fall, 2014

Instructor: Dr. Derrick McKisick
Office Location: Ferguson Social Science 119
Office Hours: M 9 am to 10 am and 2 pm-3 pm, W 1pm-3pm, F 9 am – 10 am or by appointment
Office Phone: 903.886.5222
Office Fax: 903.468.3230
University Email Address: Derrick.Mckisick@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required


Optional
Course Description
This course is designed to help students understand the developments, events, and issues that have impacted the United States of America from the Reconstruction Era to the present. The course will examine the emergence of modern America and the issues associated with the expansion of the United States since the end of the Civil War. During the course, all students will be required to identify themes and ideas fundamental to the development of US History, critically evaluate historical arguments, and analyze both primary and secondary sources. The development of critical thinking skills is an essential component in the course. In order to gain a more complete understanding of the changes in American history, each student will be required to participate in several different intellectual exercises, which are designed to help students to support and defend their arguments. Because critical thinking is so essential for any understanding of American history, students will be asked to critically evaluate, not just memorize, the course materials. In this class, we will work together to develop the skills necessary for all students to be successful; therefore, your participation and preparation are required. Last, enjoy the class!

Student Learning Outcomes
1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems and 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 has been designed to measure students’ participation in their own education. It will be delivered electronically through either eCollege or email in the first week of the semester. The completed sheet will be due at the end of the third week of class, September 12, 2014. If you do not complete the form by the due date, you will be assessed a failing grade for the course. The completed form can either be emailed or printed and submitted directly to the professor. Late forms will not be accepted.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
The course requires a combination of class participation, quizzes, writing assignments, and examinations. ALL ASSIGNMENTS MUST BE HANDED IN BY THE END OF THE CLASS PERIOD ON THE DAY THEY ARE DUE (NO LATE ASSIGNMENT WILL BE ACCEPTED FOR FULL CREDIT). Students are expected to read the required readings before class in order to participate fully in the discussion. I will use a variety of different methods to engage the material in the course. Lecture, group discussion, class discussion and written assignments will be used as the methods of assessment.
**Attendance**

All students will begin with 40 points for attendance. Starting with the third unexcused absence your attendance score will drop by ten percent for each additional missed class. Class attendance will be a part of your participation grade.

**Exams**

The exams of the course will be a combination of multiple choice, short answer, and essay questions based on the lectures, secondary and primary source readings.

**Participation**

The student’s participation grade will be earned through taking part in classroom discussion sessions. Each student is encouraged to participate and prepare questions for class. Class disruptions will not be tolerated. These include but are not limited to the following: ringing cell phones, phones, tardiness, laptop computers, and PDAs. Tape recorders will not be allowed except in case of a student with a disability. *(Students arriving more than five minutes late will be asked to leave)*.

All class periods will include some form of class participation activity. These will be part of your participation grade.

**Quiz**

The quiz will be scheduled during the course of the semester. There will be no make up for the quiz.

**Reflection Paper**

Each student will be required to complete a five to six page reflection paper based on *Death in The Haymarket* by James Green. In the paper, the student will respond to specific questions posed in the reflection paper outline listed below. The paper must be in the form of an essay, not bullet points simply addressing the questions listed in the reflection paper outline. The outline should be used as a guide to help you organize your paper. Do not summarize the book! The due date is listed in the course outline.

**Reflection Paper Outline**

Introduction
- Introduction must include a brief statement placing the work under review in its appropriate historical context
- Brief overview of the monograph including information about the author and subject
- Restatement of author’s thesis

Strengths/Weaknesses
- Student must identify specific strengths and weaknesses
- What does the student see as major strengths or weaknesses?
- Student must use specific examples from the text to support or to illustrate examples of the strengths and weaknesses of the work
Historical Reception

- Student must identify and use 2 to 3 professional historical reviews, which appear in peer-reviewed academic journals, to describe the reception of the work by professional historians
- Why was the work significant?
- Why was it important?
- Did the author support his arguments according to professional historians?
- What did professional historians identify as the strengths and weaknesses of the work?

Conclusion

- Student must give an overall evaluation of the text
- What do you see as the most important aspects of the work
- Did the text help you to understand this historical topic any better?
- What is your opinion about the text?

**GRADING**

**Course Requirements**

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<tr>
<th>Requirement</th>
<th>Points</th>
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<td>Exam 1</td>
<td>100 pts.</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<tr>
<td>Reflection Paper</td>
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<td>Quiz</td>
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<td>Participation</td>
<td>40 pts.</td>
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**Grades**

A 400-359; B 358-319; C 318-278, D 276-238, F 237 – below

The grading criteria of all written work will be based on the following descriptions:

A = Superior mastery of content and reading material; clear organization and factual accuracy; innovative interpretation or argument that responds to the specific directions of the assignment, test, or essay; clearly written.

B = Excellent command of the content and reading material; factual accuracy; a generally solid thesis driven historical argument backed with specific relevant evidence.

C = Average command of content material; reasonable factual accuracy; ability to produce a specific thesis driven argument that may not be original and is not supported by the evidence.

D = Poor command of content and failure to follow directions; historical errors of fact; no real thesis or argument driving the essay.
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 dialup)

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. Students using Google Chrome report consistent errors and failure to load. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Turnitin
All written work must be submitted to Turnitin.com. Submissions to Turnitin are made through drop box on eCollege. All written work will be submitted through the drop box. If you have any questions, please let me know.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University – Commerce. To get stared with course, go to: https://leo.tamuc.edu.

Before you start, you will need you CWID and password to log in to the course. If you do not know you CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Students are encouraged to make use of the Instructor’s office hours. Otherwise, I will respond to emails within 24 hours Monday thru Friday between the hours of 9 to 5. Any emails sent on the weekend will be answered at my discretion.
Course Specific Procedures
Texas A&M- Commerce does not tolerate plagiarism and other forms of academic dishonesty. “Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them of as one’s own), cheating on exams or other course assignments, collusion (unauthorized collaboration with other in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials are serious offenses and may be punished by failure on the exam or the paper, failure in the course, and/or expulsion from the university. Cheating would include any communication between students during an exam concerning exam questions, looking at another student’s exam for the purpose of obtaining information about the exam, or using any material that might assist the student with answering a question. The instructor reserves the right to question any individual he suspects may have engaged in plagiarism or cheating.

http://www.plagiarism.org

University Specific Procedures

ADA Statement

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 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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

Week One (August 25-29)
August 25  Class Orientation
August 27  Lecture: The Aftermath of the Civil War
           Assigned Reading: Chapter 15: What is Freedom? Reconstruction
           Discussion Question: Why was the Civil Fought?
August 29  Lecture: Presidential and Congressional Reconstruction
           Reading: Voices of Freedom (VOF), 1-13.
           Discussion: Define Reconstruction
           Discussion Question: Was the Reconstruction of the South Necessary?

Week Two (September 1-5)
September 1  University Holiday
September 3  Lecture: Redemption
           Discussion: The Birth of the New South
           Assigned Reading: VOF, 14-27;
           Discussion: Are Freedom and Equality the same thing?
September 5  Lecture: The Gilded Age
           Assigned Reading: Chapter 16 and Green, 1-3.
           Discussion: The Birth of Big Business
           Question: What does the term “Gilded Age” mean?

Week Three (September 8-12)
September 8  Lecture: Immigration, Industrialization, and Imagination
           Assigned Reading: VOF, 28-31; 36-41: Green, Chapters 4-7.
           Question: How did the United States change during the Gilded Age?
September 10 Lecture: The Winning of the West and Closing the Frontier
           Assigned Reading: Green, Chapters, 8-11.
           Discussion: Frontier?
           Question: What did freedom mean to Native Americans?
September 12 Lecture: Populism
           Assigned Reading: Chapter 17: VOF, 48-53.
           Question: What was the connection between farmers and factory workers?
           Student Responsibility Sheet Due
Week Four (September 15-19)
September 15  Lecture: The Atlanta Compromise, Plessey v. Ferguson, 1896 and The Mississippi Plan
Assigned Reading: Atlanta Compromise Speech; VOF, 53-63.
Question: Was Reconstruction Successful?

September 17  Review

September 19  Test

Week Five (September 22-26)
September 22  Lecture: The Progressives and American Imperialism
Assigned Reading: Foner, Chapter 18
Question: Define Imperialism

September 24  Lecture: Women and the Progressive Movement
Assigned Reading: VOF, 73-80: Green, Chapters 12-14.
Question: How did women participate in the Progressive Movement?

September 26  Lecture: Progressivism and Labor
Assigned Reading: VOF, 83-91.
Question: What are the central ideas of the Progressive Movement?

Week Six (September 29-October 3)
September 29  Lecture: The Emergence of Modern America
Assigned Reading: Foner, Chapter 19
Question: What role did Big Business play in the emergence of modern America?

October 1  Lecture: World War I and the Balance of Power
Assigned Reading: VOF, 114-124: Green, Chapters 15-16.
Question: What were the limits of Wilson's extension of democracy?

October 3  Lecture: “The War to End All Wars” and the Treaty of Versailles
Assigned Reading: VOF, 100-104.
Question: Did World War I make the world safe for democracy?

Week Seven (October 6-10)
October 6  Lecture: The Roaring Twenties
Assigned Reading: Foner, Chapter 20
Question: How did some Americans respond to the changes of the Roaring Twenties?
Assignment Due: Reflection Paper

October 8  Lecture: Business and Government
Assigned Reading: Foner, Chapter 20 (cont.)
Question: How did consumerism change American life?

October 10  Lecture: The Birth of a Nation, Racism and Nativism
Assigned Reading: VOF, 140-157.
Question: Why was the Sacco-Vanzetti case important?
Week Eight (October 13-17)
October 13  Lecture: Black Friday and the Election FDR
           Assigned Reading: Foner, Chapter 21
           Question: Did the Stock Market Crash (1929) cause the Great Depression?

October 15  Lecture: The New Deal
           Assigned Reading: Chapter 21 (cont.)
           Question: Why was the New Deal considered radical by some and necessary by others?

October 17  Lecture: The Second New Deal and the Transformation of America
           Assigned Reading: VOF, 163-173.
           Question: Did the New Deal end the Great Depression?

Week Nine (October 20-24)
October 20  Lecture: Colonial Expansion in Europe and Asia
           Assigned Reading: Foner, 22
           Question: Why did Germany, Japan, and Italy seek to expand during the 1930s?

October 22  Lecture: Fighting World War II
           Assigned Reading: Foner, 22 (cont.) and VOF, 187-205.
           Question: What are the “Four Freedoms” that FDR discussed in his speech?

October 24  Lecture: The Aftermath of WWII
           Assigned Reading: Foner, 23
           Question: Why did the United States abandon isolationism after WWII?

Week Ten (October 27-31)
October 27  Lecture: Safe for Democracy: The Truman Doctrine, Berlin Airlift,
           The Marshall Plan
           Assigned Reading:
             Discussion: Did WWII secure the supremacy of the United States?
             Question: What was the role of the US after WWII? How were the responses of the U.S. different following WWII than WWI?

October 29  Review

October 31  Test

Week Eleven (November 3-7)
November 3  Lecture: A New Superpower
           Assigned Reading: Foner, Chapter 24
           Question: How did Eisenhower continue the containment policy of Truman?

November 5  Lecture: McCarthyism, the Red Scare and the Korean Conflict
           Assigned Reading: Foner, Chapter 24 (cont.).
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Lecture Topic</th>
<th>Assigned Reading(s)</th>
<th>Discussion Question</th>
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<tr>
<td>November 7</td>
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<td>Lecture: A More Perfect Union: Discontent</td>
<td>VOF, 213-234; 254-256, 263-267.</td>
<td>Why was the containment of communism necessary?</td>
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<td>Assigned Reading: VOF, 213-234; 254-256, 263-267.</td>
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<td>Discussion: Why was the containment of communism necessary?</td>
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<td>Week Twelve (November 10-14)</td>
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<td>November 10</td>
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<td>Lecture: The Sixties and the Rights Revolution</td>
<td>Foner, Chapter 25</td>
<td>Did World War II lead to the Modern Civil Rights Movement?</td>
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<td>November 12</td>
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<td>Lecture: Civil Rights</td>
<td>Foner, Chapter 25 (cont.)</td>
<td>Did the cultural movements of the Sixties expose the shortcomings and limitations American political, economic, and social organization?</td>
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<td>Assigned Reading: Foner, Chapter 25 (cont.)</td>
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<td>November 14</td>
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<td>Lecture: The Second Reconstruction and Vietnam</td>
<td>VOF, 268-298.</td>
<td>What was the difference between Reconstruction and the Second Reconstruction?</td>
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<td>Assigned Reading: VOF, 268-298.</td>
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<td>Week Thirteen (November 17-21)</td>
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<td>November 17</td>
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<td>Lecture: America and the Silent Majority</td>
<td>Foner, 26.</td>
<td>Who were the “silent majority”?</td>
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<td>Assigned Reading: Foner, 26.</td>
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<td>November 19</td>
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<td>Lecture: “With All Due Speed”: Integration and Bussing</td>
<td>Foner, Chapter 26 (cont.).</td>
<td>Why did northern communities resist bussing?</td>
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<td>Assigned Reading: Foner, Chapter 26 (cont.).</td>
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<td>November 21</td>
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<td>Lecture: The Iranian Hostage Crisis and the Conservative Revolution</td>
<td>VOF, 301-323.</td>
<td>How did Ronald Reagan define economic freedom?</td>
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<td>Assigned Reading: VOF, 301-323.</td>
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<td>Week Fourteen (November 24-28)</td>
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<td>November 24</td>
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<td>Lecture: The Lone Superpower and the End of the Cold War</td>
<td>Foner, 27.</td>
<td>What events between 1989 and 1991 encouraged the spread of globalization?</td>
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<td>Assigned Reading: Foner, 27.</td>
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<td>November 27</td>
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<td>Lecture: The Culture Wars</td>
<td>Foner, 27 (cont.)</td>
<td>How was freedom defined during the Culture Wars?</td>
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<td>Assigned Reading: Foner, 27 (cont.)</td>
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<td>University Holiday – Thanksgiving (November 27-28)</td>
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<td>Week Fifteen (December 1-5)</td>
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<td>December 1</td>
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<td>Lecture: The Election of Barak Obama</td>
<td>Foner, 28.</td>
<td>Why did Barak Obama win the 2008 Presidential Election?</td>
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<td>Assigned Reading: Foner, 28.</td>
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<td>Discussion: Why did Barak Obama win the 2008 Presidential Election?</td>
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December 3
Lecture: Superpower?
Assigned Reading: Foner, 28 (cont.)
Discussion Question: Does being called a “Superpower” mean the same thing today as it did in 1945?

Friday, December 5 – Review Last Day of Class

Final Exam TBA