



**HISTORY 1302.02E and HISTORY 1302.03E
THE UNITED STATES SINCE 1865
COURSE SYLLABUS: Spring 2015**



Instructor: Dr. Sharon Kowalsky
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COURSE INFORMATION

Course Materials:

The following required books are available at the bookstore:

- Foner, *Give Me Liberty*, Vol. II, 4th Seagull Edition (W. W. Norton, 2014) ISBN . 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>
- Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (Princeton U Press, 2000) ISBN978-0691152431.

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

Course Description:

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.

This course is a hybrid course, meaning that while the majority of instruction is conducted in the classroom, students will be asked to complete some work (no more than 30% of course requirements) online through eCollege. Students will frequently be granted flex time on Fridays, and so will not meet on every Friday during the semester, but are expected to spend equivalent time on coursework online during those times.

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:

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 learning outcomes 1-3 will be assessed through the essay assignments for the course. Student learning outcome 4 will be assessed by the Student Responsibility Sheet (SRS) (to be printed from eCollege, and completed by the student in class on January 23 (see eCollege for additional information). Failure to complete the SRS may result in automatic failure for the course).

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Attendance and Participation

Attendance is required. A daily sign-in sheet will be passed around. Students coming in late who miss the circulation of the sign-in sheet will be considered absent. Excessive absences will impact your final grade significantly. Students may miss three classes for whatever reason without penalty. After that, absences will affect the attendance grade. No other excuses. 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. To earn a passing grade for the online discussions, each student must make two postings. These postings must be substantive and address the question posed. One must be in response to the question, and the other in response to a colleague's posting. Additional postings beyond the first two will improve the grade. Guidelines for that participation can be found on the eCollege site. Each discussion is worth 10 points (the lowest eCollege discussion will be dropped from your grade). Your participation grade will be based on 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, rarely 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, 5-6 pages, worth 15 percent of the final grade. Details of the assignment are available on the eCollege site and the due date listed in the Course Schedule. Students found guilty of plagiarism will receive automatic 0s. If you are unsure what constitutes plagiarism, please ask. We will spend some time in class discussing proper writing practices.

Quizzes

Quizzes will be given regularly on eCollege. Additional quizzes may be given periodically throughout the semester, either in class or on eCollege. Quizzes given on eCollege are open book. The two lowest quiz scores will be dropped from the final grade. ECollege quizzes must be taken during the time frame set out in the syllabus; no exceptions. If missed, eCollege quizzes may not be made up.

Exams

Students will take four exams for this course, three during the semester and one final, as indicated in the Course Schedule. Each exam will cover assigned readings, lecture material, and class discussions. The final will be cumulative. You must read the assignments and attend class in order to pass the exams. Exams will consist of 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. Missed exams can be made up on the last class day of the semester. If you miss more than one exam, please see the instructor to schedule an additional make-up.

Extra Credit

Periodically students will be offered extra credit opportunities that involve attending lectures or other campus events and writing a brief one-page response that summarizes the event, presents your reaction to it, and highlights its relevance to our course material. Extra credit reports must be submitted to the journal on eCollege (not a dropbox—just copy the response into a journal entry). Each extra credit report completed will add one point to your final grade. Emailed extra credit responses will not be accepted. Additionally, there is a larger extra credit assignment possibility that involves comparing a recent film to historical reality that will be due at the end of the semester. See eCollege for more details. The larger extra credit project has the possibility to add up to 5 points to the final grade.

Grading

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

Essays	15%
Exams (first 3)	45%
Final Exam	15%
Quizzes	10%
Attendance/Participation	5% (in class)
Online Discussion	10% (eCollege Discussions)

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

TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION
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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@tamu-commerce.edu. To get started with the course, go to: <https://leo.tamu-commerce.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 eCollege. All student work must be turned in to the dropbox on eCollege and will automatically be submitted to Turnitin. Do not put names or other personal information on eCollege submissions. 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

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 to the appropriate eCollege dropbox on the due date listed in the Course Schedule below. Late assignments may be accepted only with the advance approval of the professor and will be assessed a late 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 (excluding quizzes and discussions) must be completed. Any missing assignments (excluding quizzes and online discussions) 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/>.

Nondiscrimination Statement

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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@tamuc.edu

COURSE OUTLINE / CALENDAR

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 21: Introduction

January 23: Student Responsibility Sheet

Week 2

January 26: Reconstruction (1)

Read: Foner, Chapter 15, 554-591

January 28: Reconstruction Text Discussion

Read: Text TBA on eCollege

January 30: no Classroom meeting-Discussion and quiz on eCollege (Discussion opens after class on Wednesday and continues through the end of the day on Saturday. All comments and responses should be posted by the end of the day on Saturday to receive credit. See syllabus for requirements. Quiz opens Wednesday after class and closes midnight on Saturday)

Week 3

February 2: Westward Expansion (2)

Read: Foner, Chapter 16, 592-610; Turner (eCollege)

February 4: Indian Wars (3)

Read: Foner, Chapter 16, 610-621

February 6: Film *Geronimo* in class and quiz on eCollege (Quiz should be completed by the end of the day on Saturday to receive credit.)

Week 4

February 9: Peopling the US (4)

February 11: Immigration Discussion and Learning Assessment

Read: Text on eCollege

February 13: **Exam 1 in class.**

Week 5

February 16: Gilded Age Politics

Read: Foner, Chapter 16, 621-636; Chapter 17, 637-664

February 18: Imperialism and the Spanish-American War (5)

Read: Foner, Chapter 17, 664-680

February 20: Discussion and Quiz on eCollege (Discussion opens after class on Wednesday and closes at the end of the day on Saturday. eCollege quiz should be completed by the end of day on Saturday.)

Week 6

February 23: Progressivism (6)

Read: Foner, Chapter 18, 681-724

February 25: Progressive Reforms (7)

February 27: No classroom meeting: Watch film (Triangle Fire) on eCollege and complete quiz by the end of day on Saturday.

Week 7

March 2: US Engages the World: World War I (8)

Read: Foner, Chapter 19, 725-767

March 4: Winning the Peace (9)

March 6: **Exam 2 in class**

Week 8

March 9-13: Film in class TBA

March 16-20: Spring Break

Week 9

March 23: Poverty and Prosperity: The 1920s (10)

Read: Foner, Chapter 20, 768-798

March 25: The Great Depression (11)

Read: Foner, Chapter 20, 798-806

March 27: Discussion on eCollege (Discussion opens after class on Wednesday and continues through the end of the day on Saturday. All comments and responses should be posted by the end of the day on Saturday to receive credit.)

Week 10

March 30: The New Deal (12)

Read: Foner, Chapter 21, 807-824

April 1: The New Deal again (13)

Read: Foner, 824-849

April 3: Film in class (Civilian Conservation Corps) and quiz on eCollege (Quiz should be completed by the end of the day on Saturday to receive credit.)

Week 11

April 6: World War II (14)

Read: Foner, Chapter 22, 850-872

April 8: Wartime Infringements and Post-War Expectations (15)

Read: Foner, Chapter 22, 872-893

April 10: Film in class: *Night and Fog*. Discussion on eCollege opens after class on Wednesday and continues through the end of the day Saturday.

Week 12

April 13: The Cold War (16)

Read: Foner, Chapter 23, 894-928

April 15: Cold War II (17)

Read: Dudziak, pages 3-202

April 17: **Exam 3 in class** and Discussion on eCollege (Discussion opens on Wednesday and continues through the end of the day on Saturday.)

Week 13

April 20: Cold War III (18)

Read: Dudziak, 203-254

April 22: Civil Rights (19)

Read: Foner, Chapter 24, 957-971

April 24: Film in class/Quiz on eCollege (Complete eCollege quiz by the end of the day on Saturday.)

Week 14

April 27: Civil Rights (20)

Due: Paper on Cold War Civil Rights (see assignment details on eCollege)

April 29: Civil Rights (21)

Read: Foner, Chapter 25, 972-1019

May 1: Quiz and discussion on eCollege (Complete eCollege quiz by the end of the day on Saturday; discussion opens Wednesday and closes Saturday at midnight.)

Week 15

May 4: Vietnam (22)

Read: Foner, Chapter 26, 1020-1033

May 6: Vietnam/Nixon (23)

Read: Foner, Chapter 26, 1033-1060

May 8: Exam Make-up Day

Final Exam: Section 2 (9am class): Wednesday, May13, 8:00-10:00
Section 3 (10am class): Monday, May 11, 10:30-12:30