COURSE SYLLABUS: SPRING 2015

Instructor: Jonathan C. Bergman, J.D., Ph.D.
Office Location: Ferguson Social Sciences 106
Office Hours: T 11 - 12:30pm, 5:45 - 6:30, W 12 - 3:00pm, TH 11 - 12:30pm, 6:45 - 7:20pm, or by appt.
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Textbooks / Readings / Supplementary Materials

Required Textbooks


Additional articles, readings, podcasts, weblinks, etc. will be posted on eCollege.

Course Description

U.S. History from 1865 (HIST 1302) is a broad interdisciplinary course in the historical development of the United States and North America from 1865.

Since the breadth of American history during these years is too vast to completely document, we will explore those key markers of the American experience—technology, politics, industry, race, war, and the city, to name a few. These
disparate, yet interrelated, themes will be analyzed with an eye towards current trends in American society—and specifically, how we got from there to here. Through the use of PowerPoint demonstrations, video clips, audio recordings, primary sources, and a dialogue with contemporary materials, we will investigate the complexity of American society through its varied evolutions.

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.

COURSE REQUIREMENTS

Activities / Assessments / Grading

**Attendance:** It counts, so it is in your best interest to attend class. Of course I realize that you have lives outside of the classroom, and therefore I encourage all who have special circumstances/needs to contact me. **7 or more absences = AUTOMATIC F FOR THE CLASS.** Each absence will reduce the attendance component of your grade by 1 point. (10% of total grade)

**Feedback Papers:** The assignment component of your grade includes 3, 4 page assignments. You will receive 0 - 3 based on your responsiveness to the question and the completeness of your answer. The first is based on a reading of Ayn Rand’s *Anthem*; the second assignment is based on a personal field trip to a Dallas area museum; and, the third assignment is based on a family history paper. (3% each assignment (10% of total grade)) **FAILURE TO COMPLETE ALL SHORT PAPERS WILL RESULT IN AN F FOR THE COURSE. 1 POINT OFF PER WEEK LATE. PLAGIARISM = F AND IMMEDIATE EXPULSION FROM THE CLASS.**

**Long Paper:** Students are required to complete a 7 page paper. **SPECIFIC QUESTION TBA.** The paper will be based on a targeted question from Burton W. Folsom’s *The Myth of the Robber Barons: A New Look at the Rise of Big Business in America.* The object of the assignment is to state a firm argument, critically discuss your position, and argue for or against the points contained therein with VOLUMINOUS **CITED** EVIDENCE Specific details TBA. (30% of total grade) **NO LONG PAPER = F for the Course. PLAGIARISM = F AND IMMEDIATE EXPULSION FROM THE CLASS.**

**Quizzes:** **4 QUIZZES, TOP 3 COUNT.** The quizzes will be 10 T-F and Multiple Choice questions. The material will cover class discussion, ppt. presentations, and the readings. If you are absent, for whatever reason, that will be your tossed grade. Only compelling and supported excuses will be accepted if you should happen to miss 2 or more quizzes. (10% each quiz (30% of total grade))

**Final Exam:** The final exam covers material after the last quiz. The test format is just
like the quizzes except longer. There will be no left hooks but whether or not you attend class, pay attention and read the assigned material is critical for a satisfactory grade. **NO FINAL = F for the COURSE. (20% of total grade).**

### TECHNOLOGY REQUIREMENTS

**The following technology is required**

A working email address on file with the university. **Be sure that your listed email is working and you regularly access it for updates.** When I send an email a presumption of delivery arises.

Internet connection (If you don’t have one at home use the school’s high speed connections)

Word Processor program (If you don’t have one try Libre Office – it’s free and works just like MS OFFICE)  
http://www.libreoffice.org/

### ACCESS AND NAVIGATION

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. eCollege will be used to send you announcements and reminders, and to provide access to course materials such as handouts and assignments. Combined with your university email address, eCollege will be a key means for course communication. **THE SET UP AND USE OF eCollege IS A COURSE REQUIREMENT.**

To get started with the course, go to: [https://leo.tamuc.edu/](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, please contact Technology Services at 903-468-6000 or helpdesk@tamuc.edu.

### COMMUNICATION AND SUPPORT

If you cannot see me during regular posted office hours, please send me an email so that we can make an appointment. I am quite happy to see students at any time as long as I don’t have a prior commitment.

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. If you experience any technical issues, feel free to contact the support desk.

- **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

**Attendance:** Attendance is mandatory. See Grading section for details.

**Class Participation:** Each week you are responsible for a group of readings. Students are expected to read the material, and actively participate in class discussion. I know this is a lecture based class and vigorous interaction will not always be possible. Nevertheless when I ask your opinion, I expect ALL of you to have one. If you are shy or awkward in public speaking situations I encourage you to speak up. The ability to formulate an argument and present it in public is critical to your development as a citizen, scholar, and member of the workforce. **Sleeping, talking and/or general disinterest will lower your final class grade up to a full letter grade.** Likewise, spirited debate, preparation and participation may raise your final class grade up to a full letter grade.

**Plagiarism and Academic Honesty:** Plagiarism, the use of the ideas, words, and theories of another author without proper attribution, is unacceptable and will not be tolerated. Students are expected to produce their own work on a timely basis. The tenets of academic honesty, and university policy, demand that any such infractions be met with severe penalties. **IF you are caught, you will be immediately thrown out of the class and receive a grade of F.** If you contest the matter, I will seek a permanent mark on your record noting a violation of the school’s honor code. **DON’T DO IT!**

**Civility, Decorum, and Good Conduct Policy:** All students enrolled in the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students are required to comport themselves in a way that is courteous and respectful to his/her fellow students and the instructor. Ad hominem attacks, disruptive conduct, and harassment will be met with the sternest possible sanctions including punishment assignments, seizure of cell phones, and/or expulsion from the class. **THIS INCLUDES TURNING OFF/MUTING ANY AND ALL MP3 PLAYERS, CELL PHONES, COMMUNICATION, AND NOISE GENERATING DEVICES, AND STOWING THEM AWAY DURING CLASS.**

**Writing Center:** Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting papers. The Writing Center is an open resource available to all. 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.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx](http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx)

**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.

**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
http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/default.aspx

**COURSE OUTLINE / CALENDAR**

**Week One:** Introductions. Course Nuts and Bolts. What is “History”? (1/20, 1/22)
2) “The Next 100 Years,” New Statesman (The possibilities of the past in the present, and divining the future) (Available on eCollege)
3) What is “History”? (To be distributed in class)
4) “Mass. Museum looks to Cover Up Words.” (Available on eCollege)

We begin with introductions, course requirements, contact information and administrative nuts and bolts. The syllabus is examined line by line. Then we dive into that most enigmatic of questions - What is History? In particular, we look at the nature of time, recounting of the past & the elusiveness & malleability of “History.”

**Week Two:** What is “History”? cont'd & The Civil War and Reconstruction (1/27, 1/29)
2) Jourdan Anderson, “A Freedman Writes to His Master.” (Available on eCollege)
3) “Mississippi Black Code, 1865,” (Available on eCollege)

This unit gives a brief overview of the Civil War and the nature of “freedom” in America. We analyze the social, political, and economic facets of post-Civil War America, and various historiographical theories. The issue of racial politics will be discussed along with an exploration of Reconstruction era issues. Finally, we will look at the progressive nature of American social justice and trends embodied in Reconstruction.

**Week Three:** The Civil War and Reconstruction, cont'd & 19th Century America: The Urban and The Industrial. (2/3, 2/5)
1) University of Houston’s Digital History, read ALL THE SUB UNITS under “The Rise of the City” and “The Rise of Big Business.” (near the bottom of the page)
   http://www.digitalhistory.uh.edu/era.cfm?eraID=9&smtID=2
2) Read “A Filthy History.” (Available on eCollege)
3) Read Rich Lowry, “Miracle of Plenty,” Realclearpolitics
This segment examines the city as an integrated unit of systems working in concert to provide for the demands of the modern American landscape. We will also look at the changing texture of the American nation in the late 19th century from a collection of farmers & smithies to an urban, industrial powerhouse.

**Week Four:**
19th century America, cont'd. **QUIZ # 1 ON TUESDAY. FEEDBACK PAPER # 1 DUE ON TUESDAY.** (2/10, 2/12)

**Week Five:**
Populism & Progressivism. (2/17, 2/19)
1) Robert Weibe, “Progressivism Arrives,” in *The Search for Order.* (Available on eCollege)
2) "L. Frank Baum and the Progressive Dilemma." (Available on eCollege)
This class covers the Populist movement. We will also take a look at Progressivism—the push to organize, cure, rehabilitate, and modernize the social, economic, political, and industrial systems of America in the late 19th and early 20th century.

**Week Six:**
World War I and American Foreign Policy. **QUIZ # 2 ON TUESDAY.** (2/24, 2/26)
2) "We are Still Lost in the Mystery of That War” article. (Available on eCollege)
3) READ [http://www.spiegel.de/international/world/world-war-i-continues-to-have-relevance-100-years-later-a-941523.html](http://www.spiegel.de/international/world/world-war-i-continues-to-have-relevance-100-years-later-a-941523.html) (READ ALL 5 PARTS)
This week we cover the history of American foreign policy and expansionist aims from inception to the early 20th century. In the final section we examine America’s entrance into, and conduct throughout the war. The nature of modern war is explored.

**Week Seven:**
The 1920’s. (3/3, 3/5)
This unit focuses on American life after W.W. I during what has come to be known as the “Roaring Twenties.”

**Week Eight:**
Catch Up. FEEDBACK PAPER # 2 DUE TUESDAY. **QUIZ # 3 ON THURSDAY.** (3/10, 3/12)

**Week Nine:**
SPRING BREAK! ENJOY! (3/17, 3/19)

**Week Ten:**
W.W. II. (3/24, 3/26)
1) *University of Houston’s Digital History,* read “America at War: World War II.” (READ ALL THE SUB UNITS) [http://www.digitalhistory.uh.edu/era.cfm?eralD=15&smtid=2](http://www.digitalhistory.uh.edu/era.cfm?eralD=15&smtid=2)
2) "Happy Anniversary, Little Boy and Fat Man." (Available on eCollege)
3) "A War Worth Fighting." (Available on eCollege)
This class concentrates on America’s involvement in WW II & the effects of the conflict overseas & on the home front. All aspects of the war will be examined in the European & Pacific theatres. We will also plumb the social, economic and political implications of the war in a national and international perspective.
**Week Eleven:** The Cold War. **QUIZ # 4 ON THURSDAY. (3/31, 4/2)**

1) *University of Houston’s Digital History*, read from “The Cold War” to “The Cold War in Developing Countries” in “Postwar America: 1945-1960,” (READ ALL THE SUB UNITS) [http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=2](http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=2)


This unit explores the conclusion of WWII & the beginning of the Cold War—who was involved, what did the respective sides believe in & what strategies did they use to accomplish their objectives. We will examine some early Cold War “tussles” including but not limited to the Berlin Airlift, the Korean War, the U-2 crisis, etc.

**Week Twelve:** The 50’s: Prosperity, the “Red Scare (?)” & Consensus. (4/7, 4/9)

1) *University of Houston’s Digital History*, read from “The Military Industrial Complex” to the end in “Postwar America: 1945-1960,” (READ ALL THE SUB UNITS) [http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=2](http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=2)


This class attempts to place post-war life in perspective by examining the prosperity, conformity, and fear generated during the Cold War. Cultural life, politics, suburban development, and technology will also be studied.

**Week Thirteen:** CATCH UP. **FEEDBACK PAPER # 3 DUE ON THURSDAY. (4/14, 4/16)**

**Week Fourteen:** The 60’s. Youth Culture. ‘Nam. Movements, Civil and Otherwise. Woodstock & Altamont. The American Media. **LONG PAPERS DUE ON THURSDAY. (4/21, 4/23)**


2) “Fire in the Night” (Weathermen). (Available on eCollege)

3) "In Defense of the Sixties." (Available on eCollege)

We look at the presidency of JFK, Civil Rights, Woodstock, ‘Nam, and mass movements which came to define the decade.

**Week Fifteen:** The 60’s, cont’d. Closing Remarks. Review. (4/28, 4/30)

**Week Sixteen:** IN CLASS FINAL EXAM. (5/5, 5/7)
COURSE & SECTION: ______________________

SEMESTER & YEAR: ______________________

1. Communication
1a. My instructor’s name is:

_______________________________________

1b. The appropriate title for this professor is:
Professor        Dr.        Mr./Ms.

1c. I understand that I can expect my instructor to be in his or her office to meet with students during office hours and not at other times.
YES    NO

1d. My instructor’s office hours for this term are:

1e. The building and room number of my instructor’s office is:

1f. I understand that the official form of communication for Texas A&M University is email, and that I should check my university email account every day.
YES    NO

1g. My instructor’s email address is:

2. Attendance
2a. If this is a face-to-face class, I understand that it is my responsibility to attend class and behave in a manner conducive to a learning environment.
YES    NO

2b. The absence policy of this class is:

3. Coursework
3a. I understand that I am responsible for buying or otherwise acquiring the books or other reading materials for this class and that the instructor can expect me to have them available when the semester begins.
YES    NO

3b. The policies of this class regarding missed exams, quizzes, and in-class assignments are

3c. The policies of this class regarding assignments submitted late are:

STUDENT NAME
_______________________________________ (print name)  ___________________________ (sign name)

STUDENT ID NUMBER _________________________

DATE _________________________

FAILURE TO HAND IN A COMPLETED WORKSHEET WILL RESULT IN A GRADE OF F.