United States History from 1865 (22241)

History 1302.06E Course Syllabus: Spring 2015

Instructor: Amanda Sanders

Class Location: Ferguson Social Sciences Building Room 124

Class Meeting Time: Monday, Wednesday, and Friday at 1:00 p.m. to 1:50 p.m.

Office Location: Ferguson Social Sciences Building Room 144

Office Hours: Monday, Wednesday, and Friday 3:00 p.m.-5:00 p.m.

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Department Phone: 903-886-5226

Department Fax: 903-468-3230

Course Information

Course Materials:


Course Description:

This course offers an introduction to American History from the years of post-Civil War in North America to the 1970s. The purpose of the class is to aid students in furthering their learning on
this critical time in the United States’ history with an eye to how these events pertain to the nation today. Although the length and breadth of these numerous, important events are too vast to cover each thoroughly, the course will explore these transformative decades of American History by focusing on certain themes, which will allow students to not only become more familiar with the events themselves, but with their meanings and the individuals connected with these happenings. Some of the main themes discussed in this class will be war, race, industry, culture, and gender. While this class will mainly be formatted in lecture style there will be instances of required interaction, discussion, and question/answer sessions.

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.

Assignments/Grading

**Attendance/Participation:** It is in the student’s best interest to be at each meeting of the class as on the schedule. However, I understand extenuating circumstances arise and request that I, the instructor, receive prior notice, if at all possible, of excused absences and emergencies. For any absence the student wishes to have counted as an excused absence, I require a viable, written excuse. University sponsored events, jury duty, and military service are excused, as long as I receive the proper documentation from either the department or coach. Although this is primarily a lecture-based class format the student will be expected to be engaged in the class and to make proper use of their time and the instructor’s time. **If a student has twelve or more unexcused absences the student will receive an automatic F for the entire course.** (Attendance/Participation is 10% of total grade).

**Quizzes:** During the course there will be a total of seven reading quizzes based on the information the student has covered in their required reading of the supplemented documents, *The American Promise*, and lectures given by the instructor previously. These quizzes will occur at various times throughout the semester, insuring that the student has gained an understanding of the materials covered. After the seven quizzes have been completed I will replace the lowest
two quiz grades. (2% per quiz for a total of five quizzes and 10% of the total grade).

**Semester Project:** Over the course of the semester there will be a project each student will be required to complete. The Project itself will ask each student to compare their knowledge and research of a particular historical figure or event or decade that this class will cover from 1865 to 1980 to the media version of their figure, event, or decade. Therefore, each student will be **required to have at least three outside sources**; one can be the required textbook, *The American Promise*. Along with **at least two to three different types of media sources**, these media sources can include movies, newspapers, magazines, ads, fictional books, and/or music. The students will be asked to explain the historical figure, event, or decade in detail as it is presented historically. Then they will explain the media sources they have found, focusing on their figure, event, or decade as it is represented in these particular media sources. Then they will compare each media source to their research. At the end of the semester each student will present their findings in a presentation format. The grading of Project will consist of five required steps that will be due at various times. 

- **Step 1:** Each student must send me a paper containing which particular historical figure, event, or decade they have chosen (**Due February 23rd**, worth 2.5%).
- **Step 2:** Each student must send me a paper containing their projected three outside sources and their projected three different types of media (**Due March 27th**, worth 2.5%).
- **Step 3:** Each student must come for a consult with me of their progress thus far (**Due April 10th**, worth 5%).
- **Step 4:** Each student will turn in an easy-formatted paper consisting of their research and findings of their project. **Each paper will consist of at least 5 pages, 12pt. Times New Roman font, double spaced (Due April 13th, worth 15%).**
- **Step 5:** Each student will present a five minute presentation over their historical research and their finding over the media (**Due May 15th 10:30 a.m.,** worth 10%). **Steps 1, 2, and 4 are due at 11:59 p.m. on the days listed.** Please remember Wikipedia, Ask.com, blogs, and other NON-peer-reviewed websites, journals, or books are NOT to be used for the historical research! **Plagiarism Will Not Be Tolerated Under Any Circumstances.** Please see the section of this syllabus titled Plagiarism and Academic Dishonesty for the possible repercussions of this act. Additionally all steps of the project will be submitted to the eCollege “Dropbox” under the week that they are due. Additionally each of the papers may be submitted to Turnitin.com, which is an academic tool that checks for plagiarism. Rubrics concerning each individual paper will be handed out prior to the assignment. (2.5% for steps 1 and 2, 5% for Writing/Consult Day, 15% per paper, 10% for presentation, equaling 35% of the total grade).

**Exams:** There will be three exams for the duration of the course. The each exam will include information from the lectures, supplemented readings, and *The American Promise* which the class has covered up to that point. As a result each of the exams will encompass only the information the class has covered since the last exam. Each exam will consist of 15 multiple choice questions worth 3pts.
each, 2 essay questions worth 15 pts. each, and 5 identification /short answer questions worth 5pts. each. Students will need to bring their own scantron sheets to the test, either green or brown, lined notebook paper or blue book, and a pencil. The scantrons and blue books can be found at the University Bookstore located in the Sam Rayburn Student Center. (15% per exam and three exams, for a total of 45% of the total grade).

Grading Scale:

**Total Grade:** Exams-45%, Semester Project-35%, Quizzes 10%, Attendance/Participation-10%=100%

A=90-100
B=80-89
C=70-79
D=60-69
F=59 and below

**Grading Rubric:** The following scale for all written work is utilized for both the essay questions on the exams and the assigned papers.

- **A** = Mastery of content and material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; grammatically proper language and syntax.
- **B** = Good command of the majority of content and material; competent factual accuracy; generally solid historical argument backed with adequate evidence; minimal grammatical errors.
- **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; grammatical errors which tend to distract from the reading.
- **D** = Poor command of content; factual errors; no real argument driving the essay; many grammatical errors which completely distract from the reading of the argument.

*All of the Assignments Must Be Completed to Pass the Course*

**Technology Requirements and Access**

For this course I will post additional information and required reading on the eCollege online course system. This system can be connected through any school or home computer with access to the internet. Although this is only a course enhancement tool, it will be important to the overall success of the student. eCollege can be accessed by logging on to your MyLeo
homepage and clicking the link “eCollege” then selecting the History 1302 course link. Along with readings, I will post updated grades, rubrics for assignments, and will be able to contact you, the student, if the occasion should arise. **Access and Use of eCollege is a Course Requirement.**

Additionally you, the student, will need to have access to a **Working and Frequently Checked Email Address** for your own use so that time sensitive or important information may reach you in a timely manner and so you may reach me outside of class, if needed.

If you have any problems with this technology please contact the University’s Technology Services department through either the helpdesk@online.tamuc.org or call 1-866-656-5511.

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**Communication and Support**

If, for any reason, you, as the student, should need to contact me outside of the class please email me at Amanda.Sanders@tamuc.edu or aclay1@leomail.tamuc.edu. I will at all possible respond within 24 hours on weekdays and within 48 hours on the weekends. Please be aware that like you, I too have other pressures on my time, but I will regard you as a top priority and will try and communicate with you in a professional and timely manner.

Additionally, students should be aware there is a University sponsored **Writing Center** located in the Hall of Languages for assistance in composing and reviewing papers. This is an indispensable resource and is greatly helpful to any and all students.

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**Course and University Procedures and Policies**

**Course Specific Procedures and Policies:**

**Late Work Policy:** Each due date is stated clearly and distinctly in this course syllabus, and unless an emergency arises or if you have a written, applicable, and documented excuse I will not accept any late work without a penalty. You cannot make up any quizzes, exams or an attendance and participation grade unless I have a prior, written, documented excuse. Also any steps of the Semester Project that are turned in late will result in **One Letter Grade Off Per Day Late**. This means that if a paper is turned in at 12:01 a.m. on February 24th and it was due 11:59 p.m. January 23rd **It Is A Day Late**. So please be aware of technological problems and this type of time constraint. Also if you should miss either one of the exams there will be **two Make-up Exams** at the end of the semester. This
means that if you miss more than three exams you can only make up two of these exams, so please be aware of the dates for each exam. Also in order for you to be eligible to make up an exam I will need a prior, written, applicable, documented excuse. These make-up exams will not be comprehensive, but will cover the information as it appeared on the original exam.

Electronic Device Policy: ANY electronic device usage during class will not be permitted, unless I have received prior notification from the student as to any type of disability or an extenuating circumstance. I reserve the right to ask any student to put away their electronic devices and turn them on silent for the entire duration of the class time.

Plagiarism and Academic Dishonesty: Plagiarism is the use of the ideas, words, and theories of another individual without acknowledgement of the original individual. This includes, but is not limited to: copying information from a website without proper acknowledgement, using an author’s exact words from a book without quotations and proper acknowledgement and/or not giving the proper citation of where you have found this or any other type of information that is not your own. It is also considered plagiarism if the student submits part or all of something they or another student have written for another assignment without proper attribution. Plagiarism under any circumstances or in any form is not tolerated. This is a form of theft and I can, and will, follow the letter of the law concerning this infringement. If someone does commit plagiarism, they will receive a zero for the assignment, may be referred to the Dean of Students, and may fail the entire course. Additionally, forgery, cheating, or possessing, using, or distributing illicit exam materials or purchased papers from another individual are not permitted and are a part of Academic Dishonesty and will also be met with penalty. It is very important that all understand and comply with the law in this respect and if you have any concerns or questions please ask.

Civility and Good Conduct Policy: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students should be courteous and respectful to both their fellow students and to the instructor. It is important to remember that the time given to this class is for the benefit and furtherance of not only your education, but that of your fellow students as well, and is NOT the time to catch up on sleep, Facebook, or the new music on your device. Any of these acts are rude and disruptive to the class and will earn you a zero for participation on that day.

Please Note: Texas A&M University-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.
University Specific Procedures:

**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 February 6th** (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.

**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

**A Final Note of Warning:** This syllabus is your contract with me, the instructor that you have read and understand all that is included here, and furthermore you agree to comply with all of the requirements of this course. Also I, and only I, am able to make changes or exceptions to this syllabus. I will do my best to adhere to this schedule, but if the need should arise I do reserve the right to make changes, however, there will always be prior notice to these changes.**

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**Course Outline and Calendar**

**Week 1:**
January 19: Martin Luther King Day. No Class
January 21: Introduction to the Class—read through course syllabus and discuss general expectations.

Assignment: Read *The American Promise* pages 499-510, *Reading the American Past* section 16-1

January 23: “Reclaiming the Lost Unity”—Post-Civil War America

Assignment: Read *The American Promise* pages 510-524, *Reading the American Past* section 16-2 and 16-3

**Week 2:**
January 26: “A House Built on Sand”—Southern Reconstruction, Part 1

Assignment: Read *The American Promise* pages 524-530, *Reading the American Past* section 16-5


Assignment: Read *The American Promise* pages 535-549, *Reading the American Past* section 17-4 and 17-5

January 30: “The Regulation of the West”—Native American Wars and Removal

Assignment: Read *The American Promise* pages 549-565, *Reading the American Past* section 17-2 and 17-3

**Week 3:**
February 2: “The Untamed West”—The Westward Migration of Americans

Assignment: Read *The American Promise* pages 569-586, *Reading the American Past* section 18-3 and 18-4

February 4: “The Rise of the Robber Barons”—Big Business and the Beginning of the Gilded Age, **Quiz 1**

Assignment: Read *The American Promise* pages 586-598
February 6: “The Growth of Power”—Politics, Policy and Power of the American Government in the Gilded Age, **Student Responsibility Sheet Due at 5:00 p.m.**

Assignment: Read *The American Promise* pages 603-624, *Reading the American Past* section 18-5, 19-2 and 19-3

**Week 4:**
February 9: “Underneath the Silver Veneer”—Industrialization and the American Worker

Assignment: Read *The American Promise* pages 624-634, *Reading the American Past* section 19-1 and 19-4

February 11: “Underneath the Silver Veneer”—The Culture and the Problems of Industrialization in Urban and Rural Areas

Assignment: Read *The American Promise* pages 639-670, *Reading the American Past* section 20-1

February 13: “New Rebellions and Movements at the Turn of the Century”—The Populists’, Farmers’, and Women’s Movements, **Quiz 2**

Assignment: Read *The American Promise* pages 675-706, *Reading the American Past* section 21-5 and 21-6

**Week 5:**
February 16: “The Price of Progress”—The Progressive Movement and Jim Crow America

Assignment: Read *The American Promise* pages 711-723, *Reading the American Past* section 22-3

February 18: “The Great War”—World War I: The European Theater

Assignment: Read *The American Promise* pages 723-744, *Reading the American Past* section 22-1

February 20: “The Great War”—World War I: The Home-front
Week 6:
February 23: Review for Exam 1, Step 1 of Semester Project Due 11:59 p.m.

February 25: Exam 1

February 27: No Class

Assignment: Read *The American Promise* pages 749-760

Week 7:
March 2: “The New America”—Prohibition, Criminals, and Women in the 1920s

Assignment: Read *The American Promise* pages 760-772

March 4: “The New America”—The Culture of the 1920s

Assignment: Read *The American Promise* pages 772-780


Assignment: Read *The American Promise* pages 785-800, *Reading the American Past* section 24-1

Week 8:
March 9: “The Desert Lands”—The Great Depression and The New Deal, Quiz 3

Assignment: Read *The American Promise* pages 800-818, *Reading the American Past* section 24-2 and 24-5

March 11: “The Desert Lands”—The Great Depression and The New Deal

March 13: No Class

Week 9:
March 16: Spring Break, No Class
March 18: Spring Break, No Class

March 20: Spring Break, No Class

**Week 10:**

March 23: “The Desert Lands”—The Great Depression and the People

March 25: “The Desert Lands”—**Quiz 4 In-Class Debate**

Assignment: Read *The American Promise* pages 823-833, *Reading the American Past* section 25-1 and 25-2

March 27: “The Coming Storm”—The Beginning of World War II, **Step 2 of Semester Project Due at 11:59 p.m.**

Assignment: Read *Reading the American Past* section 25-3

**Week 11**

March 30: “The Eye of the Storm”—World War II: The Western Front and The Holocaust


April 1: “The Eye of the Storm”—World War II: The Home Front

Assignment: Read *The American Promise* pages 852-858

April 3: “The Eye of the Storm”—The Eastern Front and the End of World War II

**Week 12:**

April 6: Review for Exam 2, **Quiz 5**

April 8: Exam 2
April 10: Writing/Consult Day for Semester Project

Assignment: Read *The American Promise* pages 863-892, *Reading the American Past* section 26-1, 26-3, and 26-5

**Week 13:**

April 13: “A New War”—The Cold War Politics and Policy, **Step 4 (The Paper) of the Semester Project Due at 11:59 p.m.**

Assignment: Read *The American Promise* pages 897-920, *Reading the American Past* section 27-1 and 27-2

April 15: “Consumption and The Need for More”—The Cold War and the Culture of the 1950s

Assignment: Read *The American Promise* pages 920-946, *Reading the American Past* section 27-3, 28-2, and 28-4

April 17: “The New Civil War”—The Civil Rights Movement and the 1960s

Assignment: Read *The American Promise* pages 947-964, *Reading the American Past* section 28-5

**Week 14:**

April 20: “The New Civil War”—The Civil Rights Movement and the 1960s, **Quiz 6**

Assignment: Read *The American Promise* pages 969-982, *Reading the American Past* section 29-1 and 29-4

April 22: “Into the Fray”—The Vietnam War

Assignment: Read *The American Promise* pages 982-998, *Reading the American Past* section 29-2 and 29-5

April 24: “Into the Fray”—The Vietnam War: The Home-Front

Assignment: Read *The American Promise* pages 1003-1019, *Reading the American Past* section 30-1
Week 15:
April 27: “The Aftermath”—The Changes and Problems of the 1970s

Assignment: Read Reading the American Past section 30-2 and 30-3

April 29: “The Aftermath”—The New Culture of the 1970s

May 1: “The Aftermath”—Quiz 7 (In-Class Debate)

Week 16:
May 4: Exam 3 Review

May 6: Exam 3

May 8: Finish Presentations. No Class

Week 17: Step 5 (The Presentation) of the Semester Project is Due: May 15th at 10:30 a.m.-12:30 p.m.