

HIST 1302: US History to 1877
Fall 2015

Instructor: Matt Brewer
Class Time: MWF
Class Location: Commerce High School, Room C123
Office Location: Commerce High School, Room C123
Office Hours: TR
Instructor e-mail: matthew.brewer@commerceisd.org

COURSE INFORMATION

Materials

Hewitt, Nancy A. and Stephen F. Lawson. *Exploring American Histories, Combined Volume: A Brief Survey with Sources*. Boston: Bedford Books, 2012.

Current news articles will be assigned that relate to material covered by the course material to assist students in making connections between historical and current events.

Course Description:

This course is a survey of American history from westward expansion to the present day. The course will focus on the major characteristics of the following historical eras: westward expansion; the gilded age; overseas expansion; progressivism; World War I; the Jazz Age; Great Depression and the New Deal; World War II; the Cold War; post-war prosperity; civil rights movements; 1960s; “Crisis in Confidence” of the 1970s; the rise of conservatism and Ronald Reagan; and the end of the Cold War and the advent of the War on Terror.

Student Learning Objectives:

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

Course Objectives:

Explain the pull and push factors that brought Americans to the West
Describe the social and economic circumstances of the Gilded Age
Explain the economic and military objectives for overseas expansion

Explain the causes of the Great Depression and evaluate the effectiveness and constitutionality of the New Deal efforts to alleviate the effects of the Depression

Explain the effects of World War II on America's position in the world

Describe the goals, strategies, and events of the Cold War

Describe the struggles and contributions of various civil rights movements of the 1950s and 1960s

Evaluate the causes of the end of the Cold War

COURSE REQUIREMENTS

Student Responsibility Sheet: The Student Responsibility Sheet will be issued and returned during the first week of class. The purpose of the Student Responsibility Sheet is to assess the student's role in their education. Failure to return the Student Responsibility Sheet by the end of the first week will result in a failure for the class, regardless of other completed work. Late submissions will not be accepted.

Reading Assignments: Students will be expected to complete reading assignments prior to each class session. Reading quizzes will be administered at least once a week. Students will also be expected to participate in class discussion. In order to excel at the reading assignments and class discussion, keeping up with the reading assignments will be essential. No late work will be accepted except with a medical or school-related absence.

Reading Quizzes: Reading quizzes will be given at least once a week over the course material. They can only be made up if missed because of a medical or school-related absence. Make up quizzes will be administered on Tuesdays and Thursdays during class time.

Midterm and Final: The midterm and final will both be 10 short essay questions (½ page for each answer). The midterm and final will not be cumulative.

Biographical Essay: One biographical essay will be assigned for this course. Students will choose one historical figure from the time frame of the course and write a three page paper that argues why that person is important in studying American history. The essay must focus on the impact of the individual and contain valid arguments backed up by scholarly research cited in proper Chicago/Turabian format. Submission dates for the topics, bibliography, rough draft, and final draft will be announced in class. Supplementary handouts will be supplied in order to guide students through the drafting and citation process.

Grade Breakdown:

Reading Quizzes: 25% of your grade

Biographical Essay: 25% of your grade
 Topic: 10% of total essay grade
 Bibliography: 10% of total essay grade
 Rough Draft: 40% of total essay grade
 Final Draft: 40% of total essay grade
Midterm: 25 % of your grade
Final: 25% of your grade

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

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 dial-up)
- Word Processor (i.e. MS Word)

COMMUNICATION AND SUPPORT

Students should visit the instructor during class times on Tuesdays and Thursdays when class is not officially in session if there are any issues. Students can also contact the instructor through e-mail and can expect a 24 hour turnaround in reply.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Plagiarism: Plagiarism (passing someone else's work off as your own), cheating, or other academic dishonest behavior will lead to disciplinary action. Do not do it.

The Writing Center: The Writing Center assists students with their written assignments. The staff at the Writing Center will not do your work for you, but they can offer great assistance in giving students direction and suggestions to form a well-crafted response to the class writing

assignments. The Writing Center can be reached at 903-886-5280 and is located in the Hall of Language, room 103.

The American with Disabilities Act: 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.

Equality Statement: 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.

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment as expressed in the Student Code of Conduct found in the Student Handbook.

COURSE OUTLINE/CALENDAR

Tentative Course Outline (The instructor reserves the right to amend the course outline as circumstances warrant.):

Week 1: Westward Expansion (1850 – 1900)

Week 2: Industrialization (1860 – 1900)

Week 3: Urbanization (1877 – 1900)

Week 4: Political Realignment (1890 – 1900)

Week 5: American Imperialism Overseas (1867 – 1902)

Week 6: Progressivism (1900 – 1920)

Week 7: WWI (1900 – 1920)

Week 8: Modern American Society (1920 – 1928)

Spring Break & Midterm Exam

Week 9: Great Depression and the New Deal (1929 – 1938)

Week 10: WWII (1921 – 1945)/Onset of the Cold War (1945 – 1960)

Week 11: Affluence and Anxiety (1946 – 1960)

Week 12: Turbulence 60s (1960-1969)/Crisis in Confidence (1970-1979)

Week 13: Reaganism (1980 – 1992)

Week 14: America in Flux (1990 – Present)

Week 15: Final Exam