



HIST 1302.08E (#81048)
United States History from 1865
Course Syllabus: Fall 2015

Location and Time: T/R 12:30 – 1:45, ART 111

Instructor: Dr. Andrew C. Baker

Office Location: Ferguson 106

Office Hours: M/W 1-5:30 pm, T/R 3:30 – 5:30 pm

Office Phone: 903-886-8742

University Email Address: Andrew.Baker@tamuc.edu

Required Materials

Michael P. Johnson, *Reading the American Past*, Vol. 2, 5th Ed., Bedford/St. Martin's Press, 2012.

Other primary source readings will be made available on the course website. You will be expected to purchase and read one of the following textbooks (with a publication date of 2008 or later). You are strongly encouraged to keep up with the textbook reading throughout the semester.

Tindall and Shi. *America: A Narrative History*. W. W. Norton Company

Davidson, Gienapp, Heyrman, Lytle, and Stoff. *Nation of Nations: A Concise Narrative of the American Republic*. McGraw Hill

Eric Foner, *Give Me Liberty!: An American History*. W.W. Norton Company.

Henretta, Edwards, and Self. *America's History*. Bedford/St. Martins.

Roark, Johnson, Cohen, Stage, Lawson, and Hartmann. *The American Promise: A Compact History*. Bedford/St. Martins

The American Yawp: A Free and Online, Collaboratively Built American History Textbook. <http://www.americanyawp.com/>

Course Description

A broad interdisciplinary course in the historical development of the United States and North America from 1865. Note: Assignments will focus on reading, writing, and analysis. Prerequisites: ENG 1301 or concurrent enrollment or ENG 1302 or concurrent enrollment.

Throughout the course we will especially focus on the following central themes of Post-Civil War American History.

- Race and Racism
- Immigration, Labor, Industrialization
- Politics, Political Realignment, Expansion of Government
- War - Why We Fight and how it transforms the Nation

Syllabus/schedule subject to change

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.

Grading

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessment

<u>Assignment</u>	<u>Points</u>
Test I	125
Test II	150
Final Exam	175
Document Analysis (5)	150
Primary Source Paper	200
Chronology Quizzes (2)	40
Class Participation	<u>160</u>
Total	1000

Student Responsibilities

Classroom Participation

Students are expected to contribute to classroom discussions. Thoughtful participation means more than talking frequently, although this is encouraged. It means demonstrating both a knowledge of and a willingness to think critically about the assigned readings. Students are encouraged to engage not only with the professor and the material, but also with each other where appropriate. Students must remain a respect for their colleagues at all times.

Technology

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

Some course materials will be posted to the course website, managed through Pearson LearningStudio. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx).
<http://www.tamuc.edu/myleo.aspx>

Academic Dishonesty and Plagiarism

Do not engage in any of the following:

- Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
- Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct may be reported to university administration for violating the academic honesty requirements in the student handbook. They will also result in failure of the assignment in question and possibly for the course.

Course Assignments

Chronology Quizzes

Informed class participation in this course requires a basic understanding of the chronology of American history. In order to encourage this, there will be two quizzes on a list of dates and presidential election years posted to the course website.

Tests

There will be three tests consisting of multiple choice, matching, fill in the blank chronology, and short essay questions. Test questions will come from course lectures, discussions, and assigned documents.

In-class Document Discussions and Document Analyses

Students will be divided into five groups. As indicated in the course schedule, each group has been assigned four course days. The students in that group will be responsible for class discussion on that day, including that day's assigned document. On your assigned day you should sit in one of the two front rows of the class.

You will also be responsible for writing and bringing to class a hard copy of a document analysis (DA) of the day's documents to class on your assigned days. Each DA should be no more than one page long (one and a half if there are multiple authors). It should briefly summarize the document, place it in historical context, and analyze it in light of course themes. See the "How to Read Primary Source Documents" pdf posted to the course website for more details. When addressing documents with multiple authors, you should briefly summarize each separately before connecting them in your analysis. Your paper should be double spaced, in a standard font, and no more than one page in length. I will not accept digital copies or late papers without prior approval.

Film Document Analysis

In preparation for class on December 3, you will sign up for and watch (on your own time) one of the films from the provided list. You are to write and bring to class that day a document analysis of your film that addresses the following question in light of course lectures and other primary readings we have done:

How does your film reflect its historical context? To put it another way, how did historical events lead Americans respond to your movie?

You are also responsible for locating a copy of the film and for taking a screenshot from the film that you think captures its central themes. You are to email this image to me by 10 AM on the day of class. We will spend the entire class discussing these films.

Primary Source Paper

Each student will write a final 4-5 page paper. You will select one primary source from the Johnson book (it may be one we have discussed). Using this document as an anchor, you will locate two additional, primary-source documents related to a theme or issue from this first document that you wish to explore. You must have at least one source from outside the Johnson book and you must have at least two that we did not previously discuss in class. You may do four documents if you wish. After reading these documents, you are to write an argumentative paper (i.e. containing a thesis) which uses these documents as evidence. You may use and cite textbooks as background, but this is not a research paper. Students are strongly encouraged not to do any outside research in secondary material (online or at the library). You should use the citation format practiced within your major, including a works cited page or bibliography with the information for your sources and citing all quotations.

To ensure that you are on the right track, each student must submit a few sentences describing their topic and citations (with url if necessary) for their documents in class on November 5. Your paper is due on November 24. You should bring a hard copy of your paper (double spaced, 1 inch margins, 12 point Time New Roman or 11 point Calibri font) to class. Late papers will lose letter grade per 24 hour period late. You must also submit a copy to the course plagiarism checking software before I will grade your paper.

Here are some places to begin to look for primary sources outside the Johnson book
loc.gov historymatters.gmu.edu docsouth.unc.edu

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.

Procedures and Policies

Drop/Withdrawal

If you decide that you need to drop or withdrawal from this course, it is your responsibility to complete the necessary paperwork. I will not drop you from the course if you stop attending. The last day to drop the course without a grade is September 4. The last day to Q-Drop is November 20.

Electronic Devices

Students are permitted to bring laptop computers to class for the purpose of note taking. Students are NOT permitted, however, to check e-mail, use the internet, complete other assignments, update facebook profiles, or use their computer or cell phone for any purpose other than taking notes unless expressly instructed to by the professor. Please silence your phones when you arrive each day.

Email Communication

All course communications will come through your university email account. Be sure to check it regularly. You should contact me through my TAMU-C email address (Andrew.Baker@tamuc.edu). I check my email regularly between 8 am and 5 pm Monday – Saturday. I do not check my campus email on Sunday. A failure of planning on your part does not constitute a crisis on my part.

Attendance

Regular attendance is vital so success in the course. Each unexcused absence after the third will result in a loss of 30 points from a student's final grade. An unexcused absence on a day in which a student's group is up for a document discussion will count double for this purpose. Students who notify me in advance of a planned absence will be assigned an alternate document discussion day. Only medical and family emergencies and university approved absences will be excused. Normal sickness does not qualify as an emergency. Students are expected to obtain class notes from fellow students when absent. Students who show up more than ten minutes late to class will be considered absent for that day.

Make-up Work

Make-up tests will only be offered in the case of a documented medical or family emergency or an unexpected, university approved absence. Students who

anticipate university-approved absences must meet with me before the scheduled exam period to make arrangements to take it at an alternate date. Late work will be penalized a letter grade per day late (including weekends) and should be emailed to me as soon as possible.

Syllabus Changes

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu
Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

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.

Course Schedule

Week 1

September 1: Course Intro and Themes
Document: How to read a Primary Source
September 3: The New South
Document: Henry Grady on the New South (online)(G1)
Last day to drop class is September 4

Week 2

September 8: Industrialization
Document: 18-3 (Lloyd), 18-4 (Carnegie) (G2)
September 10: Industrial Labor and Immigration
Document: 19-1 (O'Donnell) (G3)

Week 3

- September 15: Gilded Age Politics
Chronology Quiz 1
- September 17: The West
Document: 17-4 (Chief Joseph) and 17-5 (Pratt) (G4)

Week 4

- September 22: Jim Crow in the U.S. South
Document: Plessy V. Ferguson (online) (G5)
- September 24: U.S. Empire
Document: 20-5 (Emilio Aguinaldo) (G1)

Week 5

- September 29: Test I
- October 1: Cities, Countryside, and Progressive Reform
Document: 19-5 (Plunkett) (G2)

Week 6

- October 6: World War I at Home and Abroad
Document: Wilson on War (online) (G3)
- October 8: 1919 and the Reactionary Years
Document 22-5 (Norvell) (G4)

Week 7

- October 13: 1920s and the Depression
Document 24-1 (Gellhorn) (G5)
- October 15: New Deal
Document: 24-2 (Letters to FDR) (G1)
- Midterm Grades Due October 19**

Week 8

- October 20: TVA
Chronology Quiz 2
- October 22: Isolation to WWII
Document: Lindberg on Isolation ([online](#)) (G2)

Week 9

- October 27: WWII
Document: 25-4 (Soldier's Letters) (G3)
- October 29: Test II

Week 9

- November 3: The Cold War
Document: 26-3 (NSC-68) (G4)
- November 5: Postwar Consumerism and Suburbanization
Document: 27-1 (Domestic Bondage of Women) (G5)
Topic and Sources Due for Primary Source Paper Due

Week 10

- November 10: The Civil Rights Movement
Document: Everything that Rises Must Converge (online) (G1)
- November 12: No Class: Writing Day
Work on your Primary Source Paper

Week 11

- November 17: Lyndon B Johnson and Liberalism
Document: LBJ Howard University Speech ([online](#)) (G2)
- November 19: Backlash and the Rise of Conservatism
Document: Nixon on Mob Rule (online) and 29-4 (Woodley in Vietnam) (G3)

Last Day to Q-Drop (November 20)

Week 12

- November 24: 1970s: An Era of Limits
Primary Source Paper Due
- November 26: Thanksgiving Break

Week 13

- December 1: Reagan and the New Conservatism
Document: Carter Crisis of Confidence (online) and Reagan's Inaugural (online) (G4)
- December 3: Post-WWII Culture
Document: 1950s-70s films (Document Analysis mandatory)

Week 14

- December 8: Post-Cold War/9-11
Document: 31-1 (National Security Strategy) (G5)

Final Exam: Thursday, December 17, 10:30 AM