



**HIST 1302.1HE (#20963)**  
**United States History from 1865**  
**Course Syllabus: Spring 2018**

**Location and Time:** T/R 12:30 pm-1:45 pm, Ferguson SS 312

**Instructor:** Dr. Andrew C. Baker

**Office Location:** Ferguson 106

**Office Hours:** M/W 2 – 4 pm, T/R 3:30 – 5:00 pm and by appointment

**Office Phone:** 903-468-8742

**Office Fax:** 903-468-3230

**University Email Address:** [Andrew.Baker@tamuc.edu](mailto:Andrew.Baker@tamuc.edu)

**Required Materials**

Matthew Avery Sutton. *Jerry Falwell and the Rise of the Religious Right*. Bedford/St. Martins, 2013.

Shane Hamilton and Sarah Phillips. *The Kitchen Debate and Cold War Consumer Politics*. Bedford/St. Martins, 2014.

Brett Flehinger. *The 1912 Election and the Power of Progressivism* Bedford/St. Martins, 2003.

The course textbook is the American Yawp, a free and open online textbook available at <http://www.americanyawp.com/>. You are expected to keep up with the textbook reading throughout the semester.

Primary source readings will be made available on the course website and through the course syllabus. PowerPoint slides are available on the course website.

**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.

- Urbanization, Immigration, and the State
- Race and Empire
- Consumerism
- Evangelicalism
- Suburban Sprawl, White Flight, and Desegregation

Student Learning Outcomes

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
3. Students will understand and practice academic honesty.
4. Students will demonstrate an understanding of societal and/or civic issues.

## 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>
Position Papers 5 x 150	750
Presentations	150
Class Participation	<u>100</u>
Total	1000

## Student Responsibilities

### Classroom Participation

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. 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 eCollege. To get started with the course, go to [myLeo](#). <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.

### Collaboration

Do not let the fear of committing plagiarism scare you away from genuine intellectual engagement and discussion with your colleagues. The best ideas will come out of such collaborative engagement, both during and outside of class. This type of collaboration should lead you to produce superior **individually written** papers.

### Position Papers

Over the course of the semester, each student will write five, 4-5 page position papers related to the five course units. While each paper will have a distinct prompt and source requirements, all will require students to draw on and appropriately cite course readings to form historically grounded arguments. See the course writing guide for more details on formatting and style. Specific instructions for each unit paper will be provided on the unit overview on eCollege. You must submit a digital copy to the eCollege dropbox in addition to bringing a paper copy to class. These papers will be evaluated for insight, argument, use of evidence, and clarity of presentation—in that order of importance. After receiving their graded paper, students are strongly encouraged to resubmit a digital copy (with word's track changes feature) within a week after receiving their initial grade for regrading.

### Presentations

Over the course of the semester, students will have be required to present their arguments and the results of their research to the class. The format of these presentations will vary depending on the unit, but all must demonstrate a depth of research and a commitment to communicating clearly and concisely. Above all, these presentations should not waste the time of your colleagues and professor. The single course grade for presentations will reflect a student's success in all such activities over the course of the semester.

### 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.

#### 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 participation grade. Only medical and family emergencies and university approved absences will be excused. Normal sickness does no not qualify as an emergency and will only be excused with a doctor's note. 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. A student who

misses a day in which they are to present will have to arrange an alternate assignment with the professor, in advance if possible. Failure to do so will significantly hurt your participation and presentation grades.

#### Make-up Work

Position papers will be penalized one letter grade per day late, including weekends, to a maximum penalty of half the points available for the assignment. Students who anticipate university-approved absences must make arrangements to complete the work at an alternate time.

#### Syllabus Changes

The syllabus is a plan, not a contract. Circumstances and events, including 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 as far in advance as is practicable.

#### 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, Gee Library, Room 162  
(903) 886-5150 or (903) 886-5835 phone  
(903) 468-8148 fax

Email: [Rebecca.Tuerk@tamuc.edu](mailto: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.

#### Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

(<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer).

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## Course Schedule

January 16 Course Introduction

Unit 1: 1912

January 18: Industrialization

Read: Carnegie, Gospel of Wealth ([online](#)) and Lloyd ([online](#))

Yawp: [Chapter 16](#)

January 23: Progressivism

Read: Thomas O'Donnell ([online](#)) and Riordon, *Plunkitt of Tammany Hall*,  
Page 3-10, 167-183 ([Google Books](#))

Yawp: [Chapter 18](#)

January 25: In-Class Planning Day

Read: Flehinger, Part 1

January 30: Debate 1: The Trust Problem

Read: Flehinger, Part 2

February 1: Debate 2: Business, Politics, and Corruption

Read: Flehinger, Part 2

February 6: Vote and debriefing

Paper 1 Due

Unit 2: Empire

February 8: The 1890s

February 13: Civilization and Savagery

Read: Richard Pratt ([online](#)) and Ida B. Wells on Lynching ([online](#))

February 15: The US in a World of Empires

Read: Yawp: [Chapter 19](#)

February 20: Debate: Annexing the Philippines

February 22: Debate: Annexing the Philippines

February 27: Vote and Debriefing

Paper 2 Due

Unit 3: Containment and Consumerism

Yawp: [Chapter 26](#)

March 1 Cold War Intro

Yawp: [Chapter 25](#)

Watch: Dr. Strangelove

March 6: Kitchen Debate

Read: H&P 1-11, Document Section 1

March 8: Consumers and Consensus

Read: H&P 11-17, Document Section 2

March 13: Spring Break

March 15: Spring Break

March 20: An Easier Life for our Housewives

Read: H&P 17-24, Document Section 3

March 22: Down on the Farm

Read: H&P 24-32, Document Section 4

Unit 4: Race in Dallas

March 27: Desegregating Dallas

Read: Brian D. Behnken, "The 'Dallas Way': Protest, Response, and the Civil  
Rights Experience in Big D and Beyond," *Southwestern Historical  
Quarterly* 111 (July, 2007), 1-29.

Paper 3 Due

March 29: Desegregating Dallas

Read: Student Primary Sources

Watch: Dallas at the Crossroads (youtube)

April 3: Integrating Dallas

Read: Gerald McCorkle, "Busing Comes to Dallas Schools," *Southwestern Historical Quarterly* 111 (January 2008), 305-33

April 5: Integrating Dallas

Read: Student Primary Sources

April 10: Dallas and Dallas ISD since 1980

Read: Student Primary Sources

April 12: Dallas Postscript

Paper 4 Due

Unit 5: Evangelicals

April 17: 1960s+70s cultural politics

Yawp: [Chapter 28](#) and [Chapter 29](#)

April 19: Race and Religion

Read: Sutton, Part 1 and Document Sections 1-2

April 24: God in the Schools and Family

Read: Sutton, Document Sections 3-4

April 26: Jimmy Carter and Evangelicals

Read: Carter at NYC ([here](#)) and at Salt Lake ([here](#))

Read: Sutton, Documents 22-24

May 1: Ronald Reagan and Evangelicals

Read: Sutton, Documents 25-26

May 3: Decision Day – Carter or Reagan

Paper 5 Due

Final Exam: See the Registrar's Webpage for Date and Time  
Q&A about modern politics and US history