



HIST 553. 01E: Modern America COURSE SYLLABUS: Spring, 2018

Instructor: Derrick McKisick, Ph.D.

Office Location: Ferguson Social Sciences #119

Office Hours: T 8:00 am-9:00 am / 12:30 pm -1:30 pm and R 2:00 pm – 4:30 pm

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Adams, David W. Education for Extinction: American Indians and the Boarding School Experience. ISBN: 978-070060838-6

Ashworth, John. Slavery, Capitalism, and Politics in the Antebellum Republic (Volume 1: Compromise, 1820-1850). ISBN: 0-521-47994-0

Blight, David. Race and Reunion: The Civil War in American Memory. ISBN: 0-674-00332-2

Cronon, William. Nature's Metropolis: Chicago and the Great West. ISBN: 978-0-393-30873-0

Harlan, Louis R. Booker T. Washington: Volume 2: The Wizard of Tuskegee, 1901-1915. ISBN: 0-19-504229-8

McGerr, Michael. A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920. ISBN: 978-0195183658

Flemster, Crystal. Southern Horrors: Women and the Politics of Rape and Lynching. ISBN: 978-0674061859

Painter, Nell Irvin. Standing at Armageddon: The United States, 1877-1917. ISBN:978-0393331929

West, Elliott. The Last Indian War: The Nez Pearce Story. ISBN: 978-0199769186

Wood, Amy Louise. Lynching and Spectacle: Witnessing Racial Violence in America, 1890-1940. ISBN: 978-0-393-33192-9

Selected downloadable journal articles will be made available through the course's eCollege site.

Optional

Rampolla, Mary L. A Pocket Guide to Writing History. New York: Bedford/St. Martin's, 2012.

16th Edition of the Chicago Manual of Style

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Course Description

This course traces the development of modern America from sectionalism thru the end of WWI. Within these critical years, the United States emerged from a country severely divided on the issues surrounding race, rebellion, reconstruction, and finally, reform to one that had been transformed thorough immigration, urbanization, and industrialization into a leading world power. Over the course of the semester, this class will examine the events and historical interpretations that are at the heart of the historical understanding of this critical period in the transformation of the United States.

Student Learning Outcomes

1. Student will develop a familiarity with the historiographical development of American History from Reconstruction to the end of World War I.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Required Reading: All students will be required to read and to discuss the assigned books. The books are available for purchase at the campus bookstore, internet websites (Amazon), and at a variety of regional retailers.

TURNITIN.COM: All typed assignments, exams, papers, and reviews must be uploaded to the appropriate listing of the course's dropbox. Each assignment dropbox automatically uploads the work to turnitin.com for plagiarism checking. This is a requirement for the course, and the students will not receive a grade until they have completed this process.

Writing Assignments

All writing assignments must be typed in 12 pt. New Times Roman font, doubled spaced, stapled and paginated with a 1" margin. Additionally, all assignments must include, on the first page, your name, assignment, my name, course number, and date. Students must submit an electronic copy to dropbox that turnitin.com can analyze and a paper copy to the instructor. If the student does not do both, the assignment will not be graded, and the student will receive a zero.

Attendance

Class attendance will be a part of your participation grade. All students will begin with 20 participation points. Starting with the second unexcused absence your attendance score will drop by ten points and after the fourth missed class, there will be a five point penalty for each additional missed class.

Essays

The students of this course are required to complete several essays during the course of the semester and to write book reviews for each of the assigned books. Book reviews are due on the day the book is discussed. Students must provide a paper copy to the professor and submit an electronic copy to the dropbox. Each student is required to complete two reception reports for books assigned during the semester. The book review and reception reports guides will be posted in docsharing.

Student Presentation

All students are required to make a class presentation regarding their research paper. Each presentation should include: a brief statement regarding the historical relevance of the topic, a statement of the research question, an analysis of the different historical arguments on the topic, a discussion of the primary and secondary sources, and finally, statement of the student's position. Additionally, all presentations must include a PowerPoint presentation. The presentations will last approximately 10-15 minutes.

Participation

The student's participation grade will be earned through taking part in classroom discussion sessions and attendance. Each student will lead discussions, participate in group led discussions, and present their own research. Although the student will not have a designated discussion leader role in each class, all students are encouraged to be prepared to participate fully in the class discussion and be prepared, if called upon, to take part in the class discussion. Class disruptions will not be tolerated. Each student will have one unexcused absence, for each additional absence the student will be docked ten points from their grade.

Late Submissions

All students are required to submit their assignment to the class dropbox and provide a hard copy on the day the assignment is due to the professor. For the book reviews and reception report, there will be a five-point penalty for each day the assignment is late. For the paper proposal and final paper, there is a ten-point penalty for each the day the assignment is late. The assignment is not complete unless the student has submitted an electronic copy to the dropbox and a hard copy to the professor.

Turnitin

It is the student's responsibility to submit all written work to Turnitin.com, which is part of the ecollege dropbox system. Any work not successfully submitted thru Turnitin.com will be given a zero. If you have any questions, please do not hesitate to ask.

Historiographical Paper

A twenty to twenty-five page research paper is required of all students in the course. Students are free to consider any topic within the course theme, but the topic must be cleared with the instructor. The paper must have twenty secondary sources (history monographs- books and peer-reviewed journal articles). Students will turn in a prospectus (50 points) during the seventh week of class. A late proposal and final paper will be docked (10 points) per day, regardless of the excuse. Bibliography and footnotes or endnotes are required in the prospectus and final draft of the paper in accordance with *The Chicago Manual of Style* or Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

GRADING

Course Requirements

Book Review x 5	100 pts.
Reception Paper x 5	100 pts.
Historiographical Proposal	50 pts.
Historiographical Paper	100 pts.
Presentation	30 pts.
Participation	20 pts.

Grades

A 400- 359 (100%-90.00%); B 358-319 (89.99%-80.00%); C 318-278 (79.99-70.00%), D 276-238 (69.99-60.00), F 237 (59.99- below)

The grading criteria of all written work will be based on the following descriptions:

A = Superior mastery of content and reading material; clear organization and factual accuracy; innovative interpretation or argument that responds to the specific directions of the assignment, test, or essay; clearly written and great use of sources.

B = Excellent command of the content and reading material; factual accuracy, a generally solid historical argument backed with specific relevant evidence and sufficient use of sources.

C = Average command of content material; reasonable factual accuracy; ability to produce a specific argument that may not correctly reflect the argument of the selected sources.

D = Poor command of content and failure to follow directions; historical errors of fact; no real argument driving the essay.

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 dialup)

Word Processor (i.e. MS Word)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems. Students using Google Chrome report consistent errors and failure to load. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University – Commerce. To get started with course, go to: <https://leo.tamuc.edu>.

Before you start, you will need you CWID and password to log in to the course. If you do not know you CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Students are encouraged to make use of the Instructors office hours. Otherwise, I will respond to emails within 24 hours Monday thru Friday between the hours of 9 to 5. Any emails sent on the weekend will be answered at my discretion.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Texas A&M- Commerce does not tolerate plagiarism and other forms of academic dishonesty. “Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one’s own), cheating on exams or other course assignments, collusion (unauthorized collaboration with other in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials are serious offenses and may be punished by failure on the exam or the paper, failure in the course, and /or expulsion from the university. Cheating would include any communication between students during an exam concerning exam questions, looking at another student’s exam for the purpose of obtaining information about the exam, or using any material that might assist the student with answering a question. The instructor reserves the right to question any individual he suspects may have engaged in plagiarism or cheating.

<http://www.plagiarism.org>

University Specific Procedures

ADA Statement

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

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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 OUTLINE / CALENDAR

Week One (Feb. 1): Introduction, Historical Background and Focus of the Course

Required Readings:

Jack P. Maddex, Jr., "Proslavery Millennialism: Social Eschatology in Antebellum Calvinism," *American Quarterly*, Vol. 31, No. 1 (1979): 46-62.

Thomas L. Haskell, "Capitalism and the Origins of the Humanitarian Sensibility, Part I," *AHR*, Vol. 90, No. 2 (1985): 339-361.

Douglas R. Egerton, "Markets without a Market Revolution: Southern Planters and Capitalism," *JER*, Vol. 16, No. 2 (1996): 207-221.

James L. Hudson, "Abolitionists, Political Economists, and Capitalism," *JER*, Vol. 20, No. 3 (2000): 487-521.

Bruce Levine, "Conservatism, Nativism, and Slavery: Thomas R. Whitney and the Origins of the Know-Nothing Party," *JAH*, Vol. 88, No. 2 (2001): 455-488.

Gavin Wright, "Slavery and American Agricultural History," *Agricultural History*, Vol. 77, No. 4 (2003): 527-552.

Week Two (Feb 8): Antebellum America: Compromise, Cotton, and Capitalism

John Ashworth, *Slavery, Capitalism, and Politics in the Antebellum Republic* (Volume 1: Compromise, 1820-1850). (Book Review)

Lois E. Horton, "From Class to Race in Early America: Northern Post-Emancipation Racial Reconstruction," *JER*, Vol. 19, No.4 (1999)

Lacy K. Ford, Jr., "Making the 'White Man's Country White': Race, Slavery, and State building in the Jacksonian South," *JER*, Vol. 19, No. 4 (1999):713-737.

Edward Pessen, "How Different from Each Other Were the Antebellum North and South," *AHR*, Vol. 85, No. 5 (1980): 119-149.

James L. Hutson, "Property Rights in Slavery and the Coming of the Civil War," *JSH*, Vol. 65, No, 2 (1999): 249-286.

Manisha Sinha, "The Caning of Charles Sumner: Slavery, Race, and Ideology in the Age of the Civil War," *JER*, Vol. 23, No. 2 (2003): 233-262.

Walter Johnson, "The Pedestal and the Veil: Rethinking the Capitalism/Slavery Question," *JER*, Vol. 24, No. 2 (2004): 299-308.

Week Three (Feb 15): The American Civil War and Reconstruction

Eric Foner, "The Meaning of Freedom in the Age of Emancipation," JAH, Vol. 81, no. 2 (1994): 435-460.

Akiko Ochiai, "The Port Royal Experiment Revisited: Northern Visions of Reconstruction and the Land Question," NEQ, Vol. 74, No. 1 (2000): 94-117.

Robert C. Lieberman, "The Freedmen's Bureau and the Politics of Institutional Structure," SSH, Vol. 18, No. 3 (1994): 405-437.

Claudio Saunt, "The Paradox of Freedom: Tribal Sovereignty and Emancipation during the Reconstruction of Indian Territory," JSH, Vol. 70, No. 1 (2004): 63-94.

Steven Hahn, "Class and State in Postemancipation Societies: Southern Planters in Comparative Perspective," AHR, Vol. 95, No. 1 (1990): 75-98.

Sven Beckert, "Emancipation and Empire: Reconstruction the Worldwide Web of Cotton Production in the Age of the American Civil War," AHR, Vol. 109, No.5 (2004): 1405-1436.

Harold Woodman, "The Political Economy of the New South: Retrospect and Prospects," JSH, Vol. 67, No. 4 (2001): 789-810.

Jacqueline Jones, "Labor and the Idea of Race in the American South," JSH, Vol. 75, No. 3 (2009): 613-626.

Week Four (Feb 22): Post-Reconstruction

Required Reading: David Blight, Race and Reunion: The Civil War in American Memory (Reception Report)

Proposal Due

Week Six (March 1): Westward Expansion

Required Reading: William Cronon, Nature's Metropolis: Chicago and the Great West. (Book Review Due)

Week Seven (March 8) : Greater Reconstruction

Required Reading: Elliott West, The Last Indian War: The Nez Perce Story. (Book Review Due)

Week Eight (March 15): Assimilation and Education

Required Reading: Adams, Education for Extinction: American Indians and the Boarding School Experience. (Reception Report)

Week Nine (March 29): Gender, Violence, and Culture in Post-Reconstruction America

Crystal Fiemster, Southern Horrors: Women and the Politics of Rape and Lynching. (Book Review)

Week Ten (April 5): Race and the United States

Amy Louise Wood, Lynching and Spectacle: Witnessing Racial Violence in America, 1890-1940. (Reception Report)

Week Eleven (April 12): The Nadir

Louis R. Harlan, Booker T. Washington: Volume 2: The Wizard of Tuskegee, 1901-1915. (Reception Report)

Week Twelve (April 19): A Revolt

Nell Irvin Painter, Standing at Armageddon: A Grassroots History of the Progressive Era. (Book Review)

Week Thirteen (April 26): The Progressives

Michael McGerr, A Fierce Discontent: The Rise and Fall of the Progressive Movement in America. (Reception Report)

Week Fourteen (May 3): Presentations

Final Paper Due (May 10)

Instructor Rights: I reserve the right to modify/change this syllabus, as needed, over the course of the semester.