



HIST 1302.01E US History From 1865

COURSE SYLLABUS: Fall 2019

INSTRUCTOR INFORMATION

Instructor: Dr. Ricky Dobbs, Associate Provost
Office Location: BA 280
Office Hours: RF 2:30-4:00 or by appointment
Office Phone: 903-468-8787
Office Fax: 903-886-5019
University Email Address: Ricky.Dobbs@tamuc.edu
Preferred Form of Communication: **email**
Communication Response Time: within 24 hours, except weekends

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: None. Required readings will be provided via D2L.
Software Required: None
Optional Texts and/or Materials: None

Course Description

HIST 1302 is a broad interdisciplinary course in the historical development of the United States and North America from 1865. Assignments will focus on reading, writing and analysis.

A day-by-day retelling of the American story is not possible. Instead, a narrative will be constructed that helps students understand the past's role in shaping modern America. This course is less about past facts than it is about understanding the present.

Student Learning Outcomes

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.

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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.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need access to a personal computer or laptop. Students must be able to access the internet. Students should be proficient in a commercially available word processing program (Microsoft Word, GoogleDocs). Students should have access to a commercially available presentation software (PowerPoint, Prezi).

Instructional Methods

We will use a variety of instructional methods in this course. Student learning relies heavily upon student participation. I can only help you with what you do not know or cannot do if you tell me!

Lecture—Most days there will be a lecture of 20-30 minutes about the day's topic. This lecture should then produce:

Discussion/Questions—Students ask questions or start a conversation with the instructor to make clearer and more understandable something covered in lecture. We will also discuss the five document packets in D2L during the course of the semester.

Reading—Reading starts with the syllabus, but then moves on to reading the tips for success provided in D2L. Before each class, students need to read the Glossary items assigned for that day. These are usually brief definitions to help you understand what will be covered in lecture. There are also five document packets in D2L students must read and analyze during the course of the semester.

Group Work—You will participate in three group work opportunities during the semester. These will require you to use historical information, your own creativity, and strengths of your teammates to solve a problem or make meaning of information.

Exams & Quizzes-- You will demonstrate your learning on four major examinations five reading quizzes during the course of the semester. Examinations are over lecture and readings; quizzes are over assigned readings only.

Office Hours—You can learn any time you wish by coming to visit your professor during office hours.

Student Responsibilities or Tips for Success in the Course

Advice can be found in the sections under "Syllabus" in D2L. There I give you specifics about how to succeed in our course, information about what I want to try to teach you, and how to prevent plagiarism. These plus this syllabus represent your best guide to doing well. You'll even find an extra credit quiz over this support information that adds points to your grade.

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That information is more detailed, but reduced to six points your tips for success are:

1. Do your reading before coming to class.
2. Come to class.
3. Ask questions over anything you are unsure about.
4. Do your own work, and only your own work, even when you are worried it's not good enough. Behave with integrity.
5. When something doesn't go well, don't give up. Come get help.
6. Repeat 1-5.

GRADING

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

A = 315 or more points (350 points total)

B = 280-314 points

C = 245-279 points

D = 210-244 points

F = Less than 210 points

Assignments and grading are set up assuming that learning how to do college is not always easy for everyone. That means that the point value of assignments will increase as the semester goes on. If you struggle early trying to learn the ropes, then it won't hurt you as much. If you do well early on, you are banking points that come easy for you, but you can't slack off at the end.

Assessments

Assignments in this course are not just about finding out whether or not you know the material. They are also intended to teach you and allow you to practice the skills listed in the Student Learning Outcomes section above. There are four assignment types, and they include individual and group work. A description of each is listed below.

Examinations—There are four exams for this course, including the final. All exams together count 100 points. Each exam is made up of item identification questions and an essay. Exams are all-written. Exams are held in-class on designated days. I provide you review materials before each exam in D2L. To help you get better over time, I gradually increase the point value of exams across the semester: Exam 1 (10 points); Exam 2 (20 points), Exam 3 (30 points), and the Final Exam (40 points).

Quizzes—There are five quizzes during the course. All quizzes together count 75 points. Each quiz is over a set of readings provided in D2L. Each set of readings consists of 1-4 primary documents. These are made available to you well in advance. We discuss them in class. Then, you have a window during which to take four of these

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outside class. Your fifth quiz you will take in person the day of the final. Just like the exams, I gradually increase the value of the quizzes. Quiz 1 (Gilded Age) is five points; Quiz 2 (Progressive Era) is ten points; Quiz 3 (World War II) counts fifteen points, and Quiz 4 (Consensus Era) is worth twenty points. Quiz 5 (Home Stretch) is worth twenty-five points.

Simulation—Our course simulation is a large group project that has two major pieces: a presentation (group work) and an individual paper (individual work). In the simulation, we break into teams and “play” the early years of the Cold War, with each team representing a country or region of the world. Each team has resources and uses those, working with other teams, to try to achieve its goals. The presentation is the team’s story of their experience of our Cold War. The paper allows each team member demonstrating what they learned through the simulation. Papers will be graded against a rubric provided later in the semester. The simulation is worth 100 points. The group presentation grade is worth fifty points, and the essay is worth fifty points.

Meme/Ted Talk—Your simulation group will reunite to develop a meme or five-minute Ted Talk video over a particular term or question in advance of your final exam. The project requires your team to document your research. Everyone can use these to study for the final. Each project will be evaluated against a rubric provided later in the semester. This assignment is worth seventy-five points.

Bonuses and Un-Bonuses— In addition to your assignments, there are four opportunities for your grade to be strengthened (or weakened) during the semester.

1. Pre-Course Quiz-- This short quiz allows you to earn up to ten extra points on your final point total. All you have to do is read the material under the Syllabus heading in D2L. You will then have twenty minutes to complete a short quiz.
2. Plagiarism Quiz—You take a brief course and then a quiz from the University of Indiana (follow instructions under “Stopping Plagiarism Before It Starts” in the “Syllabus” section of our course. You complete the course, print your certificate, and turn it in to me. If you don’t, you lose ten points (letter grade) on your simulation essay.
3. Rate My Colleague Survey— A lot of people *HATE* group work. But group work is going to be a part of your life until you retire. To be a beneficial part of any organization and to keep a job in the future you will need to work well with your team. That means doing your share and having a good attitude. Your team members on both the Simulation and Meme/Ted Talk will rate you on five aspects of teamwork. That will produce a score of .00 to 1.00. I will multiply your group grade for both the Simulation and Meme/Ted Talk by your teamwork score. So if your group earns fifty points for the Simulation presentation, but rates you at .75 that means you only get thirty-eight points of the fifty possible.

The chart below shows how your various assignments connect to the student learning outcomes for this course:

The syllabus/schedule are subject to change.

Outcome:	Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.	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.	Students will understand and practice academic honesty.	Students will demonstrate an understanding of societal and/or civic issues.
Exams	X	X	X	X
Quizzes	X	X	X	X
Simulation Presentation	--	X	X	--
Simulation Essay	X	X	X	X
Meme/TedTalk	--	X	X	X
Plagiarism Unit/Quiz	--	--	X	--

The X marks above indicate the areas where the most emphasis will be placed on these skills.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

The syllabus/schedule are subject to change.

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The easiest way to reach me is through email. I will answer within twenty-four hours, except on weekends or over holidays.

I will try to come to class early to visit, and I will usually stick around a bit after. I am also always glad to visit with you during my office hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

The policies below are how I conduct my course to help you learn and me to stay on top of everything.

1. Attendance—You need to be in class because you paid to be there, because it's the best way to do well, and because I am your text book. Periodically, I reward attendance (see Extra Credit below).
2. Excused absences/late work—If you miss an assignment because of a University-recognized reason (illness, death in immediate family, verified court date, or University-sponsored event) I will work with you to make up work. It is your responsibility to

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provide me notice in writing of an absence you know about in advance, and/or to get with me afterward to work out a solution. I am not going to seek you out.

3. Extra Credit—If I see attendance is low or I just feel like it I will do something to reward attendance—maybe give five points or let the class know in advance a question on the next exam. I do not give extra credit on an individual basis. It is to everyone or no one.

4. Academic Integrity—I follow the University policy on academic integrity. I reserve the right to respond to infractions with any punishment available within the policy.

5. Respect—Show respect to others. I will try to model respect in all things. Respect does not mean everyone will always agree. Respect just means we will treat each other with the decency human beings have a right to expect from one another.

Syllabus Change Policy

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.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- 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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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 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](#)

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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

I will try to follow this calendar through the semester. Things happen in your lives and they happen in mine. Sometimes, we may need to revise the schedule. I will always do so in a way that benefits you.

There are five sections of this course, and twenty-five units distributed across those five sections.

Day	Date	Topic	Specific Instructions
M	August 26, 2019	Course Intro	Read Syllabus
W	August 28, 2019	Gilded Age, Units 1 & 2	Read Glossary for Units 1 & 2
F	August 30, 2019	Gilded Age, Units 1 & 2	Read Glossary for Units 1 & 2
M	September 2, 2019	LABOR DAY HOLIDAY	Rest
W	September 4, 2019	Gilded Age, Unit 3	Read Glossary for Unit 3
F	September 6, 2019	Gilded Age, Unit 4	Read Glossary for Unit 4
M	September 9, 2019	Gilded Age Document Discussion	Read Gilded Age Documents
M	September 9, 2019	Gilded Age Document Quiz Opens, 10 AM	Allowed 30 Minutes to Take Quiz
W	September 11, 2019	Gilded Age Document Quiz Closes, 9:00 AM	NA
W	September 11, 2019	Gilded Age Election Game	Read your team profile. Teams assigned September 9.
F	September 13, 2019	Gilded Age Unit 5	Read Glossary for Unit 5
M	September 16, 2019	Progressive Era, Units 6 & 7	Read Glossary for Units 6 & 7
W	September 18, 2019	Progressive Era Documents Discussion	Read Progressive Era Documents
W	September 18, 2019	Progressive Era Document Quiz Opens 10:00 AM	Allowed 30 Minutes to Take Quiz
F	September 20, 2019	Progressive Era Document Quiz Closes 9:00 AM	NA
F	September 20, 2019	Progressive Era, Unit 8	Read Glossary for Unit 8
M	September 23, 2019	Progressive Era, Unit 9	Read Glossary for Unit 9
W	September 25, 2019	Progressive Era, Unit 10	Read Glossary for Unit 10
F	September 27, 2019	Depression/World War II, Unit 11	Read Glossary for Unit 11

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M	September 30, 2019	EXAM 1 IN CLASS	Consult study guide for Exam 1
W	October 2, 2019	Depression/World War II, Unit 12	Read Glossary for Unit 12
F	October 4, 2019	Depression/World War II, Unit 13	Read Glossary for Unit 13
M	October 7, 2019	Depression/World War II, Unit 14	Read Glossary for Unit 14
W	October 9, 2019	Depression/World War II, Unit 15	Read Glossary for Unit 15
F	October 11, 2019	Depression/World War II Documents Discussion	Read Depression/World War II Documents
F	October 11, 2019	Depression/World War II Documents Quiz Opens 10:00 AM	Allowed 30 Minutes to Take Quiz
M	October 14, 2019	Depression/World War II Documents Quiz Closes 9:00 AM	NA
W	October 16, 2019	EXAM 2 IN CLASS	Consult study guide for Exam 2
F	October 18, 2019	Consensus Era Unit 16	Read Glossary for Unit 16
M	October 21, 2019	Consensus Era, Unit 17	Read Glossary for Unit 17
M	October 23, 2019	Consensus Era Documents Discussion	Read Consensus Era Documents
W	October 23, 2019	Consensus Era Documents Quiz Opens 10:00 AM	Allowed 30 Minutes to Take Quiz
W	October 25, 2019	Consensus Era Documents Quiz Closes 9:00 AM	NA
F	October 25, 2019	SIMULATION DAY 1 (Teams and Introduction)	Read Simulation Unit and Rules
M	October 28, 2019	SIMULATION PLAY DAY 1	NA
W	October 30, 2019	SIMULATION PLAY DAY 2	NA
F	November 1, 2019	SIMULATION PLAY DAY 3	NA
M	November 4, 2019	TEAM PRESENTATION WORK DAY	NA
W	November 6, 2019	SIMULATION PRESENTATIONS DAY 1	Consult Instructions on Presentations
F	November 8, 2019	SIMULATION PRESENTATIONS DAY 2	NA
M	November 11, 2019	Consensus Era, Unit 18	Read Glossary for Unit 18
W	November 13, 2019	Consensus Era, Unit 19	Consensus Era, Unit 19
F	November 15, 2019	Consensus Era, Unit 20	Consensus Era, Unit 20
M	November 18, 2019	EXAM 3 IN CLASS	Consult study guide for Exam 3
W	November 20, 2019	Home Stretch, Unit 21	Read Glossary for Unit 21
F	November 22, 2019	Home Stretch, Unit 22	Read Glossary for Unit 22
F	November 22, 2019	SIMULATION ESSAY DUE 5:00 PM	Consult Instructions on Essays
M	November 25, 2019	Home Stretch, Unit 23	Read Glossary for Unit 23
W	November 27, 2019	RELEASED FOR THANKSGIVING	NA
F	November 29, 2019	RELEASED FOR THANKSGIVING	NA
M	December 2, 2019	Home Stretch. Units 24 & 25	Read Glossary for Units 24 & 25
W	December 4, 2019	Home Stretch Documents Discussion	Read Home Stretch Documents
W	December 4, 2019	MEME/TED TALKS DUE 5:00 PM	Consult Instructions on Memes/Ted Talks
F	December 6, 2019	In Class Review	NA
W	December 11, 2019	FINAL EXAM 8:00-10:00	Consult Memes/Ted Talks and study guide for Final

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W	December 11, 2019	Home Stretch Documents Quiz, 8:00-10:00	NA
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