



**HIST 1302.11E (#21584)
United States History from 1865
Course Syllabus: Spring 2020**

Location and Time: T/R 2:00 pm-3:15 pm, SS 150
Instructor: Dr. Andrew C. Baker
Office Location: Ferguson 106
Office Hours: M 2 – 5 pm, T/R 3:30 – 4:30 pm and by appointment
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Required Materials

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.

- Immigration, Labor, and Industrialization
- Race and Empire
- Politics and Political Realignment
- Why We Fight and How it Transforms the Nation

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> |
|--------------------------------|---------------|
| Textbook Posts (15 x 12 pts) | 180 |
| Tests (4 x 75 pts) | 300 |
| Document Analysis (4 x 40 pts) | 160 |
| Primary Source Paper | 150 |
| Paper Proposal | 10 |
| Document Quizzes | 100 |
| Class Participation | <u>100</u> |
| Total | 1000 |

Course Assignments

Textbook Posts

For each chapter of the American Yawp textbook students will be responsible for posting a 150 word answer to the question listed on the D2L discussion forum. In addition each student is responsible for posting a 75 word response to another student's contribution. These posts are worth a total of 12 points and will be evaluated using the rubric on D2L. There are 16 textbook chapters. I will drop the lowest grade out of the 16 textbook posts.

Tests

There will be four tests consisting of document analysis questions and short essays. Each test will be taken in class and will be worth 75 points. Test answers should draw on material from course lectures, discussions, textbook readings, and assigned documents. See the guide on D2L for more information.

In-class Document Discussions

On most class days students will be responsible for reading and discussing the primary source document listed for that day. Students should come prepared to discuss the author, audience, context, and argument of the document. Students will demonstrate that they have read these documents through test questions in-class pop-quizzes. These quizzes may only be made up in the case of an excused absence.

Document Analyses

Over the course of the semester each student will complete three Document Analysis (DA) assignments. For each DA You will select a primary source document from the list provided on D2L. You will read the document and write a one-page paper briefly summarizing the document, placing it in historical context, and analyzing it in light of course themes. You must turn in a printed copy of the assignment on the day indicated in the syllabus. See the "How to Read Primary Source Documents" document posted on D2L for more details. Your paper should be double spaced, in a standard font, and no more than one page in length. Late papers will be penalized one letter grade per day to a minimum of half credit. These Document Analysis assignments will form the basis for your final paper.

Film Analysis (Document Analysis #4)

Near the end of the semester students will sign up for and watch (on your own time) one of the films from the provided list. Each is available either through the library or online streaming services. We will spend a class discussing these films. You are to select one line/quotation from the movie and use it to anchor a one-page document analysis on the movie that answers 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?

The Graduate (1967) (Gee Library DVD 1752)
One Flew over the Cuckoo's Nest (1975) (Gee Library VHS 4280)

Dr. Strangelove (1964) (Gee Library DVD 1469)
Planet of the Apes (1968) (Gee Library DVD 1801)
Dirty Harry (1971)
Soylent Green (1973)
Stepford Wives (1975) (Gee Library 2223)
Red Dawn (1984)

Primary Source Paper

The final paper for the class will require each student to select three primary source documents (from the Yawp reader and/or online) on historical topic or theme of your choosing that relates to the course. Your topic must be historical and must be focused between 1877 and 2001.

- You may use no more than one document that you previously wrote about for class.
- You must have at least one source not covered in class

After reading these documents, you are to write a 4-5 page argumentative paper (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. Your paper should include a title and a bibliography/works cited page.

To ensure that you are on the right track, each student must submit a short paragraph describing their topic and citations (with url where applicable) for their documents in class on the date indicated in the syllabus schedule. On the paper due date, you must bring a paper copy of your paper (double spaced, 1 inch margins, 12 point Time New Roman or 11 point Calibri font) to class **and** submit a copy to the course plagiarism checking software. You must also submit a completed Academic Honesty Quiz through D2L or in print with your paper. Late papers will lose letter grade per 24 hour period late.

Here are some places to begin to look for primary sources.

- loc.gov
- historymatters.gmu.edu
- docsouth.unc.edu
- <https://dp.la/primary-source-sets/>

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.

Course Schedule

Week 1

- January 14: Course Intro
 January 16: The New South
 Textbook Post, Yawp: [Chapter 15](#)

Week 2

- January 21: How to Read Documents
 Doc.: Henry Grady, To the New England Club, 1886 ([online](#))
 Doc.: How to read a Primary Source
 January 23: Industrialization
 Doc.: Carnegie, Gospel of Wealth ([online](#))
 Textbook Post, Yawp: [Chapter 16](#)

Week 3

- January 28: Industrial Labor and Immigration
 Doc: Lloyd, "Wealth and Commonwealth" ([online](#))
 Textbook Post, Yawp: [Chapter 18](#)
 January 30: Gilded Age Politics and Unions
 Doc.: Thomas O'Donnell ([online](#))

Week 4

- February 4: Progressivism
 Doc.: *Plunkitt of Tammany Hall*, Page 3-10, 167-183 ([Google Books](#))
 Textbook Post, Yawp: [Chapter 20](#)
 February 6: Test 1

Week 5

- February 11: The West
 Doc.: Richard Pratt ([online](#))
 Textbook Post, Yawp: [Chapter 17](#)
 February 13: Jim Crow
 Doc.: Ida B. Wells on Lynching ([online](#))

Week 6

- February 18: U.S. Empire
 Textbook Post, Yawp: [Chapter 19](#)
 Document Analysis 1 Due
 February 20: World War I at Home and Abroad
 Doc.: Wilson on War (D2L)

Week 7

- February 25: 1919 and the Reactionary Years
 Textbook Post, Yawp: [Chapter 21](#)
 February 27: Test 2

Week 8

- March 3: 1920s and the Depression
 Textbook Post, Yawp: [Chapter 22](#)
 March 5: New Deal
 Doc.: FDR Fireside Chat April 14, 1938 (D2L)
 Textbook Post, Yawp: [Chapter 23](#)

Week 9

- March 10: Spring Break

- March 12: Spring Break
- Week 10
March 17: Tennessee Valley Authority
Document Analysis 2 Due
Doc.: Paper Guide on D2L
- March 19: Isolationism to World War II
Textbook Post, Yawp: [Chapter 24](#)
- Week 11
March 24: World War II and Reconversion
Doc.: David Talbot Interview ([online](#))
- March 26: Vietnam and the Cold War
Doc.: NSC-68 (p. 4-12)([online](#))
- Week 12
March 31: Review/Catch-up
Topic and Sources Due for Primary Source Paper via Dropbox
Textbook Post, Yawp: [Chapter 25](#)
- April 2: Test 3
- Week 13
April 7: Civil Rights Movement in the South
Doc.: King, "I Have a Dream" ([online](#))
Textbook Post, Yawp: [Chapter 26](#)
- April 9: Civil Rights goes National
Doc.: LBJ Howard University Speech ([online](#))
Textbook Post, Yawp: [Chapter 27](#)
- Week 14
April 14: Conservative Backlash
Document Analysis 3 Due
- April 16: 1970s: An Era of Limits
Textbook Post, Yawp: [Chapter 28](#)
- Week 15
April 21: Family Values and Multicultural America
Doc.: Reagan speaks to Evangelicals ([online](#))
Textbook Post, Yawp: [Chapter 29](#)
- April 23: Post-WWII Culture through Film
Film Analysis due
- Week 16
April 28: From the Cold War to the War on Terror
Doc.: Bush, Axis of Evil (D2L)
Textbook Post, Yawp: [Chapter 30](#)
- April 30: Catch-up Day
Primary Source Paper Due
- Final Exam: May 5, 11 AM

Student ResponsibilitiesClassroom 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 LearningStudio. 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.

Procedures and PoliciesDrop/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 – Friday. 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 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 five 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 an excused absence as described above. Students who anticipate university-approved absences must make arrangements to complete the work at an alternate time. Late work will be penalized a letter grade per day late (including weekends) to a maximum penalty of half credit.

Syllabus Changes

The syllabus is a plan, not a contract. Circumstances and events 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

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.