



HISTORY 1302.02W  
U.S. HISTORY FROM 1865  
COURSE SYLLABUS: Spring 2014

Instructor: Gina G. Bennett  
Class Room: web-based class  
Class Time: n/a  
Office: SS130  
Office Hours: Mon. 9:30-11:00 am & 12:00-1:00 pm, Wed. 9:30-11:00 am & 12:00-1:00 pm  
University Email Address: gbennett@leomail.tamuc.edu

### **COURSE INFORMATION**

#### **TEXTBOOKS REQUIRED**

James Roark, et al., *The American Promise, Vol. 2: Since 1865*, Fifth Edition. Bedford St. Martin's Press. ISBN: 1457613476. [Referred to as TAP for this class.]

John Jakes, *Homeland*

A note about the Course Texts:

Students are expected to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Instructor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of any one or both of the textbooks.

### **COURSE DESCRIPTION**

This course is a survey of US history from 1865. History 1302 is a broad interdisciplinary course in the historical development of the United States and North America from 1865.

Pre-requisite and/or Co-requisite Classes: ENG 1301 or 1302.

This course introduces the field of US history by developing the students' skills at critical analysis of both reading and writing assignments and class participation. Students will explore the political, economic, social, and cultural history of the United States from Reconstruction through current history. Students will read a textbook, one primary source reader, and additional readings as needed. Through these readings, assignments, and discussions students will examine major themes in American history.

#### **STUDENT LEARNING OUTCOME**

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.

### **STUDENT RESPONSIBILITY SHEET**

The student responsibility sheet is designed to measure the Student Learning Outcome that assesses students' role in their education. It will be distributed to students electronically, via email or eCollege, in the first week of the semester and will be due the last day of the following week. The completed sheets may either be printed and submitted in person to the instructor, or may be emailed to the instructor. ***Failure to submit these sheets will result in a failing grade for the course regardless of any other work that has been completed for the course.*** Consequently, responsibility sheets that are submitted late will not be accepted. For further explanation of this requirement, please do not hesitate to ask the instructor.

### **COURSE REQUIREMENTS**

#### **INSTRUCTIONAL / METHODS / ASSESSMENTS**

This is an online course using eCollege. The course space in eCollege will include syllabus, gradebook, weekly reading assignments, all writing assignments, and all quizzes. Students will be submitting all of their completed assignments into the course space provided. Note: All student work will be submitted into eCollege. Students must have an email address listed on line with the university for instructor communication, access to a computer with word processing capability, and reliable internet connectivity. All exchanges between the class and the instructor occur within the university approved internet "classroom" environment. If you are not comfortable conducting collegiate academic discussions in a private online class environment, you need to evaluate your decision to enroll in an online format class.

The reading assignments and class sessions are listed for each week. I expect you to complete your readings PRIOR TO any assignments for the week. This class requires a substantial amount of time to complete readings and assignments. Note taking and engagement are essential to doing well in this class. Chapters from *The American Promise* (TAP) give students a broad overview of major issues. Quizzes are an assessment of the student's ability to synthesize and understand the course material. As such, quizzes may include material from TAP, *Homeland* or other material provided by the instructor. Writing assignments such as the discussion posts and book analysis allow students to develop better communication skills and demonstrate an understanding of course material.

## **ASSIGNMENT EXPLANATION**

### **EXAMS**

No exams are given for this course. **EXTENSIVE READING, HOWEVER, IS NECESSARY EACH WEEK.** You will have a quiz and discussions every week over the material from *The American Promise* (TAP), *Homeland*, and various readings posted by instructor, as needed.

### **READING QUIZZES**

Reading Quizzes are given every week and must be taken on eCollege. Each quiz will be open beginning on Wednesday of the academic week but students only have a set time limit to complete the quiz and the quiz can be taken only once. The quiz will be open and available on Wednesday at noon for the week in question, unless otherwise informed, and will be due at 11:59 pm on the Sunday ending the week on the syllabus. Students are free to use textbooks to complete the quiz but no outside sources are allowed. Quizzes will consist of short answer and/or multiple-choice questions and are worth 25 points each week. These quizzes cannot be made up and are worth over 30% of your semester grade.

### **DISCUSSION POSTS**

The nature of an online class makes class participation challenging. To foster a healthy exchange of ideas you will participate in discussion posts through eCollege under "Discussion." You must post one response to the question posed by the instructor. Your response will consist of a minimum of two (2) well-constructed paragraphs using at least of three (3) citations from resources found in your readings for the week to support your interpretations of the material. In addition to your post, you are expected to respond to a minimum of two (2) other postings from others in the class. While these posts are more informal than the Book Analysis Paper, spelling and grammar must be accurate.

Regarding responses to other post in the class: Your response must elaborate on a point or pose a related idea/question. Simply writing something like, "Good work, Joe! I completely agree," is insufficient and does not add to academic conversation. As such, no credit will be given for responses of this nature. Discussion points are 25 points for each week, cannot be made up, and are worth over 30% of your semester grade.

### **BOOK ANALYSIS ASSIGNMENT**

We will be exploring various aspects of society in America using John Jakes novel, *Homeland* as a template. Concepts such as class, education, labor, economics, sexuality, domesticity, war and culture will be explored through the lens of Jakes' book and will result in the construction of a source bibliography and a collegiate level, fully cited academic five (5) page paper that considers the work of fiction against the backdrop of the actual events discussed online in the virtual setting and in your text books. Instructor will provide specific subject matter during the first two weeks of class. Specifics for final writing assignment found on eCollege.

### **ATTENDANCE AND PARTICIPATION**

This is a university level online course, as such your participation in virtual discussions and quizzes are important to your understanding and exploration of issues covered in the class. This is NOT a self-paced class; therefore you must engage in the weekly assignments to receive credit for the class. Your responses to discussion questions and quizzes are considered to be equal to attendance. Failing to log on and participate in discussions is equal to skipping a face-to-face class. I do not grade on your opinion, but rather on the quality of your analysis. You will support your thoughts with evidence from the materials provided, strengthening your arguments with citations, and your use of thoughtful, well-constructed collegiate level conclusions that are both grammatically and structurally sound.

### GRADING

14 Reading Quizzes at 25 points each	350 points total
14 Discussion Posts at 25 points each	350 points total
1 <i>Homeland</i> selection response	25 points total
1 <i>Homeland</i> draft assignment	75 points total
1 <i>Homeland</i> final analysis	100 points total
Participation points	100 points total

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Total points for the class 1000 points total

Semester Grades: A: 1000-900; B: 899-800; C: 799-700; D: 699-600; F: 599 and below.

**\*\*NOTE: Failure to complete any part of the *Homeland* analysis portion of this class (selection, draft, and final analysis) will result in an automatic failing (F) grade for the course. You must complete all of these assignments.**

### COMMUNICATION AND SUPPORT

#### Interaction with Instructor Statement:

If you need to contact me outside of office hours, email is best. Unless otherwise announced, I generally will respond within 24 hours. Office hours are found at the beginning of this syllabus and are posted outside my office. Feel free to visit me during office hours any time.

### COURSE AND UNIVERSITY PROCEDURES

The following are unacceptable or non-scholarly sources. Do not use or cite them:

Wikipedia  
About.com  
Ask.com  
Encyclopedia Britannica (no general encyclopedias, specialized volumes are acceptable)  
Infoplease.com

For other internet sites or possible questionable sources - when in doubt ask me.

## **LATE ASSIGNMENTS**

Ample time is given for the completion of all assignments and there are no 'surprise' due dates.  
**LATE WORK WILL NOT BE ACCEPTED.**

## **CLASS CONDUCT**

I will treat you with respect and I expect the same in return. Please exercise common classroom courtesy. This virtual world class operates under the same rules of decorum and courtesy as a traditional class. A healthy respect for others opinions is just as important to the understanding of the larger implications of culture in any society. Disagreements on the interpretation of history are a natural part of any discussion, and as such; do not be surprised if various perspectives arise which may challenge individually held interpretations. This format is an excellent platform to explore the implications of history on society in a way that is non-threatening and respectful.

## **PLAGIARISM**

Plagiarism is taking someone else's work and passing it off as your own words, thoughts, or ideas. This includes, but is not limited to, using direct quotes out of a book or from the internet as your own words, properly using quotation marks but noting the wrong person as the author, purchasing a paper from friends or strangers, using material from the internet verbatim as your own words, and cutting and pasting entire papers or internet pages as your final paper. Cheating on exams and discussion posts or allowing others to copy your answers is another form of academic dishonesty.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see me or visit the TAMU-Commerce Writing Lab before you turn in the assignment. I am always here to help you BEFORE you make this kind of error. After, you are on your own.

**I have absolutely no tolerance for plagiarism! If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. If academic dishonesty is committed a second time, the student will immediately fail the course and the instructor will pursue the maximum university discipline possible.**

*This is not negotiable.*

For more information from the Department of History, see the [Academic Integrity Policy](#).

## **WRITING LAB**

The TAMU-Commerce Writing Lab is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style,

grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

## **UNIVERSITY SPECIFIC PROCEDURES**

### ***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**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

### **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*).

## **COURSE OUTLINE/CALENDAR**

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I will do my best to adhere to this schedule, but I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

Week 1: January 13-19, Introduction to Course and Chapter 16, Reconstruction  
Discussion due Sunday, January 19 at 11:59 pm  
Begin reading *Homeland* **immediately**

Week 2: January 20-26, Chapter 17, Westward Expansion  
Topic selections from *Homeland* due Sunday, January 26, 11:59 pm  
Discussion & Quiz on *Homeland*, part One-Two and TAP

Week 3: January 27-February 2, Chapter 18, Gilded Age  
Discussion & Quiz on *Homeland*, part Three-Four and TAP

Week 4: February 3-9, Chapter 19, America Turn of the Century  
Discussion & Quiz on *Homeland*, part Five-Six and TAP

- Week 5: February 10-16, Chapter 20, Progressivism  
Discussion & Quiz on Homeland, part Seven-Eight and TAP
- Week 6: February 17-23, Chapter 21, Progressivism  
Discussion & Quiz on Homeland, part Nine-Afterward and TAP
- Week 7: February 24-March 2, Chapter 22, World War I  
Discussion & Quiz
- Week 8: March 3-9, Chapter 23, The 1920s  
Discussion & Quiz
- March 10-16, ~SPRING BREAK
- Week 9: March 17-23, Chapter 24 and 25, Build Up and World War II  
Discussion & Quiz
- Week 10: March 24-30, Chapter 26, Cold War  
Discussion & Quiz
- Week 11: March 31-April 6, Chapter 27 and 28, Abundance and Rebellion  
Discussion & Quiz  
2 page Draft due by April 6 in dropbox
- Week 12: April 7-13, Chapter 29, Vietnam  
Discussion & Quiz
- Week 13: April 14-20, Chapter 30, America and the Right  
Discussion & Quiz
- Week 14: April 21-27, Chapter 31, Globalization  
Discussion & Quiz
- Week 15: April 28-May 4, Wrap Up  
Discussion & Quiz  
Extra Credit Opportunity
- Week 16: May 5-9 Finals Week  
*Homeland* Final Analysis due in dropbox between Monday May 5 & Wednesday 7