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Chapter 24, *The American Promise*, Fifth Edition
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Page 803

SPRING 2015
HIST 1302.01W – U.S. HISTORY FROM 1877
CALL# 20597
ONLINE ONLY

Instructor: Ms. Darina G. Davis
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COURSE INFORMATION

Materials

***Textbook Required:* The American Promise: A History of the United States Volume 2 5th edition – ISBN: 9780312663148 by Roark, Johnson, Cohen, Stage, & Hartmann.**

***Additional Readings:* Will be posted online – the instructor will let you know when and where to find them.**

Course Description:

U.S. History from 1865 is a broad interdisciplinary course in the historical development of the United States and North America from 1865.

Pre/co-requisite Eng. 1301 or 1302.

As a result of the quantity of information that must be examined, this course, essentially, is not a comprehensive assessment of that history. Still, the developments discussed in History 1302 ought to serve as a prologue to many tribulations that Americans continue to encounter today, and as such, has relevance for students regardless of their personal interests in the past.

Student Learning Outcomes:

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. **EXTRA POINTS 25 GIVEN IF ON TIME** - Students will be able to understand their role in their own education – **Student Responsibility Sheet will be turned in online in Dropbox labeled SRS by Saturday February 7, 2015. (Find the document in eCollege under the Document Sharing Tab).**

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

- A. Discussions: 300 Points – Personal Responses to the Topic is due Wednesday by 11 pm of each week. Responses to other Students will be due Saturday by 11 pm of each week.**

You are expected to participate in the discussion section for each week in two ways.

- 1) You will directly address the topics I have established by writing a paragraph of at least 200 words**
- 2) You will engage the comments of your fellow students by directly replying to them.**

You should make the effort to respond to your classmates' comments in a substantive way. Unfortunately, this is the only way I can objectively measure the level of your engagement in an online class. Therefore, err on the side of caution and try to respond to several comments per topic thread. As the instructor, I will read and grade per the syllabus, however, I will not be making comments weekly, so make sure you are doing the required postings. To receive full participation credit students must log in consistently throughout the semester, participate on topics several times during each week's discussions by providing substantive comments, and stay current with all readings and assignments. Discussions will be graded on Week 5, Week 10, and Week 15.

Late work will not be accepted.

B. Exams: 300 Points – due on SATURDAY by 11:00 PM

These exams will consist of Multiple Choice, Short Answer, Fill in the Blank, and Essay questions regarding concepts, ideologies, and themes in American History. I suggest that you do not wait until the very last day to complete the exam. Each exam has an unlimited time frame but you can only enter once so you must complete it in the first log in – do not time yourself out because it will not allow you back in. This will be cause for non-completion of the exam and I will grade what you have completed.

ONE MAKE UP WILL BE GIVEN! It will be Multiple Choice, Fill in the Blank, Short Answer and Essay questions and will pull from the duration of the class – a cumulative exam with at least 100 questions and 1 essay. This exam will replace all exams missed.

C. Quizzes: 100 Points (Each one is worth 50 points each)

Quizzes are designed to show your level of understanding at both the beginning and ending of the course. They will consist of a few multiple choice questions and a small essay. This will be utilized to show growth over the semester in historical knowledge, themes, and concepts.

- a. Quiz 1 will be due Week 3 by Saturday at 11 pm.
- b. Quiz 2 will be due Week 14 by Saturday at 11 pm.

D. History Project: 400 Points (Each Section is worth 100 points each)

Each student will participate/engage in history through a series of mini papers due throughout the semester. The student will be given a person in Week 2 assigned by the instructor. All details such as position, class, gender, race, and religion will be given as well as what crime your person will be accused of in order for the student to complete the History Project created from <http://MrRoughton.com>. Look on your Calendar for due dates at the end of the syllabus for due dates. **Late work will not be accepted.**

1. **Day Planner** – Your task is to imagine yourself as the person given to you living in an historical era. You will create a Day Planner that details what you will be doing each hour of the day.

Instructions:

- a. Start at 5 AM and end at 7 PM.
- b. Include an entry for every hour between the given times above.

- c. Each entry needs to be a complete thought and must provide detail. DO NOT JUST SAY “went to the market” when you should say “went to the market to buy some meat for dinner because we have only one cow left and want her for milk.”
 - d. If an event last more than an hour, provide details of what would be happening there each hour.
 - e. Wrap up with a semi-journal entry that explains how you feel as that person completing each task of the day and what you were able/unable to accomplish and what you hope for tomorrow.
2. **“You are There” Letter** – Your task is to write a personal letter to someone during the time your person is living giving them advice on how to deal with the current historical situation. Your letter should include any key terms and people involved with the event in some way.

Instructions:

- a. Address your letter properly. “Dear Personal Name, Brother, Sister, Father, etc.”
 - b. Briefly explain the situation using 1 to 2 paragraphs.
 - c. Give advice on how the person can deal with the situation/problem using 1 to 2 paragraphs. Make sure solid evidence is given for your advice, meaning do not just say “do this,” make sure you have enough research to explain why you have suggested this particular action.
 - d. Make sure you stay aware that this is a friendly letter, be helpful and not disdainful to the receiver.
 - e. Close the letter properly. “Sincerely, your friend, sister, confidant, etc.”
3. **Legal Brief** – Your task is to prove your client is NOT GUILTY of crimes he/she is accused of. Essentially, you will be their defense attorney. You will create an opening statement and describe what witnesses you would call and what you would ask them.

Instructions:

- a. A Sheet will be given in the DocSharing tab of eCollege for you to complete.
 - b. An Opening Statement is required, 1 to 2 paragraphs.
 - c. Witnesses – Explain who you would call to the stand to testify for/against your client.
 - d. Write out questions you would ask the witness when they are on the stand.
 - e. Then answer with 1 to 2 paragraphs for each witness this question: What will this witness say that will help/hurt your client?
4. **Time Machine** – Over the previous three assignments you have been collecting data, evidence, and research for each task. This will combine to help you in this last assignment. You (NOT YOUR CHARACTER/PERSON) were transported back in time to your person’s historical era. Read the questions below and write your answers as if you were living in that reality. The difference is that there are academic sources and websites

required for this assignment. You will need to answer each question fully, with evidence of your decisions, with in 2 to 3 paragraphs for each question; this means you will need to explain in detail. Keep in mind you can choose what class level you would live in, your position, etc. Make sure, however, you have done the research to describe these.

Instructions:

- a. Collect/Do Research. Sources required: 5 academic journal sources/5 website sources – These will be attached at the end of your paper in a Bibliography.
- b. What would you most likely spend your time doing during this time? (Examples: would you be in school? What would you study there? Working? What job would you have? Playing? What games? Free time/money? What would you do for leisure/fun activities?)
- c. Describe with words what clothing you would wear. (What would it be made out of? Would it be comfortable? Heavy? Hot?)
- d. Describe some of the foods you would eat? (What would be a treat? What is ever day foods? What foods are cheap? More expensive? What could you afford?)
- e. Describe where you would be living? (Do you have a wife/husband? Child/Children? Do you live with co-workers? What does your home look like? Describe it in detail.)
- f. Based on your answers/research would you want to go back in this time to live? Why or Why not?
- g. Where did you get your information (read Bibliography) and make sure you have the required sources.

Grading

<u>DISCUSSIONS:</u>	300 Points
<u>3 EXAMS:</u>	300 Points
<u>QUIZZES:</u>	100 Points
<u>HISTORY PROJECT:</u>	400 Points
TOTAL: 1100 PTS	

The grading scale used is as follows:

990 - 1100	= A
880 - 989	= B
770 - 879	= C
660 - 769	= D
659 & below	= F

EXTRA CREDIT: ALTERNATE HISTORY! – Up to 50 points if completed.

Your Task is to Create a Textbook page showing how history would have changed if one major detail had changed – Such as if England had won the American Revolution, keeping America as a dependent colony.

Instructions:

1. Find a page in your textbook that discusses an event of your choosing and read it.

Twice. (Remember that the event must have occurred in the chapters assigned for this course only.)

2. Decide what you are going to change about the event and write out that change at the top of your paper. This will be the title of your altered page.
 - a. For Example: "Magna Carta Makes King John More Powerful."
3. Write a 1 – 2 paragraph summary of how this change may have happened. (example will be given if you choose this assignment for extra credit)
4. Write a 1 – 2 paragraph summary of what you think would have happened in history if this detail had changed in history. (example will be given if you choose this assignment for extra credit)
5. Show the two paragraphs to the instructor!

***** DO NOT MOVE ON UNTIL YOU HAVE COMPLETED STEPS 1 – 5 ABOVE AND THE INSTRUCTOR HAS LOOKED THEM OVER*****

6. After instructor has approved your paragraphs create a new page for your textbook that teaches your version of the event. Your page should include:
 - a. Proper titles and headings.
 - b. The information in your two paragraphs with details.
 - c. A graphic (picture, timeline, map, etc.) that illustrates the event.
 - d. A review question
7. The page should have color in appropriate places. It should look like a real page from your textbook.

All assignments must be completed and turned in. Failure to complete and turn in ALL assignments will result in a deduction of a letter grade for the course.

TECHNOLOGY REQUIREMENTS

Since this is an online class, each student is responsible for understanding out eCollege works, as well as making sure their computers are compatible with Texas A&M University – Commerce software. If you have a Mac, make sure you have a converter to make your documents upload correctly in eCollege, etc. Also, you will need to check your university email daily as this will be the way for communication in this class.

eCollege: This course is an online course through **eCollege**, the Learning Management System used by Texas A&M University-Commerce. To access eCollege you will need an internet connection, preferably high speed, and your CWID and password. If you do not know your CWID or have forgotten your password, please contact **Technology Services at 903-468-6000** or helpdesk@tamu-commerce.edu. To get started with the course, go to: <https://leo.tamuccommerce.edu/login.aspx>. eCollege will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, eCollege will be the primary means for me to communicate with you outside the classroom. **SUPPORT SERVICES: eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to

helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) **1-866-656-5511**.

Be sure that you can access the email account the university has on record for you.

ACCESS AND NAVIGATION

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. eCollege will be used to send you announcements and reminders, and to provide access to course materials such as handouts and assignments. Combined with your university email address, eCollege will be a key means for course communication. **THE SET UP AND USE OF eCollege IS A COURSE REQUIREMENT.**

To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903 468-6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: The best way to reach me is by email at Darina.Davis@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

There is no reason for plagiarism in this class. Each student needs to know that if caught plagiarizing there are severe consequences in the class (such as result of and F for the course) and through the university.

Plagiarism and Academic Honesty: Plagiarism: “1. The action or practice of plagiarizing; the wrongful publication or purloining, and publication as one’s own of the ideas, or expression of the ideas (literary, artistic, musical, mechanical, etc.) of another.” Oxford English Dictionary.

Students should know that plagiarism occurs any time another’s ideas or words are used without attribution. Direct quotations must be cited and set off from other text by quotation marks (“”); paraphrasing of another’s ideas must also be cited. Copying from other students is also plagiarism. Any offense wholly or partially touching the above definition constitutes plagiarism for the purposes of this policy.

(See Texas A&M-Commerce Code of Student Conduct 5.b [1,2,3]).

Writing Center: By working with students one-on-one or in small groups, tutors can help writers analyze the rhetorical demands of the writing task, generate and focus ideas at the prewriting stage, ensure they are addressing the writing assignment directly and effectively, elaborate and rework a rough draft after hearing the writer read the draft aloud, discover their strengths and weaknesses in a particular rhetorical context, strengthen arguments, spot weak rhetorical choices and make more effective choices, and address formatting or other surface-level concerns. The Writing Center in Hall of Languages 103 is open Monday-Thursday, 9am-4pm, Thursday 9am-1pm. Additional hours are available in the evening and on weekends at

Gee Library: Sunday-Thursday 6pm-9pm. Also the Writing Center offers the Online Writing Lab, which can be accessed by clicking the Online Writing Lab menu item to the left.

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 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

A&M-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.

COURSE OUTLINE / CALENDAR

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

WEEK	ASSIGNMENT
WEEK 1	1/20 - 1/24
	Introductions to the Course/Class Introductions
	Chapter 17 - The Contested West
WEEK 2	1/26 - 1/31
	Chapter 18 - Business and Politics in the Gilded Age
	Chapter 19 - The City and its Workers
	MAKE SURE TO CHECK ECOLLEGE FOR YOUR PERSON
WEEK 3	2/2 - 2/7
	Chapter 20 - Dissent, Depression, and War
SRS	DUE - SATURDAY BY 11 PM
	START RESEARCH FOR YOUR DAY PLANNER HP
QUIZ 1	DUE - SATURDAY BY 11 PM
WEEK 4	2/9 - 2/14
	Chapter 21 - Progressivism from the Grass Roots to the White House
EXAM 1 (Chp 17 - 21)	DUE - SATURDAY 2/24/15 BY 11 PM
WEEK 5	2/16 - 2/28
	Chapter 22 - World War I: The Progressive Crusade at Home and Abroad
DISCUSSION GRADE 1	WILL BE POSTED BY SATURDAY 2/28/15 BY 11 PM
DAY PLANNER HP	DUE - SATURDAY 2/28/14 BY 11 PM
WEEK 6	2/23 - 2/28
	Chapter 23 - From New Era to Great Depression
	CONTINUE RESEARCH FOR YOU ARE THERE LETTER HP
WEEK 7	3/2 - 3/7
	Chapter 24 - The New Deal Experiment
WEEK 8	3/9 - 3/14
	Chapter 25 - The United States and the Second World War

SPRING BREAK WEEK	3/16 - 3/20
WEEK 9	3/23 - 3/28
	Chapter 26 - Cold War Politics in the Truman Years
YOU ARE THERE LETTER HP	DUE - SATURDAY 3/28/15 BY 11 PM
EXAM 2 (Chp 22 - 26)	DUE - SATURDAY 3/28/15 BY 11 PM
WEEK 10	3/30 - 4/4
	Chapter 27 - The Politics and Culture of Abundance
	CONTINUE RESEARCH FOR LEGAL BRIEF HP
DISCUSSION GRADE 2	WILL BE POSTED BY SATURDAY 4/4/15 BY 11 PM
WEEK 11	4/6 - 4/11
	Chapter 28 - Reform, Rebellion, and Reaction
WEEK 12	4/13 - 4/18
	Chapter 29 - Vietnam and the End of the Cold War Consensus
LEGAL BRIEF HP	DUE - SATURDAY 4/18/15 BY 11 PM
WEEK 13	4/20 - 4/25
	Chapter 30 - America Moves to the Right
EXTRA CREDIT	ALTERNATE HISTORY DUE - SATURDAY BY 11 PM
WEEK 14	4/27 - 5/2
	Chapter 31 - The Promises and Challenges of Globalization
QUIZ 2	DUE - SATURDAY BY 11 PM
	CONTINUE STRONG ON YOUR TIME MACHINE HP
MAKE UP CUMULATIVE EXAM	DUE - SATURDAY BY 11 PM
WEEK 15	5/4 - 5/9
TIME MACHINE HP	DUE - SATURDAY BY 11 PM
DISCUSSION GRADE 3	WILL BE POSTED BY SATURDAY 5/9/15 BY 11 PM
FINALS WEEK	5/11 - 5/16
EXAM 3 (Chp 27 - 31)	DUE - WEDNESDAY 5/13/15 BY 11 PM