



**HIST 1302.01W U.S. HISTORY FROM 1865
COURSE SYLLABUS: SUMMER 1 2015**



DelMonte Ketchup ad, early 1960s

Instructor: Dr. Cynthia Ross (formerly Wiecko)
Assistant Professor
Class Time/Location: Online
Office Hours: Via email
Instructor Email: Cynthia.wiecko@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Additional Readings:

Textbook:

[TAP] James Roark, et al., *The American Promise*, Vol. 2, Sixth Edition. Bedford St. Martin's Press. ISBN: 978-1457-668-395

Reader:

[RAP] Michael P. Johnson, *Reading the American Past*, Vol. 2. Fifth Edition. Bedford St. Martin's Press. ISBN: 978-0312-563-776

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 introduces the field of history by developing the students' skills at critical analysis of both reading and writing assignments. Students will explore the political, economic, social, and cultural history of the United States from Reconstruction to the beginning of the 21st century. The course will consider the cultural patterns of American life, from Buffalo Bill's Wild West Show to social reform movements, Jim Crow, prohibition, Cold War fears, the "Beats," Civil Rights and the sexual revolution. We will look at the two World Wars, the social welfare state, the upheavals of the 1960s, and the cultural trends at the close of the 20th century. Throughout the semester, we will consider these important questions: How has American society distributed power? How have Americans extended and limited participation in civic life? In what ways have Americans resolved their conflicts?

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. Students will be able to understand their role in their own education.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This is an online course with extensive use of eCollege. The course space in eCollege will include the syllabus, gradebook, weekly reading assignments, and all writing assignments. Students will be submitting all of their completed assignments into the course space as well. Students must have an email address listed on file with the university for Instructor communication, access to a computer with word processing capability, and internet connectivity.

The reading assignments and class topics are listed for each week. I expect you to complete your readings prior to viewing the Power Point lecture for the week. This class requires a substantial amount of time to complete the reading and writing assignments. Note taking and engagement are essential to doing well in this class. Readings give students a broad overview of major issues while the lecture delves more deeply into a few of those topics. Quizzes are an assessment of the student's ability to synthesize and understand the course material. Discussion posts allow

students to develop better communication skills and demonstrate an understanding of course material.

Assignment Explanations:

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 available in eCollege, in DocSharing. Students must complete the form and submit it to the appropriate Dropbox by the end of the third week. 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. For further explanation of this requirement, please contact the instructor.

Quizzes:

Students will complete a ten question reading quiz after completing each chapter and corresponding lecture. The quiz will be available in eCollege, in multiple choice format, with a one hour time limit to complete. The due dates are flexible, allowing students the ability to work ahead. Considering there are fifteen chapters to read, at least three quizzes per week are recommended. All quizzes must be completed by the due date indicated on the Schedule. Multiple choice quizzes will be scored immediately in eCollege.

Discussion Posts:

A total of five prompts will be posted in eCollege under Discussion. These prompts are usually based on the primary source readings and additional readings assigned for the week. Students must answer each prompt in two paragraphs using the primary sources and any relevant information from other class texts. Posts must contain evidence parenthetically cited from the assigned readings with author and page number (Johnson, 145)! Students will submit their discussion post to the Discussion Thread every Friday @ 11:59pm. Spelling and grammar must be accurate. Serious errors may result in point reductions up to one letter grade. Discussion posts will be scored within 7-10 days.

Participation:

This course moves at a fast pace and focuses on a variety of complex events and ideas, sometimes spending only a short amount of time on a particularly large topic. For this reason, students must keep up with the readings, writing assignments, and promptly notify the instructor via email with any questions or concerns.

Grading

Quizzes (15 @ 20 points each)	300
Discussion Posts (5 @ 50 points each)	250
Student Responsibility Sheet	50
TOTAL:	600 points

The general grading criteria for all written assignments in this class is based on the following:

- A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean
- B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence
- C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence
- D = Poor command of content; factual errors; no real argument driving the essay
- F = Even worse than above; completely off topic; no work submission

Semester Grades: A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: 59% and below.

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 dial-up)
- 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.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, log 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 the course, go to:

<https://leo.tamuc.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, contact Technology Services at 903.468.6000 or

helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Email is the best way to contact the Instructor with any questions or concerns. Unless otherwise announced, students will receive a response within 24 hours.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Additional Resources:

Depending on student familiarity with history courses, university classes, and the quality of work expected in assignments the following links may be helpful:

[Doing Research](#)

[Evaluating Scholarly Content Online](#)

[A Tutorial on Plagiarism](#)

[Assessing Online Resources](#)

[MLA Tutorial](#)

Late Assignments:

Quizzes have flexible due dates and are not considered late as long as they are complete by the end of the semester. Discussion posts are due each Friday and will receive 1 letter grade deduction per day for lateness. So, a discussion post submitted on Sunday cannot receive a grade higher than a C.

Extra Credit:

There is no extra credit in this course.

Class Conduct:

I will treat you with respect and I expect the same in return. Please exercise common courtesy in all interactions with other students and faculty.

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 or exam from friends or strangers, using material from the internet verbatim as your own words, and cutting and pasting entire papers or internet pages and passing it off as your own work. 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 the instructor or visit the Online Writing Lab before you turn in the assignment.

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 I will pursue the maximum university discipline possible. *This is not negotiable.*

Writing Lab:

The [TAMU-Commerce Online 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 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.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*).

Note

This syllabus is your contract with the instructor for the semester. By enrolling in this course you agree to abide by all the policies and requirements set forth below. The terms of this contract are non-negotiable, apply equally to each student, and remain in effect throughout the semester; only

the instructor may alter the terms of this agreement. Please contact the instructor if there are any questions about this syllabus or the terms herein.

COURSE OUTLINE / CALENDAR

I reserve the right to modify the class schedule throughout the semester if necessary but will give all students ample notice.

Discussion Posts are due by Friday @ 11:59pm in eCollege. EXCEPTION: WEEK 5 DUE DATE FOR ALL ASSIGNMENTS, QUIZZES AND DISCUSSION POSTS – JULY 9, THURSDAY @ 11:59PM. Assignments submitted early are welcome.

Week 1:

Readings: TAP, Chapters 16 - 18
RAP, Chapters 16 – 18
Lectures 1 - 3

Assignment: Discussion post #1
Recommended – Chapter 16, 17, 18 Quizzes

Week 2:

Readings: TAP, Chapters 19 - 22
RAP, Chapters 19 – 22
Lectures 4 - 6

Assignment: Discussion post #2
Recommended – Chapter 19, 20, 21, 22 Quizzes

Week 3:

Readings: TAP, Chapters 23 - 25
RAP, Chapters 23 – 25
Lectures 7 - 9

Assignment: Discussion post #3
Recommended – Chapter 23, 24, 25 Quizzes

Week 4:

Readings: TAP, Chapters 26 - 28
RAP, Chapters 26 – 28
Lectures 10 - 12

Assignment: Discussion post #4
Recommended – Chapter 26, 27, 28 Quizzes

Week 5:

Readings: TAP, Chapters 29 - 31
RAP, Chapters 29 – 31
Lectures 13 - 14

Assignment: Discussion post #5 DUE THURSDAY @ 11:59pm
Recommended – Chapter 29, 30, 31 Quizzes
ALL QUIZZES DUE THURSDAY @ 11:59pm