



**HISTORY 1302.01E and HISTORY 1302.02E  
THE UNITED STATES SINCE 1865  
COURSE SYLLABUS: Summer I 2016**



**Instructor:** Dr. Sharon Kowalsky  
**Office Location:** Ferguson Social Sciences 105  
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**COURSE INFORMATION**

**Course Materials:**

The following required books are available at the bookstore:

- Foner, *Give Me Liberty*, Vol. II, 4th Seagull Edition (W. W. Norton, 2014) ISBN 978-0-393-92031-4. You may purchase an ebook if you like. This is the link to the appropriate version: <http://books.wwnorton.com/books/detail.aspx?ID=22147>

Additional required materials will be distributed in class by the professor or made available to students through eCollege.

**Course Description:**

This course is designed to provide students with a basic understanding of the political, social, economic, and cultural events occurring in the United States since 1865. Students are expected to expand their critical thinking and analytical skills while improving their reading comprehension and writing capabilities.

Every reading, discussion, test, and writing assignment for this course will seek to answer several basic questions. What major historical events have impacted America's development as a nation during the last 150 years? How have issues of race, imperialism, and national identity influenced the patterns of America's history and growth? What has been the minority experience in American history? How does our understanding of past events in US history impact our interpretations of current world affairs, and also, what national events or figures have contributed most significantly to the development of the United States' national self-image? This course will explore the chronology of political, social, and economic events in the United States of America since 1865 in an attempt to isolate and analyze the factors that contributed most prominently to America's development as a nation.

Prerequisite and/or Corequisite: ENG 1301 or 1302

### **Student Learning Outcomes:**

This course will teach students to evaluate and analyze materials and to link cultural representations to the underlying historical realities that helped shape them. By the end of the semester:

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 learning outcomes 1-3 will be assessed through the essay assignments for the course. Student learning outcome 4 will be assessed by the Student Responsibility Sheet (SRS) (to be printed from eCollege, and completed by the student in class on January 23 (see eCollege for additional information). Failure to complete the SRS may result in automatic failure for the course).

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

#### *Attendance and Participation*

Attendance is required and will be taken daily. Students coming in late will be considered absent. Excessive absences will impact the final grade significantly. Students are responsible for all material covered in class meetings, regardless of their physical presence in the room. Students are expected to come prepared to engage with and discuss the assigned material. This means preparing the assignment before class and bringing the reading material to class. I expect all students to participate in our class discussions and to contribute their thoughts, ideas, and questions to our collective exploration. I especially encourage you to bring your questions to class. I will create, and expect you to uphold, an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own. Your attendance/participation grade will be based on your attendance and engagement in our class discussions, guided by the following rubric:

- A = Always prepared, frequently participates, rarely absent
- B = Always prepared, participates only when called on, rarely absent
- C = Usually prepared, rarely speaks, rarely absent
- D = Often unprepared, several absences
- F = Usually unprepared, frequent absences

### *Written Assignments*

Students will write one paper, 3-5 pages in length. Details regarding the paper are available on the eCollege site and the due date is listed in the Course Schedule. Students found guilty of plagiarism will receive automatic 0s. If you are unsure what constitutes plagiarism, please ask. We will spend some time in class discussing proper writing practices.

### *Exams*

Students will take five exams for this course, at the end of each week. Exams will cover the topics addressed that week and will not be cumulative. You must read the assignments and attend class in order to pass the exams. Exams will consist of multiple choice and short essay questions. Students will need to bring blue books or stapled sheets of notebook paper with them to class on the exam dates. Exam will be administered in the second half of the period and will take no more than 45 minutes to complete. If you miss an exam, please see the instructor to schedule an additional make-up.

### *Classroom Activities*

Each week we will spend time evaluating documents and sometimes engaging in role-playing activities. Instructions and guidelines for the activities will be covered in class and provided on eCollege. Students are expected to participate and engage in these activities.

### **Grading**

Grades for the semester will be determined according to the following breakdown:

Essays	10%
Exams	50%
Classroom Activities	25%
Attendance/Participation	15%

Your grades for written work will be determined based on the following rubric:

- A = Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean
- B = Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement
- C = Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned
- D = Poor command of required assignments; errors; ahistorical or narrow reasoning

The grading scale used for this course is as follows:

90-100 =	A
80-89 =	B
70-79 =	C
60-69 =	D
59 or less =	F

## **TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION**

The following information has been provided to assist you in preparing to use technology successfully in this course:

### *Word Processing:*

You will need access to a word processor and printer to prepare written exams and research projects. You should be able to insert footnotes in your papers.

### *eCollege:*

This course is web-enhanced 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@tamuc.edu](mailto:helpdesk@tamuc.edu). To get started with the course, go to: <https://leo.tamuc.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. Be sure that you can access the email account the university has on record for you. You should get into the habit of checking the eCollege site for this course on a daily basis.

### *Turnitin:*

Students must submit all written work to Turnitin. Work is submitted through the dropbox on eCollege. All student work must be turned in to the dropbox on eCollege and will automatically be submitted to Turnitin. Do not put names or other personal information on eCollege submissions. Please let me know if you have any problems.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor:**

Students are encouraged to contact the professor for any and all reasons whatsoever. The more you let me know what is going on with you, the better I can help you out when necessary. Beyond the classroom, the best way to get in touch with the professor is through email. I am also available during my office hours. Please come to talk to me about any concerns you might have and about any problems or issues that arise during the semester. I can be very understanding but only if I know what is going on with you.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### ***Classroom Behavior***

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct). During class time, I expect your undivided attention. This means turning off cell phones, pagers, iPods, and other devices, and putting away newspapers and other forms of distraction, for the duration of the class period (exceptions will be allowed for emergencies with advance permission of the professor). **Please come to class on time and plan to stay for the entire period.** Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class. I can be very understanding of problems that might arise over the course of the semester, but only if I know what is going on with you. I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class.

### ***Late Papers***

All written assignments are due to the appropriate eCollege dropbox on the due date listed in the Course Schedule below. Late assignments may be accepted only with the advance approval of the professor and will be assessed a late penalty of one letter grade per day late. If you have a problem with a due date because of a specific emergency, please notify the professor in advance or plan to turn the assignment in early. *I can be very understanding and*

*flexible with you, but only if you come to talk to me in advance.* To pass this class, all assignments must be completed. Any missing assignments at the end of the course will result in an overall course grade of D or F.

### ***Academic Honesty***

In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are unclear about what constitutes plagiarism or academic dishonesty, please ask.

### ***Writing Center***

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. 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. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

### ***Nondiscrimination Statement***

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.

### ***Students with Disabilities***

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](mailto:StudentDisabilityServices@tamuc.edu)

## 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

- June 6: Introduction and Reconstruction  
Read: Foner, Chapter 15, 554-591
- June 7: Reconstruction and Westward Expansion  
Document Analysis: The Fifteenth Amendment
- June 8: Indian Wars  
Read: Foner, Chapter 16, 592-621; Turner (eCollege)  
Film: Geronimo
- June 9: Westward Expansion and Exam 1

### Week 2

- June 13: Immigration and Populism  
Read: Foner, Chapter 16, 621-636; Chapter 17, 637-664
- June 14: Imperialism: The Spanish-American War  
Read: Foner, Chapter 17, 664-680  
Document Analysis: Imperialism (eCollege)
- June 15: Progressivism  
Read: Foner, Chapter 18, 681-724  
Film Triangle Fire
- June 16: Progressivism and Exam 2

### Week 3

- June 20: World War I  
Read: Foner, Chapter 19, 725-767
- June 21: After the War  
Document Analysis: League of Nations Debate
- June 22: The 1920s and the Great Depression  
Foner, Chapter 20, 768-806  
Film: TBA
- June 23: The Great Depression and Exam 3  
Paper Due

### Week 4

- June 27: New Deal  
Read: Foner, Chapter 21, 807-849
- June 28: World War II  
Read: Foner, Chapter 22, 850-893  
Document Analysis: The Atomic Bomb
- June 29: The Postwar World  
Read: Foner, Chapter 23, 894-928  
Film: TBA
- June 30: The Cold War and Exam 4

### Week 5

- July 4: No Class. Happy Independence Day
- July 5: Civil Rights  
Read: Foner, Chapter 24, 928-971

Document Analysis: Civil Rights

July 6: The 1960s and Vietnam

Read: Foner, Chapter 25, 972-1019 and Chapter 26, 1020-1060

Film: TBA Eyes on the Prize

July 7: From Nixon to Reagan, and Exam 5