History 597.01W/PSCI 597.01W—Voting Rights in United States History
Summer 2016 Syllabus

Instructor: Dr. Jessica Brannon-Wranosky

Class Meets: Online, Daily Requirements

In Building/Room: Ecollege

Office Located In Ferguson Social Sciences (SS) 107

Office Hours: Via Email and In Person By Appointment
Email: Jessica.Wranosky@tamuc.edu (Email is the best way to reach me)

Office Phone: (903) 886-5224 (in lieu of leaving a voicemail, please send me an email)

Office Fax: (903) 468-3230

Website: located inside "eCollege" inside your "myLeo" account (https://leo.tamu-commerce.edu/login.aspx)

ATTN: THIS IS AN ONLINE CLASS WITH ONLINE REQUIREMENTS—YOU MUST HAVE DAILY ACCESS TO A COMPUTER WITH WORKING EMAIL, INTERNET, AND A TWITTER ACCOUNT. THERE ARE NO EXCUSES IN AN ONLINE GRADUATE ENVIRONMENT FOR NOT HAVING DAILY ONLINE ACCESS FOR COMPLETING WORK IN THE ONLINE COURSE.

COURSE INFORMATION

MATERIALS:
Class-Wide Required Books:
1) Alexander Keyssar, *The Right to Vote: The Contested History of Democracy in the United States*. ISBN 978-0465005024
2) Rosalyn Terborg-Penn, *African American Women in the Struggle for the Vote, 1850-1920*. ISBN 978-0253211767
3) Lorraine Gates Schuyler, *The Weight of Their Votes: Southern Women and Political Leverage in the 1920s*. ISBN 978-0807857762
4) Daniel McCool, Susan M. Olson, Jennifer L. Robinson, *Native Vote: American Indians, the Voting Rights Act, and the Right to Vote*. ISBN 978-0521548717
5) Richard Valelly, *The Two Reconstructions: The Struggle for Black Enfranchisement*. ISBN 978-0226845302

Additional Class Materials: Any additional reading assignments, such as brief articles, videos, or primary documents, will be assigned via the instructor through e-college. Paper and Writing Implements for taking notes & access to a computer, working email, professionally suited Twitter account, and Internet.

Course Description:

This course will survey the history of the Voting Rights in the United States South from the late British Colonial Period through the early twenty-first century, with concentration on the twentieth century. This period saw the evolution of social beliefs regarding race, gender, citizenship, the role of government, and the rights of individuals—all of which affected contemporary definitions of voting rights including who had the right to cast a vote and when and where.

Student Learning Outcomes:

1) Students will demonstrate their understanding of various key historiographical discussions regarding voting rights in United States history.

COURSE REQUIREMENTS

Explanation of Evaluation Criteria:

• **5 Book Reviews (8% each)**	**40%**
• **Discussion Forums & Online Class Assignments & Participation & Student Twitter Participation and Responses**	**20%**
• **Discussion Post Leader Assignment**	**5%**
• **Annotated Bibliography**	**35%**
Semester Total	**100%**

Semester Grade Breakdown:
A = 89.5-100
B = 79.5-89.4
C = 69.5-79.4
D = 59.5-69.4
F = 0-59.4

Required Readings: All of us will read and discuss (via discussion forums and Twitter) the books on the class-wide required booklist plus any additional materials assigned by Dr. Wranosky or as part of your annotated bibliography research. All students are required to read all books, articles, and other readings assigned for the class. The assigned books are available for purchase through the Internet and some may be available at regional book retailers. YOU MUST HAVE THE FIRST FEW BOOKS BY THE START OF THE COURSE, MAKE SURE TO ORDER THEM EARLY OR HAVE THEM OVERNIGHTED. SUMMER CLASS DOES NOT PROVIDE TIME FOR YOU TO GET BEHIND.

ECOLLEGE DROPBOXES/TURNITIN.COM: All papers and reviews must be uploaded to the appropriate listing in the course's ecollege dropbox space in Microsoft Word. If you are using another program, it is your responsibility to make sure the file is saved in a compatible format. Note, ecollege will upload each file to turnitin.com for plagiarism checking. Dr. Wranosky will grade in the turnitin.com GradeMark view.

Book Reviews (each 8% of the final grade): You are required to write five book reviews for the course on the five commonly assigned books—Keyssar, Terborg-Penn, Schuyler, McCool etal., and Valelly. Each review should follow all formatting requirements and content expectations as set forth in the sample book review provided in the ecollege class. This includes but is not limited to being typed with 1-inch margins, free of grammatical and spelling errors, provide correct citation where necessary in correct Turabian formatting, include discussion of at least one but no more than two published academic reviews of the assigned book, and should be **no less than 3 full pages & absolutely no more than 5 pages.** You must turn in a copy of each review on the day that it is due in Microsoft Word format .doc or .docx in the appropriate eCollege dropbox. If a student does not upload the assignment in the correct format by the due date, it is considered late. Furthermore, each weekday a paper is late without a documented excuse I will deduct 10% off its earned grade. I will provide further details regarding this assignment in a separate document in eCollege with a sample book review. Book reviews are graded based on level of analysis, discussion of book components as useful to historians, evidence of whether the student full read and understood much of the book's content, and format and grammar and spelling requirements. (Again, this includes adhering to the sample book review's Turabian footnote and parenthetical requirements

Annotated Bibliography Project (35% of the final term grade): Each student in the class will choose a subtheme associated with Voting Rights History in the United States.

1) Students are required to have their subtheme approved by Dr. Wranosky by the Friday of the second week of the semester via a proposal paragraph (posted in the "Annotated Bibliography Discussion Forum") explaining your conceptualization of the theme with at least 5 secondary sources listed in the proposal of the required total 25 for the project. It is suggested students DO NOT complete the proposal or settle on a subtheme until late in the first week of classes so that everyone has had a change to read Keyssar and participate in class discussions to unpack/deconstruct/understand different thematic options thoroughly. It is suggested that students read the other posts by fellow students and comments by Dr. Wranosky in this forum for further understanding and conceptualization of their own annotated bib projects.
2) Once Dr. Wranosky approves the subtheme, students must create a 25-academic secondary source annotated bibliography covering the subtheme.
3) Out of the 25 sources, at least 5 must be academic publisher books and at least 5 need to be academic journal articles.
4) All 25 must be from academic publishers or academic journal articles.
5) Primary sources/primary source readers are not accepted. This is designed as a historiographical overview.
6) Additionally, up to 10 of the 25 may be about the voting rights subtheme in other countries to facilitate the understanding of transnational comparisons (and to provide for the fact that not all students in this class are Americanist specialists), but none of the sources have to be about any other nations than the United States. In other words, can be but doesn't have to be.
7) There will be more information and help in understanding the parts and expectations of an annotated bibliography in the ecollege course in a separate document.

Discussion Post Leader Assignment (**5% of the final term grade**): Toward the end of the semester, each student will choose 1 article from their annotated bibliography, assigned the reading to the entire class and designed an online discussion in connection to that article and any other class-wide readings already completed the Peer Leader chooses to connect their assigned reading to. There will be two of these forums a day during the second half of the semester. More information regarding this assignment will become available in a separate document in the ecollege course and through class discussions.

Online Ecollege Discussion Forums Work and Participation (20% of the final term grade): Students will have daily online discussion forum prompts and assignments. Each student must post both their own original thoughts, analysis, and/or work AND response "class discussion style" to at least two or more of their fellow students posts or responses in each forum to get full credit for that week's forum. More information regarding these assignments will be available in the course eCollege web space. You must post your original work/posts by noon on the day it is listed due in the forum prompt and your responses by noon the following day after that to get credit for that day's forum(s). There will be no late discussion forum work accepted. I will provide you with advanced time to get these done. As such, if you cannot be online to post in the morning each day, make sure that you have posted the night before or as soon as you can once the forum is open/available.

Twitter Class Participation (included in the "participation" 20% of the final term grade): Students must sign up for a Twitter account by the Tuesday of the first week of the course. Please log on to www.twitter.com to do so. Do not "protect" the Twitter account you plan to use for this class. I will not follow students on Twitter, and part of the purpose is professional networking. You cannot network from a "protected" account.

TWITTER HASHTAG HAS TO BE #HIST597—Each student must "tweet" (meaning post an original comment of their own) something relevant in connection to the calendar's current book assignment or other current assigned readings (or a connection) at least 2 times each weekday during the course of the semester

using the hashtag **#HIST597** at the beginning or end of the tweet. Students must also respond to at least 1 tweets each weekday during the course of the semester in some manner from those of the professor and fellow students also using the hashtag **#HIST597**. NOTE: THIS IS A TOTAL OF 3 TWEETS **MINIMUM** PER WEEKDAY. The responding tweets should not respond to a fellow student's tweet that is more than a week old or it will not be current to the class's Twitter conversation. If a student fails to use the hashtag #HIST597 in a tweet or response for the course, there is no way to follow that post thus no credit is received for the post or response. Please remember to use **#HIST597** in all tweets and responses for this course. Students may miss up to 3 tweets and still receive full credit for this portion of the course.

Students may choose to follow Dr. Wranosky's Twitter feed by following @JessicaWranosky on Twitter. Dr. Wranosky will not always use the class's hashtag when tweeting because she sends out other relevant academic information via Twitter, and students may want access to this information. It is important to note that Dr. Wranosky's Twitter feed is an extension of her public service, research, and professional persona. As such, all activity and/or expressions by her in this mode represent her as an individual and not necessarily a professor or employee of the State of Texas or the Texas A&M University System. All expressions, though, using the course hashtag will directly relate to content, experience, or information useful to this course. Additionally, students will not post anything that is not directly related to class material using the course hashtag. While most topics in modern history and political science are political in nature, students must use their best effort to refrain from posting heightened political material on the course hashtag.

!!!A WORD ABOUT TWITTER—Your tweets and responses need to be professional (as they will be able to be viewed publicly potentially by all Twitter users worldwide. If you already have a Twitter account, I highly suggest you set one up only for academic purposes using your university email and your name only—no cute little nicknames. Do not post anything that you would not want future employers, the president of the university, and me to read on this account—BAD IDEA. The purpose of this portion of the course is to create a live-time discussion over course material and provide students with practice and experience using Twitter in an academic and professional environment. What you had for breakfast and how late you stayed out last night (or what you did, for that matter, while out) is not appropriate academic Twitter material.

IF YOU ARE NEW TO TWITTER: Google questions like "how to set up a Twitter account" and "how to follow someone on Twitter" and "what is a retweet" and "what is a hashtag and how to use it on Twitter" and IMPORTANTLY—"How to delete a Tweet."

Email me if you have any questions.

!!Class "Attendance" and Participation: Even though this is an online class, attendance (in online forums and via Twitter) is crucial to your success in this course. Developmental activities occur every day this class "meets," and "absences" will adversely affect your grade. Habitual "absences" and "tardiness" are unacceptable. Additionally, participation in the class is a large part of this portion of the grade. Each student must be involved in online discussions in order to receive credit for class participation.

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 recommended (not dial-up)
- Internet browser software (Internet Explorer and Mozilla Firefox work best)
- Word Processor (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. Please check eCollege for the appropriate software needs for online access to the Learning Management System content.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login 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/.

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, or you are having connection issues with TAMU-C related websites and learning management systems contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Emailing the professor's university email address (Jessica.Wranosky@tamuc.edu) is the very best way to reach Dr. Wranosky. In every email, please make sure to provide your full name at the end, which course you are enrolled in, and a description of what your request or question is.

Dr. Wranosky will communicate with students through the email address they have on file in MyLeo (make sure yours is up to date and working throughout the semester), eCollege announcements, and via the course Twitter hashtag. Please check these areas daily and before attending class. If an emergency arises, Dr. Wranosky will post the announcement for the class in one or more of these locations.

In all forms of class communication including all online forums, students are expected and required to maintain a respectful tone and use semiformal to formal language.

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

Academic Integrity: It is expected that university students demonstrate a high level of maturity, self-direction and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity and the capacity for self-direction in personal behavior.

!!Student Conduct and Tone (Online and In Person): !!Student Conduct and Tone (Online and In Person): Students are required to respect their instructor and fellow students without exception. This includes using respectful tones and word choices and not over dominating class conversations either online or in person. Students will get one warning from the instructor regarding disrespectful or inappropriate behavior. On the second infraction, a student may be required to undergo disciplinary action, which may include removal from the course.

Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possessions of examinations or examination materials, forgery, the participation in hindering classmates' learning environment or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) If any type of academic dishonesty is discovered in this class, the student will receive a zero for the assignment, have the possibility of receiving a zero for the course, and the Dean of Students may become involved.

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

BOTTOM LINE—PLAGIARISM, CHEATING, OR ACADEMIC DISHONESTY WILL NOT BE TOLERATED IN THIS CLASS (OR ANY OF MY OTHER CLASSES) IN ANY MANNER. This includes using more than 20% of any material produced for another course by the student for this course. You must turn in original work produced for this course.

"The Code of Student Conduct" located in *Texas A&M University-Commerce Student Guidebook* covers those issues listed above. I make all efforts to follow all guidelines and regulations and expect students to do the same. If you are not familiar with the "The Code of Student Conduct*,"* it is highly suggested that you review all of its material. If you have any questions, please contact the appropriate office or me.

Additionally, it is expected and required that at all times university students, faculty, administrators, and staff conduct themselves in accordance with Texas A&M University System and Texas A&M University-Commerce codes of conduct; system, university, college and departmental procedures and policies; as well as local, state and federal laws. These requirements and expectations include physical, verbal, written, and virtual activities. Violations will be adjudicated appropriately.

Additional Course Resources: Additional resource links are available on the course website.

University Specific Procedures:
Federal ADA compliance: Those students with special needs (recognized and documented by Texas A&M University-Commerce) should notify me immediately so I can discuss the availability of appropriate

instructional aids or accommodations. These conversations will be confidential. If you do have special needs, you must register with the Office of Student Disability Resources and Services here at TAMU-Commerce.

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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

ADDITIONAL HELPFUL RESOURCES FOR STUDENTS

Parking: If you have parking issues (including not being able to find a parking space) there are a number of general and student lots available on campus, but if you need further help please contact the TAMU-Commerce Bursar's Office to obtain information on getting a parking permit. Therefore, parking issues should not cause tardiness or absence.

Illness: If you have health related issues (including needing a physician's attention and documentation for missed class/assignments) the TAMU-Commerce Student Health Services Center is located in Henderson Hall. By paying student fees, you have the right to see a physician free of charge or for a nominal fee. Student Health Services is located in Henderson Hall, behind University Police and across from Prairie Crossing, on the corner of Lee St. and Monroe St. Their phone number is (903) 886-5853.

Have a good semester, and please feel free and empowered to approach me with any questions.

CLASS AND ASSIGNMENT SCHEDULE

		Book Reading Assignment--See Class Announcements for Additional Articles Readings	Assignment Due Dates		
Monday, June 6, 2016	DAY 1	Preface, Introduction, Part 1 Keyssar		No forums today, nothing due. Just get this first part read, and if completed go ahead and move on to next day's readings	Monday, June 6, 2016
Tuesday, June 7, 2016	DAY 2	Part 2 Keyssar		Discussion forum, Twitter, and check for additional readings.	Tuesday, June 7, 2016
Wednesday, June 8, 2016	DAY 3	Part 3, Conclusion, Afterward and Appendix Keyssar		Discussion forum, Twitter, and check for additional readings.	Wednesday, June 8, 2016
Thursday, June 9, 2016	DAY 4	See assigned articles		Discussion forum, Twitter, and check for additional readings.	Thursday, June 9, 2016
Friday, June 10, 2016	DAY 5	Acknowledgements, Chapter 1 & Chapter 2 Terborg-Penn		Discussion forum, Twitter, and check for additional readings.	Friday, June 10, 2016
Monday, June 13, 2016	Day 6	Chapter 3, Chapter 4, Chapter 5 Terborg Penn		Keyssar book review due by noon in Ecollege Dropbox. Also-- Discussion forum and check for additional readings.	Monday, June 13, 2016
Tuesday, June 14, 2016	Day 7	Chapter 6, Chapter 7, Chapter 8, Bibliography Terborg-Penn		Discussion forum, Twitter, and check for additional readings.	Tuesday, June 14, 2016
Wednesday, June 15, 2016	Day 8	See assigned articles		Discussion forum, Twitter, and check for additional readings.	Wednesday, June 15, 2016
Thursday, June 16, 2016	Day 9	Acknowledgements, Introduction, Chapter 1, Chapter 2 Schuyler		Discussion forum, Twitter, and check for additional readings.	Thursday, June 16, 2016
Friday, June 17, 2016	Day 10	Chapter 3, Chapter 4, Chapter 5 Schuyler		Terborg-Penn book review due by noon.	Friday, June 17, 2016

				Discussion forum, Twitter, and check for additional readings.	
Monday, June 20, 2016	Day 11	Chapter 6, Chapter 7, Appendix, Schuyler. Check Student #1 Forum for assigned article.		Discussion forum, Twitter, and check for additional readings.	Monday, June 20, 2016
Tuesday, June 21, 2016	Day 12	See assigned articles. Check Student forums for assigned article (do so every day from now on).		Discussion forum, Twitter, and check for additional readings.	Tuesday, June 21, 2016
Wednesday, June 22, 2016	Day 13	Preface, Acknowledgements, Chapter 1, Chapter 2, Chapter 3 Valelly		Schuyler book review due by noon. Discussion forum, Twitter, and check for additional readings.	Wednesday, June 22, 2016
Thursday, June 23, 2016	Day 14	Chapter 4, Chapter 5, Chapter 6 Valelly	**Student Lead #1 Forum**	Discussion forum, Twitter, and check for additional readings.	Thursday, June 23, 2016
Friday, June 24, 2016	Day 15	Chapter 7, Chapter 8, Chapter 9, Chapter 10 Valelly	**Student Lead #2 & #3 Forums**	Discussion forum, Twitter, and check for additional readings.	Friday, June 24, 2016
Monday, June 27, 2016	Day 16	See assigned articles	**Student Lead #4 & #5 Forums**	Valelly book review due by noon. Discussion forum, Twitter, and check for additional readings.	Monday, June 27, 2016
Tuesday, June 28, 2016	Day 17	Preface, Chapter 1, Chapter 2, Chapter 3, Chapter 4, McCool, etal.	**Student Lead #6 & #7 Forums**	Discussion forum, Twitter, and check for additional readings.	Tuesday, June 28, 2016
Wednesday, June 29, 2016	Day 18	Chapter 5, Chapter 6, Chapter 7, Chapter 8 McCool, etal.	**Student Lead #8 & #9 Forums**	Discussion forum, Twitter, and check for additional readings.	Wednesday, June 29, 2016
Thursday, June 30, 2016	Day 19	See assigned articles	**Student Lead #10 & #11 Forums**	Discussion forum, Twitter, and check for additional readings.	Thursday, June 30, 2016
Friday, July 1, 2016	Day 20	See assigned articles	**Student Lead #12 & #13 Forums**	McCool, etal., book review due by noon. Discussion forum, Twitter, and check for	Friday, July 1, 2016

				additional readings.	
Monday, July 4, 2016	FOURTH OF JULY NO ASSIGNMENTS, NOTHING DUE, UNIVERSITY CLOSED				Monday, July 4, 2016
Tuesday, July 5, 2016	Day 21	See assigned articles	**Student Lead #14 & #15 Forums**	Discussion forum, Twitter, and check for additional readings.	Tuesday, July 5, 2016
Wednesday, July 6, 2016	Day 22	See assigned articles	**Student Lead #16 & #17 Forums**	Discussion forum, Twitter, and check for additional readings.	Wednesday, July 6, 2016
Thursday, July 7, 2016	Day 23	*****LAST CLASS DAY*** Final Annotated Bibliography Due Noon in Dropbox in Ecollege in Microsoft Word format Thursday, July 7, 2016**			Thursday, July 7, 2016