



HIST 1302.01W United States History From 1865

COURSE SYLLABUS: Fall, 2017

Instructor: Dr. Derrick McKisick

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Foner, Eric. Give Me Liberty: An American History, Vol. 2, (Seagull 4th edition). New York: W.W. Norton & Company, 2013.

Foner, Eric (ed). Voices of Freedom: A Documentary History, Vol. 2, 4th edition. New York: W.W. Norton, 2013.

Optional

Rampolla, Mary L. A Pocket Guide to Writing History. New York: Bedford/St. Martin's, 2012.

Course Description

This course is designed to help students understand the developments, events, and issues that have impacted the United States of America from the Reconstruction Era to the present. The course examines the emergence of modern America and the issues associated with the expansion of the United States since the end of the Civil War. During the course, all students will be required to identify themes and ideas fundamental to the development of US History, critically evaluate historical arguments, and analyze both primary and secondary sources. The development of critical thinking skills is an essential component in the course. In order to gain a more complete understanding of the changes in American history, each student will be required to participate in several different intellectual exercises, which are designed to help students to support and defend their arguments. Because critical thinking is so essential for any understanding of American history, students will be asked to critically evaluate, not just memorize, the course materials. In this class, we will work together to develop the skills necessary for all students to be successful; therefore, your participation and preparation are required. Last, enjoy the class!

Student Learning Outcomes

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, A&M- Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
3. Students will understand and practice academic honesty.
4. Students will demonstrate and understanding of societal and/or civic issues.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The instructional week will be from Sunday to Saturday. This course seeks to provide a comprehensive survey of United States History from 1865. Although most topics will be covered to some degree, all topics will not be given the exact coverage. The course requires a combination of class participation, quizzes, writing assignments, and examinations. ALL ASSIGNMENTS MUST BE SUBMITTED BY 5:00 PM ON THE DAY THEY ARE DUE (NO LATE ASSIGNMENT WILL BE ACCEPTED FOR FULL CREDIT). Students are expected to read the required readings to participate fully in the online discussion.

Discussion Board

During the course of the semester, there will be weekly discussion board questions based on assigned readings from *Give Me Liberty!* and *Voices of Freedom*. All students must post an answer to the question with a original question at the end of their initial response and respond to questions posed by two different classmates. There will be fifteen discussion board questions during the semester that will count for twenty points each. To receive credit for the assignment, each student must respond to the discussion question with a 100-word post and respond to at least two classmate's questions with at least 75 word responses each that directly address their response. The first response counts for ten points and each response counts for five points each for twenty total points.

Discussion Board Post (Quantity)

- You are required to post one original message for each topic.
- The post should be 100 words that directly address the discussion question.
- You must respond to at least two of your classmate's questions and your response must be at least 75 words each that directly address your classmate's response.

Discussion Board Post (Quality)

- Your posts must demonstrate your knowledge and understanding of the topic being discussed.
- You must demonstrate connections between lecture materials, textbook content, and discussion.
- You should relate discussion responses to material covered earlier in the course to give your responses clarity and context.
- Your post should go beyond reciting facts, but it should examine the material at a critical level and include facts that support your response.

Discussion Board (Timeliness)

- You must provide at least three days for your classmates to respond, so it is incumbent on each student to post and respond as soon as possible to give each person an opportunity to participate. If you do not post a response with an ample amount of time for your classmates to respond, you will not receive credit for your discussion board post.
- You will be given one week to respond to each topic.

Quizzes

The quizzes of the course will be twenty random multiple-choice questions based on one chapter.

Writing Assignments

All writing assignments must be typed in 12 pt. New Times Roman font, doubled spaced, stapled and paginated with a 1" margin. Additionally, all assignments must include, on the first page, your name, assignment, my name, course number, and date. Students must submit an electronic copy to dropbox. During the course of the semester, students will be required to complete four writing assignments based on course readings and assigned materials.

GRADING

Course Requirements

Discussion Boards	(15x20)	300 pts
Quizzes	(3x20)	60 pts.
Writing Assignments	(2x20)	40 pt.

Grades

A 400- 359; B 358-319; C 318-278, D 276-238, F 237 – below

The grading criteria of all written work will be based on the following descriptions:

A = Superior mastery of content and reading material; clear organization and factual accuracy; innovative interpretation or argument that responds to the specific directions of the assignment, test, or essay; clearly written.

B = Excellent command of the content and reading material; factual accuracy; a generally solid thesis driven historical argument backed with specific relevant evidence.

C = Average command of content material; reasonable factual accuracy; ability to produce a specific thesis driven argument that may not be original and is not supported by the evidence.

D = Poor command of content and failure to follow directions; historical errors of fact; no real thesis or argument driving the essay.

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 dialup)

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. Students using Google Chrome report consistent errors and failure to load. 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.

Turnitin

All written work must be submitted to Turnitin.com. Submissions to Turnitin are made through drop box on eCollege. All written work will be submitted through the drop box. If you have any questions, please let me know

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 course, go to: <https://leo.tamuc.edu>.

Before you start, you will need you CWID and password to log in to the course. If you do not know you CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

I will respond to emails within 24 hours Monday thru Friday between the hours of 9 to 5. Any emails sent on the weekend will be answered at my discretion.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Texas A&M- Commerce does not tolerate plagiarism and other forms of academic dishonesty. “Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one’s own), cheating on exams or other course assignments, collusion (unauthorized collaboration with other in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials are serious offenses and may be punished by failure on the exam or the paper, failure in the course, and /or expulsion from the university. Cheating would include any communication between students during an exam concerning exam questions, looking at another student’s exam for the purpose of obtaining information about the exam, or using any material that might assist the student with answering a question. The instructor reserves the right to question any individual he suspects may have engaged in plagiarism or cheating.

<http://www.plagiarism.org>

University Specific Procedures

ADA Statement

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

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*).

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Week One (August 28- September 2)

Topic: Reconstruction

Assigned Reading: Give Me Liberty (GML) Chapter 15: What is Freedom? Reconstruction: Voices of Freedom (VOF) 1-27:

Discussion Board Question: What course did Presidential Reconstruction take? How did Presidential Reconstruction impact the process of Reconstruction?

Week Two (September 5-9)

Topic: Gilded Age

Discussion: The Birth of the New South and America

Assigned Reading: GML (Chapter 16): VOF, 28-47;

Discussion Board Question: What does the term “Gilded Age” mean? What does the term reveal or hide about the radical transformation of American social, economic, and political culture?

Week Three (September 10-16)

Topic: Freedom’s Boundaries, at Home and Abroad, 1890-1900

Assigned Reading: GML (Chapter 17): VOF, 48-72.

Discussion Board Question: Describe the Farmer’s Alliance. What were the goals of the Populist Party? Why were they considered radical in their day?

Quiz (Chapter 17)

Week Four (September 17-23)

Topic: The Progressive Era

Assigned Reading: GML (Chapter 18): VOF, 73-99.

Discussion Board Question: How did the Progressives seek to change American society? How were they similar to or different from the Populists?

Primary Source Writing Assignment Due

Week Five (September 24-30)

Topic: Safe for Democracy: The United States and World War I, 1916-1920

Assigned Reading: GML (Chapter 19): VOF, 100-130.

Discussion Board Question: Did the Treaty of Versailles change the United States and its relationship with the world?

Week Six (October 1-7)

Topic: From Business Culture to Great Depression: The Twenties, 1920-1932

Assigned Reading: GML (Chapter 20): VOF, 131-157.

Discussion Question: How did consumer goods, consumer credit and the rise of advertising shape America lives and ideas of freedom?

Week Seven (October 8-14)

Topic: The New Deal

Assigned Reading: GML (Chapter 21): VOF, 158-186.

Discussion Board Question: Define liberalism. How did the New Deal reshape the lives of Americans and create a new meaning for liberalism?

Week Eight (October 15-21)

Topic: The New Deal

Assigned Reading: VOF, 158-186

Discussion Board Question: Did the New Deal end the Great Depression?

Quiz (Chapter 21)

Week Nine (October 22-28)

Topic: Fight for the Four Freedoms

Assigned Reading: GML (Chapter 22): VOF, 187-209.

Discussion Board Question: Did World War II make the United States and the world “safe for democracy”? In your answer, please address how World War II changed or failed to change United States domestic policies.

Week Ten (October 29-November 4)

Topic: The United States and the Cold War

Assigned Reading: GML (Chapter 23): VOF, 210-243.

Discussion Board Question: Why did the United States abandon isolationism as a policy after WWII?

Week Eleven: (November 5-11)

Topic: An Affluent Society

Assigned Reading: GML (Chapter 24): VOF, 244-276.

Discussion Board: How did the role of the family and specifically the role of women both in the fight against the cold War and as part of a new definition of freedom centered on consumerism?

Week Twelve: (November 12-18)

Topic: The Sixties

Assigned Reading: GML (Chapter 25): VOF, 268-300.

Discussion Board: Did the cultural movements of the Sixties expose the shortcomings and limitations of American political, economic, and social organization?

Primary Source Writing Assignment Due

Week Thirteen: (November 19-25)

Topic: Triumph of Conservatism

Assigned Reading: GML (Chapter 26): VOF, 301-323.

Discussion Board: Who were the “silent majority”? What did this term or idea reveal about the changes in American political life?

Thanksgiving Holiday

Week Fourteen: (November 26-December 2)

Topic: Globalization and Its Discontents, 1989-2000

Assigned Reading: GML (Chapter 27): VOF, 324-340.

Discussion Board: Define Globalization. How did the political, economic, and social events between 1989 and 1991 encourage the spread of globalization?

Quiz (Chapter 27)

Week Fifteen: (December 3-9)

Topic: A New Century and New Crises

Assigned Reading: GML (Chapter 28): VOF, 341-362.

Discussion Board: What the Presidential Election of 2008 mean for the United States and the World?

Test 2

