



**HIST 1302.10E (#81999)
United States History from 1865
Course Syllabus: Fall 2018**

Location and Time: T/R 12:30 pm-1:45 pm, Ferguson SS 150

Instructor: Dr. Andrew C. Baker

Office Location: Ferguson 106

Office Hours: M/W 3 – 5 pm, T/R 3:30 – 4:30 pm and by appointment

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Required Materials

The course textbook is the American Yawp, a free and open online textbook available at <http://www.americanyawp.com/> You are expected to keep up with the textbook reading throughout the semester.

Primary source readings will be made available on the course website and through the course syllabus. PowerPoint slides are available on the course website.

Course Description

A broad interdisciplinary course in the historical development of the United States and North America from 1865. Note: Assignments will focus on reading, writing, and analysis.

Prerequisites: ENG 1301 or concurrent enrollment or ENG 1302 or concurrent enrollment.

Throughout the course we will especially focus on the following central themes of Post-Civil War American History.

- Immigration, Labor, and Industrialization
- Race and Empire
- Politics and Political Realignment
- Why We Fight and How it Transforms the Nation

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 an understanding of societal and/or civic issues.

Grading

Final grades in this course will be based on the following scale:

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

Assessment

<u>Assignment</u>	<u>Points</u>
Test I	100
Test II	100
Test III	125
Test IV (final)	125
Document Analysis (5)	250
Primary Source Paper	200
Class Participation	<u>100</u>
Total	1000

Student Responsibilities

Classroom Participation

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students are expected to contribute to classroom discussions. Thoughtful participation means more than talking frequently, although this is encouraged. It means demonstrating both a knowledge of and a willingness to think critically about the assigned readings. Students are encouraged to engage not only with the professor and the material, but also with each other where appropriate. Students must remain a respect for their colleagues at all times.

Technology

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

Some course materials will be posted to the course website, managed through Pearson LearningStudio. To get started with the course, go to [myLeo](#).
<http://www.tamuc.edu/myleo.aspx>

Academic Dishonesty and Plagiarism

Do not engage in any of the following:

- Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
- Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct may be reported to university

administration for violating the academic honesty requirements in the student handbook. They will also result in failure of the assignment in question and possibly for the course.

Course Assignments

Tests

There will be four tests consisting of identification and short and long essays. Test answers should draw on material from course lectures, discussions, and assigned documents.

In-class Document Discussions and Document Analyses

Students will be divided into four groups. As indicated in the course schedule, each group has been assigned four course days over the course of the semester. The students in that group will be responsible for writing and bringing to class a paper copy of a document analysis (DA) of the day's document. Each DA should briefly summarize the document, place it in historical context, and analyze it in light of course themes.

See the "How to Read Primary Source Documents" document posted on D2L for more details. Your paper should be double spaced, in a standard font, and no more than one page in length. Late papers will receive half credit. While students are only responsible for writing about a document from their assigned days, every student is responsible for reading all of the documents and contributing to course discussions on each day.

Film Document Analysis

Near the end of the semester students will sign up for and watch (on your own time) one of the films from the provided list. Each is available either through the library or online streaming services. We will spend a class discussing these films. You are to select one line/quotation from the movie and use it to anchor a one-page document analysis on the movie that answers the following question in light of course lectures and other primary readings we have done: How does your film reflect its historical context? To put it another way, how did historical events lead Americans respond to your movie?

Primary Source Paper

Each student will write a final 4-5 page paper. You will select three primary source documents (from the Yawp reader and/or online) on historical topic or theme of your choosing that relates to the course. Your topic must be historical and must be focused between 1877 and 2001.

- You may use no more than one document that we previously wrote about for class.
- You may use an image as one of your documents, provided you analyze it as a primary source.
- You must have at least one source not covered in class

After reading these documents, you are to write an argumentative paper (containing a thesis) which uses these documents as evidence. You may use and cite textbooks as background, but this is not a research paper. Students are strongly encouraged not to do any outside research in secondary material (online or at the library). You should use the citation format practiced within your major, including a works cited page or bibliography with the information for your sources and citing all quotations. Your paper should include a title and a bibliography/works cited page.

To ensure that you are on the right track, each student must submit a short paragraph describing their topic and citations (with url where applicable) for their documents in class on the date indicated in the syllabus schedule. On the paper due date, you must bring a paper copy of your paper (double spaced, 1 inch margins, 12 point Time New Roman or 11 point Calibri font) to class **and** submit a copy to the course plagiarism checking software.

You must also submit a completed Academic Honesty Quiz through D2L or in print with your paper. Late papers will lose letter grade per 24 hour period late.

Here are some places to begin to look for primary sources.

- loc.gov
- historymatters.gmu.edu
- docsouth.unc.edu
- <https://dp.la/primary-source-sets/>

Writing Center:

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting papers. The Writing Center is an open resource available to all. 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.

Procedures and Policies

Drop/Withdrawal

If you decide that you need to drop or withdrawal from this course, it is your responsibility to complete the necessary paperwork. I will not drop you from the course if you stop attending.

Electronic Devices

Students are permitted to bring laptop computers to class for the purpose of note taking. Students are NOT permitted, however, to check e-mail, use the internet, complete other assignments, update facebook profiles, or use their computer or cell phone for any purpose other than taking notes unless expressly instructed to by the professor. Please silence your phones when you arrive each day.

Email Communication

All course communications will come through your university email account. Be sure to check it regularly. You should contact me through my TAMU-C email address (Andrew.Baker@tamuc.edu). I check my email regularly between 8 am and 5 pm Monday – Friday. I do not check my campus email on Sunday. A failure of planning on your part does not constitute a crisis on my part.

Attendance

Regular attendance is vital so success in the course. Each unexcused absence after the third will result in a loss of 30 points from a student's participation grade. Only medical and family emergencies and university approved absences will be excused. Normal sickness does not qualify as an emergency and will only be excused with a doctor's note. Students are expected to obtain class notes from fellow students when absent. Students who show up more than five minutes late to class will be considered absent for that day.

Make-up Work

Make-up tests will only be offered in the case of an excused absence as described above. Students who anticipate university-approved absences must make arrangements to complete the work at an alternate time. Late work will be penalized a letter grade per day late (including weekends) to a maximum penalty of half credit.

Syllabus Changes

The syllabus is a plan, not a contract. Circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as far in advance as is practicable.

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, Gee Library, Room 162
(903) 886-5150 or (903) 886-5835 phone
(903) 468-8148 fax

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry

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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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 Schedule

Week 1

- Aug. 28: Course Intro and Themes
Doc.: How to read a Primary Source
- Aug. 30: The New South
Doc.: Henry Grady on the New South ([online](#))(G1)
Yawp: [Chapter 15](#)

Week 2

- Sept. 4: Industrialization
Doc.: Carnegie, Gospel of Wealth ([online](#)) (G2)
Yawp: [Chapter 16](#)
- Sept. 6: Industrial Labor and Immigration
Doc: Lloyd ([online](#)) (G3)
Yawp: [Chapter 18](#)

Week 3

- Sept. 11: Gilded Age Politics and Unions
Doc.: Thomas O'Donnell ([online](#)) (G4)
- Sept. 13: Cities and Progressive Reform
Doc.: Riordon, *Plunkitt of Tammany Hall*, Page 3-10, 167-183 ([Google Books](#))(G1)
Yawp: [Chapter 20](#)

Week 4

- Sept. 18: Test 1
- Sept. 20: The West
Doc.: Richard Pratt ([online](#))(G2)
Yawp: [Chapter 17](#)

Week 5

- Sept. 25: Jim Crow in the U.S. South
Doc.: Ida B. Wells on Lynching ([online](#)) (G3)
- Sept. 27: U.S. Empire
Yawp: [Chapter 19](#)

Week 6

- Oct. 2: World War I at Home and Abroad
Doc.: Wilson on War (D2L) (G4)
Yawp: [Chapter 21](#)
- Oct. 4: 1919 and the Reactionary Years

Week 7

- Oct. 9: Test 2
- Oct 11: 1920s and the Depression
Yawp: [Chapter 22](#)

Week 8

- Oct. 16: New Deal
Doc.: FDR Fireside Chat April 14, 1938 ([online](#)) (G1)
Yawp: [Chapter 23](#)
- Oct. 18: WWII – Part 1
Doc.: David Talbot Interview ([online](#))(G2)
Yawp: [Chapter 24](#)

- Week 9
 Oct. 23: WWII – Part 2
 Doc.: Howard Banks ETWMP Interview ([online](#))(G3)
 Oct. 25: Discussion of Final Paper Assignment
 Doc.: Paper Guide on D2L
- Week 10
 Oct. 30: The Cold War
 Doc.: NSC-68 (p. 4-12)([online](#)) (G4)
 Yawp: [Chapter 25](#)
 Nov 1: Test 3
- Week 11
 Nov. 6: Postwar Consumerism and Suburbanization
 Yawp: [Chapter 26](#)
 Nov. 8: No class
 Topic and Sources Due for Primary Source Paper via Dropbox
- Week 12
 Nov. 13: The Civil Rights Movement
 Doc.: Letter from Birmingham Jail ([online](#)) (G1)
 Yawp: [Chapter 27](#)
 Nov. 15: Lyndon B Johnson and Liberalism
 Doc.: LBJ Howard University Speech ([online](#)) (G2)
 Yawp: [Chapter 28](#)
- Week 13
 Nov. 20: Backlash and the Rise of Conservatism
 Primary Source Paper Due
 Nov. 22: Thanksgiving Break
- Week 14
 Nov. 27: 1970s: An Era of Limits
 Nov. 29: Family Values and Multicultural America
 Doc.: Reagan speaks to Evangelicals ([online](#)) (G3)
 Yawp: [Chapter 29](#)
- Week 15
 Dec. 4: Post-WWII Culture through Film
 Doc.: 1950s-70s films (Document Analysis mandatory)
 Dec. 6: From the Cold War to the War on Terror
 Doc.: Bush, Axis of Evil (D2L)(G4)
 Yawp: [Chapter 30](#)
- Final Exam: Thursday, December 13, 10:30 AM