



## **HIST 1302, 08E, 20265, U.S. History from 1865**

COURSE SYLLABUS: SPRING 2020  
Time: TR 8am-9:15am Location: SS143

### **INSTRUCTOR INFORMATION**

Instructor: *Joshua V. Chanin*, adjunct & community director of Whitley Hall  
Office Location: Whitley Hall rm. 109 (call the office phone to get into the building)  
Office Hours: MF- 3:30pm-5pm; W- 5pm-7pm or by appointment  
Office Phone: Whitley office: 903.886.5789  
University Email Address: [Joshua.Chanin@tamuc.edu](mailto:Joshua.Chanin@tamuc.edu)  
Preferred Form of Communication: Email or face-to-face communication  
Communication Response Time: Within 1-2 business day(s)

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

#### **Textbook(s) Required:**

- Marling, Karal Ann. As Seen on TV: The Visual Culture of Everyday Life in the 1950s. Cambridge, MA: Harvard University Press, 1994.
- Mumford, Kevin J. Interzones: Black/White Sex Districts in Chicago and New York in the early Twentieth Century. New York, NY: Columbia University Press, 1997.
- Sinclair, Upton. The Jungle. Mineola, NY: Dover Publications, 2001. Reprint. (also available online for FREE)

#### **Software Required:**

- Access to the internet: the primary textbook used in this class will be online and FREE—Mintz, S., & McNeil, S. (2016). Digital History. <http://www.digitalhistory.uh.edu/index.cfm>

#### **Optional Texts and/or Materials:**

- Foner, Eric. Give Me Liberty!: An American History, vol. 2 (Brief 5<sup>th</sup> Edition). New York: W.W. Norton & Company Inc., 2017.

*The syllabus/schedule are subject to change.*

## Course Description

**Course Description:** HIST 1302 is a chronological survey of the significant political, social, cultural, and economic issues in the history of the United States from the end of the Civil War in 1865 to the present. The class will move rapidly through the over-arching study of successive time periods. Each student will have the opportunity to explore and gain a greater in-depth understanding of the second half of the American historical study through the examination of readings and various primary documents. The class will enable students to acquire knowledge that would assist them in becoming active and knowledgeable citizens. HIST 1302 will also stress the development of effective reading, note-taking, writing, studying, test-taking, and oral communication skills, all of which will be useful in a student's academic studies and post-academic career. This course is the second part of the two-part history of the United States at the college level.

**Prerequisites:** (Lvl U ENG 1301 Min Grade C or Lvl U ENG 1301 Min Grade C Concur) or (Lvl U ENG 101 Min Grade C or Lvl U ENG 101 Min Grade C Concur) or (Lvl U ENG 1302 Min Grade C or Lvl U ENG 1302 Min Grade C Concur) or (Lvl U ENG 102 Min Grade C or Lvl U ENG 102 Min Grade C Concur)

## 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

### Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using textbook and presentation programs online.

### Instructional Methods

The structure of the course will be split into three units, with an exam at the completion of each unit. This course will mostly consist of lectures and a few class discussions.

### Student Responsibilities or Tips for Success in the Course

Students are expected to complete all assigned work for the course on time. It is recommended that students attend class, take detailed notes, and pay attention to all the lectures and discussions. It is recommended that students stay on top of their grades and assignments by checking the syllabus and their Leo portal regularly. It is recommended that a student asks questions whenever they have a concern or problem pertaining to the coursework and/or assignments.

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## 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

## Assessments

The grade breakdown for this class goes as follows:

**Exams** (3x, each covering unit material) each worth 20%

**Critical Book Reviews** (2x on either The Jungle or Interzones or As Seen on TV) each worth 15%

**Participation** (attending class, pop quizzes determined by the instructor) worth 10%

Assignment	Learning Outcome Achieved
Exams (at the end of each unit, the students will take an exam that comprises of multiple choice and open ended questions; students will have to provide their own blue book for exam)	1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena (open-ended questions).
Critical Book Review (students will either write two (2x) critical book reviews on either <u>The Jungle</u> or <u>As Seen on TV</u> or <u>Interzones</u> , and construct an argument on what they believe the author's message and central themes are; instructions on how to write the CBR will be given in class; book reviews will be turned in digitally to the instructor via email)	1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena (book review/author argument). 2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose, and message (book review will utilize formal grammar and convey a purpose).
Participation (students will engage in course content through discussions with peers and class lectures, continue to learn about the nation's civic structure, and further develop the skills they need to successfully grow as a student at TAMUC)	3. Students will demonstrate awareness of societal and/or civic issues (learn the bigger picture). 4. Students will be able to understand their role in their own education (in advising sessions and among peers in discussions).

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# TECHNOLOGY REQUIREMENTS

## LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the MyLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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### **Interaction with Instructor Statement**

The instructor may be reached via email at [Joshua.Chanin@tamuc.edu](mailto:Joshua.Chanin@tamuc.edu); the instructor will respond to emails within two business days unless they are out of the office. The instructor may also be reached and answer students' questions and/or concerns face-to-face during their office hours. It is the students' responsibility to seek help and address any concerns they might have about the coursework and/or their grade.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Students should note that participation and attendance is necessary in order to perform well in the class; students may miss up to *two (2x) classes* with excused absences before they will be dropped a letter grade in participation/attendance points then after. Furthermore, students are expected to be attentive and alert in class, participating in the class lectures, discussions, and pop quizzes. Attendance is worth 10% of a student's overall grade for the course. Late work will only be accepted at partial credit, as determined by the instructor. Students may have the option in taking a missed exam if they informed the instructor of their absence before the exam date; if the student does not inform the instructor of their absence before the exam date, then the student may not take the exam. There will be no extra credit in this course.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **Students with Disabilities-- 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- Room 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **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.

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## **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.

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## COURSE OUTLINE/CALENDAR

\*The instructor reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

\*\*Lecture titles are italicized

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**Unit I:** The first unit of this course will cover the Reconstruction and Gilded Ages from the end of the Civil War to the turn of the twentieth century. This unit will focus on strained racial relations in the South, city and leisure expansion, the immigration spike, migration to the West, and America's attempt to build an empire overseas.

**January 14** – Introduction of class, syllabus, *Robert E. Lee Surrenders & Reparations*  
- Begin reading *The Jungle* (Sinclair)

**January 16** – *Divided Politics in Washington*  
- Turn in the Academic Honesty/Integrity Quiz at beginning of class (required by dept.)

**January 21** – *The Open Frontier Disappears*

**January 23** – *The Rise of the Working Class*

**January 28** – “Give me your tired, your poor, your huddled masses...”

**January 30** – *America has fun: The Growth of Communications & Leisurely Activities*

**February 4** - *The Corporate Revolution & Economic Panic in the 1890s*

**February 6** – *The Evolution of Higher Education in America*  
- Critical Book Review due at start of class for those who elected to review *The Jungle*

**February 11** – *An Explosion on the USS Maine, Mr. Teddy, & American Imperialism*

**February 13** – Mr. Chanin's Research Trip; no class

**February 18** – Unit I Exam (exam will cover class lectures on Unit I, *The Jungle*, and Digital History site tabs “Civil War”, “Reconstruction”, “Gilded Age”, “America Becomes A World Power”, and “Progressive Era”)



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**Unit II:** Unit II picks up at a defining moment in America’s political history: the women’s suffrage movement. The unit will focus on America’s crucial involvement in the two world wars, the country’s progressive agenda at the turn of the century, minority groups during the Great Depression, and the growing fear among communities due to the Ku Klux Klan and Soviet communists/spies.

**February 20** – “*Suffrage is the pivotal right*” – *Susan B. Anthony*

- Begin reading Interzones (Mumford)

**February 25** – *America’s Late Entry into the Great War*

**February 27** – *Prohibition: Moonshiners & Bootleggers*

- Look carefully at each of the photographs from the *Modern American Poetry* site, titled ‘A Photo Essay on the Great Depression.’ Each photo is a primary document, and we will be talking about these in class. Be prepared to give your thoughts on the photos in class. <http://www.english.illinois.edu/maps/depression/photoessay.htm>

**March 3** – *The Klan, Organized Labor, & A Period of Great American Prosperity*

**March 5** – *The Stock Market Crash of 1929 & Hoover’s Exit*

**March 10** – Spring Break; no class

**March 12** – Spring Break; no class

**March 17** – *Minorities during the Great Depression & FDR’s New Deal*

- Critical Book Review due at start of class for those who elected to review Interzones
- Skim through the list of New Deal programs on The Living New Deal website (you may be tested on a few of these on the Unit II Exam). <https://livingnewdeal.org/what-was-the-new-deal/programs/>

**March 19** – *Europe leans towards War & America’s Home Front*

**March 24** – *MacArthur’s War in the Pacific*

**March 26** – Unit II Exam (exam will cover class lectures on Unit II, Interzones, outside readings, and Digital History site tabs “World War I”, “1920s”, “Great Depression”, and “World War II”)



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**Unit III:** The final unit of the course will cover the more-modern period of American history from the 1950s to the present. The unit will focus on the political struggles in Washington D.C. (including the Watergate Scandal), the arms and space race with the Soviet Union, new communication and technological tools in the household, and America's leadership role on the world stage following World War II.

**March 31** – *“The Red Iceberg!” -govt. poster regarding the Red Scare*  
- Begin reading As Seen on TV (Marling)

**April 2** – Mr. Chanin (might be) presenting his research at Snapshot 20/20 Symposium at Meredith College in North Carolina; no class TBD

**April 7** – *Fighting in Korea & The Cold War at Home*

**April 9** – *JFK and the New Left*

**April 14** – *The Path to Racial Equality*

**April 16** – *The Youth Revolution*

**April 21** – *America's Prolonged Struggle in Southeast Asia*

**April 23** – *The Painful Aftermath following Watergate*  
- Critical Book Review due at start of class for those who elected to review As Seen on TV

**April 28** – *“Mr. Gorbachev, tear down this wall!” -Ronald Reagan*

**April 30** – *America's New Role in the World & the War on Terror*

**May 5** – Unit III Exam (exam will cover class lectures on Unit III, As Seen on TV, and Digital History site tabs “Postwar Era”, “1960s”, “Vietnam War”, “1970-2000”, and “The 21<sup>st</sup> Century”); this exam is scheduled during finals week from **8am-10am on Tuesday, May 5, 2020.**

**\*\*Mr. Chanin will be in his office during finals weeks, set up an appointment via email if you wish to talk about the final exam/your final grade.**

**\*\*Attend class, work hard, and good luck in the semester!**



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