



HISTORY 1302.09B
THE UNITED STATES SINCE 1865
COURSE SYLLABUS: Spring 2021



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<https://new.tamuc.edu/coronavirus/>

COURSE INFORMATION

Course Materials:

The following FREE open access textbook is required reading:

- *The American Yawp*, <http://www.americanyawp.com/index.html>. If you prefer a print copy, you can get vol. II from Stanford University Press (2019), for \$25.00, <https://www.sup.org/books/title/?id=30476>, ISBN 9781503606883.

We will also be reading:

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Any additional will be distributed to the class via MyLeoOnline.

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 and Objectives:

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 written work for the class. Student learning outcome 4 will be assessed by a Student Responsibility Quiz (SRQ) (administered through MyLeoOnline). Failure to complete the SRQ may result in automatic failure for the course).

This course is designed to develop skills of writing communication and critical thinking. It intends to provide students with the tools to assess critically a variety of types of information and to understand the historical context for contemporary American society. Through guided exploration of various sources and historical research methods, students will deepen their writing communication and critical thinking skills. These skills form the foundation to be successful in any major.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This class will meet in a hybrid format. Students have the option of attending interactive lecture/discussion meetings on Tuesdays either in person (to the COVID capacity of the assigned classroom) or virtually via Zoom. All students are required to attend class at the assigned class time on Tuesdays; students may choose their preferred mode of attendance, but engagement and participation are expected in either format. Students will complete an asynchronous discussion forum on Thursdays through our class shell on MyLeo Online.

Attendance and Participation (10%)

Attendance is required at the weekly Tuesday meetings, whether attending in person or via Zoom. Excessive absences will impact your final grade significantly. Documented absences for University business are excused. Students are responsible for all material covered in our class meetings, regardless of attendance. Students are expected to come prepared to engage with and discuss the assigned material. This means reading, mulling over, and taking notes on the assignment before our Tuesday class meetings, and bringing appropriate material with you to class, whether in person or virtual. In weeks when a film is assigned, it should be watched outside of class before the Tuesday meeting. 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. Students should avoid engaging in disruptive behavior during class meetings.

Your participation grade will be based on your attendance and engagement in our class discussions, and is evaluated by the following rubric:

- A = Always prepared, frequently participates, rarely absent
- B = Always prepared, participates sometimes or when called on, rarely absent
- C = Usually prepared, participates infrequently, rarely absent
- D = Often unprepared, multiple absences
- F = Usually unprepared, multiple and frequent absences

Discussion Forums (15%)

Most weeks, students will participate in a discussion forum on Thursdays. The forum will open at 12:00am and close at 11:59pm, so you will have 24 hours to access and participate in the discussion. Discussion forums ask students to both engage with the readings in a critical and thoughtful manner that applies information learned to answer complex questions, and to engage in respectful interactions with classmates. For each discussion forum, students will make one initial posting that is roughly a solid paragraph (6-8 sentences) in length. The initial posting must engage directly with the readings assigned for that discussion, making specific reference to relevant sections (for example, "In his work _____, E. P Thompson argues that . . . (Thompson, pg. #)"). Discussion postings must show engagement with the class material and will be graded on accuracy and grammar, so please proofread before making your post. After making an initial post, students will choose one posting by a classmate and respond to it. The response should be respectful, and may reaffirm the classmate's point or refute it, providing examples to support your arguments, or take the posting as a starting point for posing an additional question. The response should be no more than a short paragraph (4-6 sentences). Initial posts must be made before students can view classmates' postings.

Written Assignments (30%)

Primary Source Analysis (10%)

Students will complete four short Primary Source Analyses based on documents included in the textbook, placing the chosen document in its historical context and suggesting its significance. Each one is worth progressively more of your overall grade, so as you practice and increase your skill at the activity, it will count more toward your overall grade (so, Primary Source Analysis #1 is worth 1%, #2 is worth 2%, #3 is worth 3%, and #4 is worth 4%). A primary source is a document created at the time of the event in question. It gives us a first-hand account of a time or place, and thus provides an essential building block for understanding what happened in the past and why. For each Primary Source Analysis, you will choose a document from *The American Yawp Reader* as indicated on the Course Schedule and on D2L. The Primary Source Analysis should explain who wrote the document, when, where, why, and place the document

in its historical context. It should summarize the content of the document and suggest why that document is important for understanding the time period. The document should be clearly identified in the title of the Primary Source Analysis, and the paper you submit should be no longer than one page, double-spaced, in Times New Roman 12pt or equivalent font (default MS Word font is fine). Use the following as a guide: <https://www.oxfordfirstsource.com/page/how-to-read-primary-source-documents/how-to-read-and-assess-primary-documents>. More details and the rubric for evaluation can be found on the class D2L site. Primary Source Analyses are due on Thursdays by 5:00pm in the weeks they are assigned (see Course Schedule below).

Paper (20%)

Students will write a paper over the course of the semester, choosing one of the two options listed below. Papers should be 5-6 pages in length (including notes), double-spaced, with Times New Roman 12pt or equivalent font (default MS Word format is fine), and standard one-inch margins. Papers should include the student's name and a title, but do not need a separate title page. The first line of each paragraph should be indented; there should not be any extra spaces between paragraphs; pages must be numbered. Papers must present an argument or thesis and must cite all quotations, information, and ideas that are not their own. Students may use whatever citation system they are most comfortable with, but should be consistent throughout the paper. The professor will be happy to do some workshops on Turabian/Chicago citation style used in the historical discipline, but if you prefer a different citation system, that is fine. All sources used in the paper should be included in a Bibliography or on a Works Cited page that does not count toward the page length requirements for the paper.

For their papers, students may choose to write either a family history that draws on an interview with a family member and places that person's experiences in their historical context; or a paper that explores an event that occurred in the student's home town (or Dallas) during the period covered by this course. More details for each of these options and guidelines can be found on the course D2L site. The Paper is due by Thursday at 5:00pm in the final week of the semester.

Papers will be evaluated according to the following rubric:

A – papers effectively and accurately present the historical issue, and compare and assess how the book and film relate to that historical issue; papers contain an argument or thesis; papers cite all sources used in a consistent manner; papers apply all proper conventions of grammar and syntax.

B – papers effectively and accurately present the historical issue, and compare and assess how the book and film relate to that historical issue; papers have a weak or undeveloped thesis; papers cite all sources used in a consistent manner, with minor errors; papers apply all proper conventions of grammar and syntax.

C – papers present the historical issue, but have some inaccuracies; papers discuss how the book and the film relate to the historical issue, but lack an assessment; papers cite all sources used in a consistent manner, with errors; papers apply proper conventions of grammar and syntax, with minor errors.

D – papers present the historical issue but with errors and inaccuracies; papers fail to discuss both the book and the film, and lack an assessment; papers cite all sources used, but poorly and inconsistently; papers fail to apply proper conventions of grammar and syntax.

F – papers fail to present the historical issue with accuracy; papers fail to compare the book and the film to the historical issue and fail to include an assessment; papers fail to cite sources used or plagiarize; papers fail to apply proper conventions of grammar and syntax.

Quizzes (15%)

Students will complete a syllabus quiz and Student Responsibility Quiz during the first week of class. Most weeks, students will complete short weekly quizzes (with a variety of multiple choice, true/false, matching, and/or fill-in-the-blank questions) over the lecture, assigned textbook readings, and film (if

assigned) for that week. Quizzes will open immediately after class on Tuesdays and remain open until 11:59pm on Tuesdays. Students may use lecture notes and other course materials to complete the quizzes, however, quizzes (with the exception of the syllabus quiz) will be open only for 15 minutes, so it is best to come prepared. Students may access the quiz at any time during the window in which it is open, but will be allowed only one attempt, so once you start the quiz, please ensure that you have sufficient time to complete it. Missed quizzes cannot be made up.

Exams (40%)

Students will take two exams for this course, one Midterm and one Final, as indicated in the Course Schedule. These exams cover assigned readings, lecture material, and class discussions for that unit. They are not cumulative. You must read the assignments and attend class in order to pass the exams. Exams will consist of short essay questions. Students will complete exams through D2L and will have 48 hours once the exam opens to submit their answers. All exams are open book.

Grades for exams 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

Grading

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

Paper	20%
Primary Source Analyses	10%
Exams	30%
Discussion Forums	15%
Quizzes	15%
Attendance/Participation	10%

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
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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. If at all possible, please do not use Google Docs or Pages or any other cloud-based program that is not MS Word. **All written work should be submitted in MS Word format.**

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

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.

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

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.

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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

COVID-19

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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, whether in the classroom or on Zoom. 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 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 week. 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 written assignments (this means papers, document analyses, and exams, but excludes quizzes) must be completed. Any missing written assignments (excluding quizzes) at the end of the course will result in an automatic 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. The University policy can be found at: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>. 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.

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.

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

[Student Disability Resources & Services](#)

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. Links to the textbook and the films are provided in D2L.

Week 1: January 12-14—Introduction

Discussion Forum: Introductions

Syllabus Quiz

Week 2: January 19-21—Reconstruction

Read: *The American Yawp*, Chapter 15: Reconstruction

Discussion Forum

Weekly Quiz

Week 3: January 26-28—Westward Expansion

Read: *The American Yawp*, Chapter 16: Capital and Labor AND Chapter 17: The West

Watch: Geronimo
Discussion Forum
Weekly Quiz

Week 4: February 2-4—The Gilded Age

Read: *The American Yawp*, Chapter 18: Life in Industrial America AND Chapter 19: American Empire
Discussion Forum
Weekly Quiz
Primary Source Analysis #1 Due

Week 5: February 9-11—Progressivism

Read: *The American Yawp*, Chapter 20: The Progressive Era
Watch: The Triangle Fire
Discussion Forum
Weekly Quiz

Week 6: February 16-18—World War I

Read: *The American Yawp*, Chapter 21: World War I & Its Aftermath
Discussion Forum
Weekly Quiz

Week 7: February 23-25—Roaring Twenties

Read: *The American Yawp*, Chapter 22: The New Era
Discussion Forum
Weekly Quiz
Primary Source Analysis #2 Due

Week 8: March 2-4—Great Depression

Read *The American Yawp*, Chapter 23: The Great Depression
Watch: The Civilian Conservation Corps
Discussion Forum
Weekly Quiz

Week 9: March 9-11—Midterm Exam

Midterm Exam Due Thursday by 5:00pm

Week 10: March 16-18—World War II

Read *The American Yawp*, Chapter 24: World War II
Discussion Forum
Weekly Quiz
Primary Sources Analysis #3 Due

Week 11: March 23-25— The Cold War

Read *The American Yawp*, Chapter 25: The Cold War
Watch: CNN's The Cold War
Discussion Forum
Weekly Quiz

Week 12: March 30-April 1—The Affluent Society

Read *The American Yawp*, Chapter 26: The Affluent Society

Discussion Forum
Weekly Quiz

Week 13: April 6-8—Civil Rights

Read *The American Yawp*, Chapter 27: The Sixties
Watch: Eyes on the Prize
Discussion Forum
Weekly Quiz

Week 14: April 13-15—Conservative Reactions

Read *The American Yawp*, Chapter 28: the Unraveling
Discussion Forum
Weekly Quiz
Primary Source Analysis #4 Due

Week 15: April 20-22—Reagan and Beyond

Read *The American Yawp*, Chapter 29: The Triumph of the Right and Chapter 30: The Recent Past
Discussion Forum
Weekly Quiz
Paper Due

Final Exam Due TBA