To access COVID-19 information, please visit the Stay Healthy Lions Webpage.

**HIST 264 – 0CW A Nation Divided: American History**
COURSE SYLLABUS: **Fall 2021 – Term 1**

### INSTRUCTOR INFORMATION

Instructor: Shaonda Gathright
Office Location: Online
Office Hours: Email or Telephone or Virtual by Appointment
Office Phone: 972-983-9676 (text in emergencies only)
University Email Address: Shaonda.Gathright@tamuc.edu
Preferred Form of Communication**: email**
Communication Response Time: 24 hours, except weekends

### COURSE INFORMATION

**Materials**

This course has been designed using Open Educational Resources (OER).  All materials are embedded within the course and are accessible via the internet.  After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use during quizzes, assignments, and projects in this class.

**Supplemental Materials**

Links and files will be provided in the document sharing tab within the course.

### COURSE DESCRIPTION

The United States is a country characterized by diversity. Its history is the story of interactions between groups divided by race, ethnicity, language, income, religion, ideology, culture, and gender. This course explores the nature of encounters between social groups and the consequences such encounters had for American culture and politics.

This course's theme is American Identity: Exclusion and Inclusion.

### STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge to:

1.  Students will be able analyze events and movements in American history with a view to identity and inclusion or exclusion.
2.  Students will be able to explain causes and effects of important events and movements of United States History.

3.  Students will communicate in a manner appropriate to the audience and occasion, with an evident message and organizational structure.
4.  Students will be able to analyze and evaluate historical situations, events, and developments when given a set of data and/or texts.

## REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

## COURSE REQUIREMENTS

**Minimal Technical Skills Needed:** Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

**Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

**Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

To be successful in this course, the written assessments are critical. If you do not immediately pass the Post-Test, you will find everything you need to address the written assignments in the readings/videos for this course. Expect to spend 30 or more hours reading/listening (depending on your reading speed). You may use outside source material that you have access to, but be wary, not everything you find may be factual, reliable, and peer-reviewed. If you choose to use a quote, it should be short, no more than 2 lines. Regardless you must cite your sources. You may use any standard citation format you choose: APA, MLA, Chicago, or Turabian. If you are unfamiliar with any of these please utilize the sources provide by the University's Writing Center (http://www.tamuc.edu/academics/colleges/humanitiessocialsciencesarts/departments/literatureLanguages/writingCenter/default.aspx).

You will be expected to adhere to the standards of Academic Integrity of university and Department of History policy as linked below in the Academic Integrity subsection (page 4 of the syllabus).

## ASSESSMENT

**Pretest(s):** The Pretest for this course assesses your knowledge of the historical development of the United States and North America to 1977. There are 100 points total (45 from multiple choice, 30 from short identification, and 25 from an essay). You will need a score of 80 to be able to move directly to the posttest. The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required for this course.

**Module Tests**: Each module has the following types of questions to test your knowledge: multiple choice quiz, short identification questions, and essays.
    **Quiz:** You need to complete a multiple-choice quiz in each module. It is a great opportunity to review what you learned in each module.

**Short Identification Questions:** The short identification questions require a written response, using complete sentences and appropriate grammar and punctuation. It should be one to two paragraphs in length. It should include the Who, What, Where, When, How, Why of the item in the prompt, as well as an explanation of its significance. Significance is the explanation of why it is worth knowing about, how it enhances our understanding of the past. You will be expected to cite any quotes you use (see Student Responsibilities and Tips below).

**Essays:** Essays require a long-form written response, using complete sentences and appropriate grammar and punctuation. Expect to write 500 to 750 words to fully answer the prompt. You will be expected to cite any sources and quotes you use (see Student Responsibilities and Tips below), and to cite at least three reliable sources (Wikipedia is not a reliable source).

**Posttests:** The Posttest for this course assesses your knowledge of the historical development of the United States and North America to 1877. There are 100 points total (35 from multiple choice, 40 from short identification, and 25 from an essay). The posttest is an assessment of your knowledge of the material required for the competency. A score of 80 points or higher is required to demonstrate competency. If you score less than 80 points, you will have an opportunity to review the material and re-take the competency posttest. You may take the posttest assessment up to three times. If you have not passed the competency in three attempts, you will work with an Academic Coach to determine another method of fulfilling the program requirements in this subject.

## GRADING

A score of 80% or higher on both the Culminating Project and Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

| Item | Worth |
|------|-------|
| Pretest | 100 points |
| Posttest | 100 points |
| | |
| | |
| | |
| **Total** | **200** |

**Grading Scale**

A = 90%-100%

B = 80%-89%

F = 79% or Below

## 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 the technical requirements

Learning Management System (LMS) Requirements:
View the Learning Management System Requirements Webpage.

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:
Visit the [Virtual Classroom Requirements Webpage](#).

## 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 on the [Brightspace Support Webpage.](#)

### Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

**All emails from students should include:**
- **Course name and subject in the subject line (ex. ORGL 3322 – Posttest)**
- **Salutation**
- **Proper email etiquette (no "text" emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### 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.

### 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 online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

## 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 Policy
Undergraduate Student Academic Dishonesty Form

## 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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@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 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.

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

| Learning Objectives and Competencies | Materials to Read or Review | Assignments |
|---|---|---|
| **PRETEST** | **NO REVIEW NEEDED** | **COMPLETE ON THE FIRST DAY** |
| LO1: Precursors and Roots to an American Identity<br>● Students can explain how epidemic history | Reading assignments (5) | Complete the module quiz. (recommended)<br>Short Identification<br>Essay |

| Learning Objectives and Competencies | Materials to Read or Review | Assignments |
|---|---|---|
| relates to a contact vs Conquest framework of understanding colonization of North America.<br>● Students can discuss the religious movement of the First Great Awakening in relation to racial identity<br>● Students can explain the background to the "First Thanksgiving", why that matters as a source of American identity, and why that myth is problematic.<br>● Students can discuss how various sexualities found ways to "fit in" or not<br>● Students can relate the Draft Riots of 1863 to issues of identity<br>● Students can reflect on how ethnic and labor issues reflect on who did not benefit from the American Promise | | |
| LO2: Post-Civil War through the Great Depression<br>● Students can broadly explain violence by Americans against other Americans they consider outside the American identity<br>● Students can explain how fights over who gets protection from American law played out in industry and regulation<br>● Students can explain how Americans who view themselves as the core American identity have related to other types of Americans achieving better success within the nation's economic system | Reading assignments (5)<br><br>Watch videos (1) | Complete the module quiz. (recommended)<br>Short Identification<br>Essay |

| Learning Objectives and Competencies | Materials to Read or Review | Assignments |
|---|---|---|
| • Students can discuss how disabled Americans organized during the Great Depression to fight their own civil rights movements for full inclusion in what it means to be American | | |
| LO3: Understanding the civil rights movements after World War II<br>• Students can explain why the United Farm Workers is considered important to worker's rights and to racial justice.<br>• Students can explain the place of Harvey Milk in the LGBT+ rights movement.<br>• Students can explain the genesis and work of N.O.W.<br>• Students can explain the creation and activities of AIM | Reading assignments (6)<br><br>Watch videos (2) | Complete the module quiz. (recommended)<br>Short Identification<br>Essay |
| Complete the Post-test. | | COMPLETE BEFORE FINAL DAY 5:00PM (80 points or higher) |