



HIST 1302.1HE (#25467)
United States History from 1865
Course Syllabus: Spring 2022
Updated December 9, 2021

Location and Time: M/W/F 2 PM, BA 340

Instructor: Dr. Andrew C. Baker

Office Location: Ferguson 106

Office Hours: M 3-4 PM, T 2-5 PM, F 3-5 PM and by appointment

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Required Materials

Matthew Avery Sutton. *Jerry Falwell and the Rise of the Religious Right*. Bedford/St. Martins, 2013.

Shane Hamilton and Sarah Phillips. *The Kitchen Debate and Cold War Consumer Politics*. Bedford/St. Martins, 2014.

Brett Flehinger. *The 1912 Election and the Power of Progressivism* Bedford/St. Martins, 2003.

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.

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 themes of Post-Civil War American History.

- Race and Empire
- Urbanization, Immigration, and Labor
- Consumerism, Food History, and the Cold War
- Desegregation, Schooling, and White Flight
- Evangelicalism and Politics

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.

COURSE OVERVIEW

Instructional Methods

This instructional format for this class is in-person, web-enhanced. We will hold course meetings in our assigned classroom (BA 340) from 2-2:50 PM Monday, Wednesday, and Friday except where indicated in the course schedule. These course meetings will consist of interactive lectures, discussions, and project presentations. These course meetings will not be recorded. Remote attendance will not be offered. Additional course materials will be available asynchronously through D2L under the content tab. The course schedule is organized by day, with readings, assignments, quizzes, and exams being due by class time on the day indicated in the syllabus.

In the event of a campus closure, class meetings will move to Zoom (facilitated through D2L) at the standard class time. In the event of a cancelled class meeting for which an alternate Zoom meeting is not possible, the instructor will create a discussion post based on the day's topic to serve as an alternate assignment for affected students.

Frequent, clear communication is essential to students doing well in this course. I strive to be flexible and understanding in meeting student needs. Please contact me with any questions or concerns. I am available to meet with students to discuss class content, expectations, and other relevant topics through virtual (zoom) or in-person office hours (M 3-4 PM, T 2-5 PM, F 3-5 PM and by appointment).

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>
Position Papers 5 x 150	750
Presentations	100
Watergate	50
Class Participation	<u>100</u>
Total	1000

Course Schedule

January 12	Course Introduction
Unit 1:	Empire
January 14	The 1890s
January 17	No Class (Martin Luther King Jr. Day)
January 19	Civilization and Savagery Read: Richard Pratt (online)
January 21	Civilization and Savagery Read: Ida B. Wells, "Lynch Law in America" (online)
January 24	The US in a World of Empires Read: Yawp: Chapter 19
January 26	Debate: Annexing the Philippines
January 28	Debate: Annexing the Philippines
January 31	Debate: Statements from the Audience
February 2	Vote and debriefing Paper 1 due
Unit 2	1912
February 4	Progressive America
February 7	Industrialization Read: Carnegie, Gospel of Wealth (online) and Lloyd (online) Yawp: Chapter 16
February 9	Progressivism Read: Thomas O'Donnell (online) and Riordon, <i>Plunkitt of Tammany Hall</i> , Page 3-10, 167-183 (Google Books) Yawp: Chapter 18
February 11	In-Class Planning Day Read: Flehinger, Part 1
February 14	Debate 1: The Trust Problem Read: Flehinger, Part 2
February 16	Debate 2: Business, Politics, and Corruption Read: Flehinger, Part 2
February 18	Debate 3: Audience Questions
February 21	Vote and Debriefing Paper 2 Due
February 23	Interlude: From 1912 to 1945
Unit 3:	Containment and Consumerism
February 25	Cold War Introduction Yawp: Chapter 25 and Yawp: Chapter 26
February 28	Kitchen Debate Read: H&P 1-11, Document Section 1
March 2	Consumers and Consensus Read: H&P 11-17, Document Section 2
March 4	An Easier Life for our Housewives Read: H&P 17-24, Document Section 3
March 7	Down on the Farm Read: H&P 24-32, Document Section 4

March 9	Paper 3 Due
March 11:	Cold War Potluck
March 14	Spring Break
March 16	Spring Break
March 18	Spring Break
Interlude	Cars in America
March 21	Cities and Transportation
March 23	The Great Experiment
Unit 4:	Race in Dallas
March 25	National Civil Rights Movement
March 28	Desegregating Dallas Read: Brian D. Behnken, "The 'Dallas Way': Protest, Response, and the Civil Rights Experience in Big D and Beyond," <i>Southwestern Historical Quarterly</i> 111 (July, 2007), 1-29.
March 30	Desegregating Dallas Watch: Dallas at the Crossroads (youtube)
April 1	No Class – Research Day
April 4	Integrating Dallas In-class examination of <i>Tasby</i>
April 6	Integrating Dallas Read: Gerald McCorkle, "Busing Comes to Dallas Schools," <i>Southwestern Historical Quarterly</i> 111 (January 2008), 305-33
April 8	Integrating Dallas Read: Discuss-identified Student Primary Sources
April 11	Dallas Decisions Paper 4 Due
April 13	Catch-up Day
Unit 5	Evangelicals and Politics
April 15	1960s+70s cultural politics Yawp: Chapter 28 and Chapter 29
April 18	Race and Religion Read: Sutton, Part 1 and Document Sections 1-2
April 20	God in the Schools and Family Read: Sutton, Document Sections 3-4
April 22	Evangelicals, Walmart, and Chick-fil-a
April 25	Jimmy Carter and Evangelicals Read: Carter at NYC (here) and at Salt Lake (here) Read: Sutton, Documents 22-24
April 27	Ronald Reagan and Evangelicals Read: Sutton, Documents 25-26
April 29	Decision Day – Carter or Reagan Paper 5 Due
Epilogue	Watergate
May 2	In-Class Documents
May 4	In-Class Documents
May 6	Submission due by end of class

Final Exam: Monday May 9, 1:15-3:15 PM
Q&A about modern politics and US history

Student Expectations

Collaboration

Do not let the fear of committing plagiarism scare you away from genuine intellectual engagement and discussion with your colleagues. The best ideas will come out of such collaborative engagement, both during and outside of class. This type of collaboration should lead you to produce superior **individually written** papers.

Position Papers (SLO 1,2,4)

Over the course of the semester, each student will write five, 3-4 page position papers related to each of the five course units. While each paper will have a distinct prompt and source requirements, all will require students to draw on and appropriately cite course readings to form historically grounded arguments. See the course writing guide for more details on formatting and style. Specific instructions for each unit paper will be provided on the unit overview on D2L. You must submit a digital copy to the D2L dropbox in addition to bringing a paper copy to class. These papers will be evaluated for insight, argument, use of evidence, and clarity of presentation—in that order of importance. After receiving their graded paper, students are strongly encouraged to resubmit a digital copy (with word's track changes feature) within a week after receiving their initial grade for regrading.

Presentations

Over the course of the semester, students will present their arguments and the results of their research to the class. The format of these presentations will vary depending on the unit, but all must demonstrate a depth of research and a commitment to communicating clearly and concisely. Above all, these presentations should not waste the time of your colleagues and professor. The single course grade for presentations will reflect a student's success in all such activities over the course of the semester.

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 D2L. 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.

The Student Academic Honesty Quiz will be used to evaluate SLO 3.

Policies and Procedures

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 – Saturday. 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 ten minutes late to class will be considered absent for that day. A student who misses a day in which they are to present will have to arrange an alternate assignment with the professor, in

advance if possible. Failure to do so will significantly hurt your participation and presentation grades.

Make-up Work

Position papers will be penalized one letter grade per day late, including weekends, to a maximum penalty of half the points available for the assignment. Students who anticipate university-approved absences must make arrangements to complete the work at an alternate time.

Syllabus Changes

The syllabus is a plan, not a contract. Circumstances and events, including 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 as far in advance as is practicable.

Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

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

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

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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.