



**HISTORY 1302.05E  
THE UNITED STATES SINCE 1865  
COURSE SYLLABUS: FALL 2022**



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

<b>COURSE INFORMATION</b>
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**Course Materials:**

- *The American Yawp*, <http://www.americanyawp.com/index.html>. This is a **FREE** textbook that includes the text and document readers (we will use both). 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 978-1503606883. We will be using Vol II only.
  - George Takei, *They Called Us Enemy* (Top Shelf Productions, 2019) ISBN 978-1603094504, \$19.99
  - John Lewis, *March: Book Three* (Top Shelf Productions, 2016) ISBN 978-1603094023, \$19.99
- Any additional sources 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, and to introduce students to the skills and opportunities offered by the Adobe Creative Cloud suite of programs. 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.

<b>COURSE REQUIREMENTS</b>
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**Instructional Methods / Activities / Assessments***Engagement (50 points)*

Engagement with the course material, the instructor, and your peers is an essential component of this course. Engagement will be measured in several ways by continued and sustained class participation, reflecting student engagement with the materials and contributions to class discussions; and by timely submission of assignments. The Engagement grade can make the difference between two letter grades and will be used in particular to boost student grades from one letter grade to another. The Syllabus Quiz will be counted as part of the Engagement grade.

### *Class Adobe InDesign Project (100 points)*

Our class will work collectively to produce a newsletter using Adobe InDesign that draws from the skills developed with our Document Analyses (see below). Students can work alone or in groups of two and each group (or individual) will produce one entry for our newsletter (approximately 500 words). We will work together to create the title, layout, and format. Each entry will focus on one historical event, based on primary documents, that reflects both the historical context of the event and its continued relevance in our lives today. THE FOCUS OF THIS EFFORT IS TO REFLECT THE CONTINUED RELEVANCE OF OUR HISTORICAL DISCUSSIONS AS THEY SHAPE CONTEMPORARY LIFE IN THIS COUNTRY. The project will require students to engage in multiple skills that we are practicing throughout the semester: primary source analysis; clear written communication; research; revision; and presentation. For the first half of the semester, we will practice these skills, and then we will apply them in the second half as we construct our newsletter and learn how to use Adobe Creative Cloud products. The project will be broken down into several elements, some of which we will work on together as a class:

- Proposal of topic
- First draft of entries
- Second draft of entries
- Final entry submission
- Completion of layout work

### *Book and Film Reports (125 points, 25 points each)*

These assignments will be used to assess SLO #2 and #3. Students will view three films and read two graphic memoirs over the course of the term. Students will prepare a brief report on each, and students may choose how they would like to present their report from the options below:

1. Traditional written book/film report (3 pages maximum);
2. Podcast (10 minutes maximum);
3. Adobe Express creative presentation.

Detailed instructions and requirements for each format are provided on the course D2L page. Students are encouraged to try different formats over the course of the term. Students will earn an extra 5 points for using at least two different formats over the course of the term.

### *Document Analyses (40 points, 10 points each)*

For some weeks, students will provide an assessment of a primary source included in the *American Yawp Reader* for the chapter assigned for that week. 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. Document Analyses are preparation for the InDesign Entry Project. For each Document Analysis, students will choose a document assigned from *The American Yawp Reader* for the week's chapter (if there are two chapters assigned, students may choose one document from either chapter). The Document Analysis should, in one-two substantive paragraphs, clearly present: who wrote the document (provide as much information as possible, not just a name but also the person's role, job, status, etc.), when the document was created, who the document was created for (i.e. the audience of the document), and the historical significance of the document (why it is important or what it tells us about the time in which it was created). The Document Analysis must also include a summary of the contents of the document and your assessment of the document's significance for understanding the time period. Use the following as a guide: <https://www.oxfordfirstsource.com/page/how-to-read-primary-source-documents/how-to-read-and-assess-primary-documents>. A rubric can be found on D2L that will give students a sense of the expectations and grading standards for this assignment. The Document Analysis should be submitted to the appropriate dropbox on D2L by the deadline. Document Analyses develop the skills necessary for the InDesign Project. There are four weeks in which Document Analyses are due. Document Analyses are always due on the Monday after the week in which we discuss the textbook chapter.

### *Quizzes (50 points total, 5 points each)*

Students will complete a Syllabus/Student Responsibility Quiz (SRQ) due in the first week of class (this will be counted as part of the Engagement grade and will be used to assess SLO #4). There will be a short quiz (5 questions maximum) that assesses reading comprehension for each textbook chapter. On weeks that cover two chapters, one quiz will cover both chapters. Quizzes open on Monday of each week and should be completed by Friday at midnight. Students may access each of the quizzes at any time during week, 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, but only 10 of the 12 quizzes will be counted toward the final grade, so the two lowest scores will be dropped.

### *Exams (100 points; 50 points each)*

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. Students must read the assignments and attend class in order to pass the exams. Exams will consist of short essays and possibly other questions. The Midterm Exam will be completed through D2L. Students may access the exam at any time during the Midterm Exam week but may enter the exam only once. The midterm exam is open note and open book. Once it is accessed, students will have three hours to complete the exam. Please ensure you have sufficient time to complete the exam once you access it. Students must do their own work on the exam. Students should use assigned material only for the exam. Any use of unauthorized sources on the Midterm Exam will result in an automatic ZERO for the exam. All answers must be in your own words. Sources should be cited and exact words from sources should be placed in quotation marks, following proper citation practices. Details about structure and format can be found on D2L. The Final Exam will be completed in class on the Final Exam date listed in the Course Schedule. Students will be allowed to use

Grades for coursework 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:

Engagement	50 points
Adobe InDesign Project	100 points
Document Analyses	40 points
Book/Film Reports	125 points
Quizzes	50 points
Exams	100 points
<b>TOTAL</b>	<b>465 points</b>

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

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 work. If at all possible, please do not use Google Docs or Pages or any other cloud-based program that is not MS Word. **If you are submitting a document, please ensure that it is 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](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.

### *Technical Support*

If you are having technical difficulty with any part of D2L, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

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

## 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 to meet in my office hours or by appointment, on-campus and over Zoom. 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. Our graduate teaching assistant is also available and should be your first point of contact with questions about material or assignments.

I commit to responding to any emails and questions within 24 hours (48 hours for Saturday and Sunday messages). I will not respond to emails after 10:00pm. In order to respond fully to you, please use proper email etiquette when communicating with me. Please address me as Dr. Kowalsky or Professor Kowalsky. Please clearly explain your issue or concern. Please conclude your email by including your full name and the course in which you are enrolled. Emails without clear identifying information (your email address is not identifying information) will be returned unanswered. Thank you for your cooperation and for helping me to best assist you.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES AND TIPS FOR SUCCESS IN THE COURSE**

### **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). I will create and expect you to uphold basic tenets of decency and decorum in our shared virtual space. All interactions with the professor and colleagues are expected to maintain strict standards of professionalism, decency, decorum and politeness, even when disagreeing with each other (you are welcome to disagree with me and with each other, but please do so with respect to the opposing viewpoint). Repeat violators of these policies will be asked to withdraw from the course.

### **Attendance**

Students should keep in mind that attendance is part of your course engagement – you cannot engage in the class if you are not here. It is your responsibility to come to class prepared for lecture. If you miss a class it is your responsibility to gather class notes from a classmate. I do take roll and if you are in class but not PRESENT, *i.e. on your phone or other device*, sleeping, etc. you will be counted absent for the day.

### **Electronics Policy**

Our class is a time for learning and discussion. Cell phones and other devices should be silent and put away during class – unless otherwise specified for an in-class activity. Airplane mode is preferred. If you are using a laptop/tablet, it should be used solely for note taking. If I feel you are using your devices for something other than taking notes you will be asked to power the device down.

### **Student Behavior**

Behavior which may result in your being asked to leave my class includes, but is not limited to: sleeping, talking during lectures, movies or clips, text messaging, gaming, playing with your phone, using electronic devices other than for specified activities, and working on another course's work/homework during my class.

### **Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend *at least* an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

### ***Late Papers***

All written assignments are due to the appropriate submission forum 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 day. 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 talk to me in advance.* To pass this class, all written assignments (this means papers, document analyses, InDesign project work, and exams, excluding 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. It is better to submit your work late than not to submit it at all.

### ***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](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

<b>COURSE OUTLINE / CALENDAR</b>
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This schedule will guide you through the term and indicates what you should do each day and when 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.

#### **Week 1: Introductions**

August 30: Introduction

September 1: Skills and Techniques

Complete: Syllabus Quiz due by Friday

#### **Week 2: Reconstruction**

September 6: Reconstruction and the Amendments

September 8: Topic TBA

Read: Chapters 15-16

Complete: Chapter 15-16 Quiz due by Friday; Document Analysis due by Monday, September 12

#### **Week 3: The West**

September 13: Westward Expansion and Manifest Destiny

September 15: The Indian Wars

Read: Chapter 17 and 18

Complete: Chapter 17-18 Quiz due by Friday; Document Analysis due by Monday, September 19



Week 4: American Empire

September 20: The Spanish-American War

September 22: Topic TBA

Read: Chapter 19

Complete: Chapter 19 Quiz due by Friday; InDesign Entry topic proposals due by Friday, September 23

Week 5: Progressivism

September 27: No Class. Watch *The Triangle Fire* (<https://www.kanopy.com/en/tamuc/video/285146>)

September 29: The Progressive Era

Read: Chapter 20

Complete: Chapter 20 Quiz due by Friday; *Triangle Fire* Film Report due by Monday, October 3

Week 6: World War I and After

October 4: World War I and the League of Nations

October 6: Topic TBA

Read: Chapter 21 and 22

Complete: Chapter 21-22 Quiz due by Friday; Document Analysis due by Monday, October 10

Week 7: Great Depression

October 11: Great Depression

October 13: No Class. Watch *Civilian Conservation Corps*

(<https://login.proxy.tamuc.edu/login?url=https://video-alexanderstreet-com.proxy.tamuc.edu/p/Brn5GGGVJ>)

Read: Chapter 23

Complete: Chapter 23 Quiz due by Friday; CCC Film Review due by Monday, October 17

Week 8: World War II

October 18: World War II

October 20: *They Called Me Enemy*

Read: Chapter 24 and Takei, *They Called Me Enemy*

Complete: Chapter 24 Quiz due by Friday; *They Called Me Enemy* book report due by Monday, October 24

Week 9: Midterm Exam

October 25: Midterm Review

October 27: No class; Take Midterm Exam on D2L; First Draft of InDesign Entries due by Monday, October 31

Week 10: Cold War

November 1: US in the Cold War World

November 3: Topic TBA

Read: Chapter 25

Complete: Chapter 25 Quiz due by Friday; Document Analysis due Monday, November 7

Week 11: The Affluent Society

November 8: The 1950s

November 10: No Class. Watch *Eyes on the Prize: Fighting Back*

(<https://login.proxy.tamuc.edu/login?url=https://video-alexanderstreet-com.proxy.tamuc.edu/p/k2omWml7J>)

Read: Chapter 26

Complete: Chapter 26 Quiz due by Friday; *Eyes on the Prize* Film Report due by Monday, November 14

Week 12: Civil Rights

November 15: The Civil Rights Movement

November 17: *March*

Read: Chapter 27; Lewis, *March*

Complete: Chapter 27 Quiz due by Friday, November 18; *March* book report due by Monday, November 21; Second Draft of InDesign Entries due by Monday, November 21

Week 13: Thanksgiving

November 22: Thanksgiving

November 24: Thanksgiving

Week 14: The Rise of Conservatism

November 29: The Nixon Years

December 1: Topic TBA

Read: Chapter 28

Complete: Chapter 28 Quiz due by Friday

Week 15: The Recent Past

December 6: The Reagan Years and Beyond

December 8: Conclusions, Final Exam Review, and InDesign work

Read: Chapters 29-30

Complete: Chapter 29-30 Quiz due by Friday; Final Submission of InDesign Entries

Week 16:

December 15: Final Exam Period, 8:00-10:00am

Complete: Final Exam; Layout of InDesign Newsletter