



HIST 1302.08E (#86986)
United States History from 1865
Course Syllabus: Fall 2022
Updated August 13, 2022

Location and Time: T/R 2:00 pm-3:15 pm, BA 221

Instructor: Dr. Andrew C. Baker

Office Location: Henderson 222

Office Hours: Monday, Tuesday, Wednesday, Thursday 3:15-5:00 and by appointment

University Email Address: Andrew.Baker@tamuc.edu

Required Materials

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. PowerPoint slides are available on the course website.

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.

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.

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>
Textbook Posts (10 x 15 pts)	150
Tests (4 x 75 pts)	300
Document Analysis (3 x 40 pts)	120
Final Paper	200
Final Paper Proposal	20
Final Paper Presentation	30
Writing Center Visit	20
In-class Quizzes	50
Academic Honesty Quiz	10
Class Participation/Attendance	<u>100</u>
Total	1000

Course Overview

This course introduces the main themes and events of the history of the United States between the end of the Civil War in 1865 and the beginning of the 21st century. Because of the near infinite number of potential topics and the wealth of historical research and writing available, we will simply not be able to cover everything. Rather than trying to cover it all, this class will focus in on five moments of national crisis and decision that have particular significance for Americans in the year 2022. The final unit will allow each student to explore a topic of their choice outside of these units.

The format for this class is in-person, web-enhanced. We will hold course meetings in our assigned classroom (BA 221) at 2 PM Tuesday and Thursday except where indicated in the course schedule. Class will begin promptly at this time. Arriving late disrupts the class and distracts your fellow students. Please make every effort to arrive on time. During class we will participate in interactive lectures and document discussions. These course meetings will not be recorded. Remote attendance will not be offered. If you miss a class, please contact another student to identify what you missed.

Additional course materials will be available through D2L under the *content* tab. The course schedule (below) is organized by day, with assignments being due an hour before class time on the day indicated unless otherwise noted. Textbook posts will be completed through the D2L discussion boards. Document analysis papers and the final paper should be printed and brought to class on the date due. Tests and quizzes will occur in class. See the assignment section below for more details.

In the event of a campus closure, we will follow the instructions given by the university. If the university permits, cancelled class meetings will be converted to recorded lectures and/or discussion boards on D2L. If you have any concerns about class attendance or have family or work responsibilities that may interfere with your class attendance, please contact me as soon as possible. Enrolling in this course is an implicit commitment to make class attendance a priority.

Ultimately my hope is that this course will be challenging, fair, rewarding, and engaging. If, at any point, you feel it is not meeting these goals please let me know. I welcome your ideas for how I might improve the course. If at any time you are confronted with circumstances outside the classroom that limit your ability to complete the coursework or arrive on-time to class, please let me know. I am willing to work with students to ensure that they have the best opportunity to succeed in the class.

A Note on Smartphones

Smartphones are one of the most amazing pieces of educational technology ever created. Smartphones are one of the most frustrating and distracting pieces of educational technology ever created. We will, at times, use smartphones to look up information, to explore historical sources, and to examine alternate interpretations. At all other times cellular phones (and computers not being used for note taking) should be silenced and put away.

Smartphones also work against the development of a lively and engaging classroom community. For this reason, students are asked to put away their phones upon entering the classroom. Students who would like to spend the time between classes on their phones should do so in the hallway or lounges. Upon entering the classroom, students should be prepared to engage socially and intellectually with their fellow students and professor in an in-person format.

Course Assignments

Textbook Posts

For each of the ten chapters of the American Yawp textbook we will read over the course of the semester, students will be responsible for posting a 150 word answer to the question listed on the D2L discussion forum. These posts are worth a total of 15 points and will be evaluated using the rubric on D2L. These posts are designed as a homework assignment to ensure that you come prepared to engage in class. No online "discussion" is required or expected.

Tests

There will be four tests consisting of document analysis questions and short essays. Each test will be taken in class and will be worth 75 points. Test answers should draw on material from course lectures, discussions, textbook readings, and assigned documents. See the guide on D2L for more information.

In-Class Quizzes

On most class days students will be responsible for reading and discussing the primary source document listed for that day. Students should come prepared to discuss the author, audience, context, and argument of the document. Students will demonstrate that they have read these documents through test questions and occasional in-class, unannounced quizzes. These quizzes may only be made up in the case of an excused absence.

Document Analyses

Over the course of the semester each student will complete three Document Analysis (DA) assignments. Students will select a document to analyze from those listed in the course schedule for each unit. You will read the document and write a one-page paper briefly summarizing the document, placing it in historical context, and analyzing it in light of course themes. You must turn in a printed copy of the assignment on the day indicated in the syllabus. See the "How to Read Primary Source Documents" document posted on D2L for more details. Your paper should be double spaced, in a standard font, and no more than one page in length. Late papers will be penalized one letter grade per day to a minimum of half credit.

Final Paper

The final paper for the class will require each student to select three primary source documents (from the Yawp reader and/or online) on historical topic or theme of your choosing that relates to the course (1865 and 2012).

- You may use no more than one document that you previously wrote about for class.
- You must have at least one source not covered in class

After reading these documents, you are to write a 4-5 page argumentative paper (containing a thesis) which uses these documents as evidence. You may use and cite textbooks as background, but this is not a research paper. Students are strongly encouraged not to do any outside research in secondary material (online or at the library). You should use the citation format practiced within your major, including a works cited page or bibliography with the information for your sources and citing all quotations. Your paper should include a title and a bibliography/works cited page.

We will spend the last three weeks of class focused on this paper. Students will have small items related to the paper due during these weeks including a paper proposal, a visit to the writing center, and a recorded paper presentation. The final paper should be submitted through the D2L page by Sunday, December 8. The Writing Center is located in Talbot Hall and is open to students throughout the semester. As part of your final paper writing process, each student will be required to schedule and attend one writing center consultation (in-person or remote).

<https://www.tamuc.edu/writing-center/>

Course Schedule

Week 1	Introductions
August 30:	American National History: A Question of Origins?
Sept. 1:	Course Explanation Due: Academic Honesty Quiz (D2L)
Week 2	Reconstruction
Sept. 6:	Presidential Reconstruction Textbook Post, Yawp: Chapter 15 Doc.: Lincoln's Second Inaugural (online)
Sept. 8:	Congressional Reconstruction Doc.: Fourteenth Amendment (online) Doc.: Fifteenth Amendment (online)
Week 3	
Sept. 13:	Southern Reconstruction Doc.: Jourdon Anderson (online) Doc.: Reynolds on Texas (online)
Sept. 15:	Evaluating Reconstruction
Sept. 16	Constitution Day (See D2L announcement for more details)
Week 4	Monopoly and Industry
Sept. 20:	Monopoly and Industry Doc.: Carnegie, Gospel of Wealth (online) Textbook Post, Yawp: Chapter 16
Sept. 22:	Monopoly and Industry Doc: Lloyd, "Wealth and Commonwealth" (D2L)
Week 5	Monopoly and Industry
Sept. 27:	Fighting Monopoly – Populists and Unions Textbook Post, Yawp: Chapter 18 Doc.: Omaha Platform (online) Document Analysis 1 Due
Sept 29:	Test 1
Week 6	US Empire
Oct. 4:	The American West Doc.: Arthur on Indian Policy (online) Textbook Post, Yawp: Chapter 17
Oct. 6:	The Spanish American War Textbook Post, Yawp: Chapter 19
Week 7	US Empire
Oct. 11:	Debating Philippine Annexation Doc.: McKinley (online) and Bryan (D2L)
Oct. 13:	Race and Civilization Doc.: Ida B. Wells on Lynching (online)
Week 8	US Empire
Oct. 18:	US Empire (1901-1933) Document Analysis 2 Due
Oct. 20:	Test 2
Week 9	Civil Rights
Oct. 25:	The Civil Rights Movement (1945-1965)

Oct 27:	Textbook Post, Yawp: Chapter 26 Civil Rights and Birmingham Doc: MLK, Letter from Birmingham Jail (D2L)
Week 10	Civil Rights
Nov. 1:	Civil Rights and Washington Textbook Post, Yawp: Chapter 27 Doc: LBJ, Voting Rights (online)
Nov. 3:	Civil Rights and Detroit Doc: Kerner Commission Report (online)
Week 11	The Crisis Years
Nov. 8:	The Crisis of the 1970s Textbook Post, Yawp: Chapter 28
Nov. 10:	Prophets of the 1970s Documents: Billy Graham (online); George Wallace (online)
Week 12	The Crisis Years
Nov. 15:	Oil and the crisis of environmental limits Document Analysis 3 Due
Nov. 17:	Test 3
Week 13	Final Paper
Nov. 22:	Final Paper Workshop Bring a final paper idea to workshop
Nov. 24:	No Class – Thanksgiving Break
Week 14	Final Paper
Nov. 29:	Final Paper Workshop Paper topic proposal due in D2L (bring a copy to class to share)
Dec. 1:	Recent History Textbook Post: Yawp, Chapter 29
Week 15	Final Paper
Nov. 6:	Recent History Textbook Post: Yawp, Chapter 30
Nov. 8:	Final Paper Discussion Final Paper Recording Due Final Paper Due Sunday, 11:59 PM
Final Exam:	Tuesday, December 13, 1:15 PM

Student Responsibilities

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 LearningStudio. 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.

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.

Procedures and Policies

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 – Friday. 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 fourth 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 five minutes late to class will be considered absent for that day.

Make-up Work

Make-up tests will only be offered in the case of an excused absence as described above. Students who anticipate university-approved absences must make arrangements to complete the work at an alternate time. Late work will be penalized a letter grade per day late (including weekends) to a maximum penalty of half credit.

Syllabus Changes

The syllabus is a plan, not a contract. Circumstances and events 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.

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, Gee Library, Room 162
(903) 886-5150 or (903) 886-5835 phone
(903) 468-8148 fax

Email: Rebecca.Tuerk@tamuc.edu

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

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>

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.

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

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.