



HISTORY 1302.01W
THE UNITED STATES SINCE 1865
COURSE SYLLABUS: Summer I 2023



Instructor: Dr. Sharon Kowalsky
Office Location: Virtual
Office Hours: by appointment
Office Phone: 903-886-5928 (please contact me through email)
University Email Address: Sharon.Kowalsky@tamuc.edu

COURSE INFORMATION

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 information literacy, 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.

COURSE REQUIREMENTS

Instructional Methods / Activities / Assessments

This class is offered entirely online in an asynchronous format. IT IS NOT SELF-PACED. Students are expected to complete work for the class on a daily basis, submit assignments on time by their due dates, and to be engaged in the class activities consistently throughout the term. Assessment of student performance will be based on engagement, completion of assignments, and understanding of the material.

Engagement (5%)

Engagement with the course material, the instructor, and your peers is an essential component of this course. Since we will not be meeting together, it is essential that you are engaged on a daily basis with the material, watch uploaded videos, submit assignments on time, and participate in regular discussions.

Engagement will be measured in several ways: 1. By continued and sustained access and participation in the D2L course shell, reflecting student engagement with the materials and contributions to class discussions; 2. By timely submission of assignments; and 3. By participation in discussions measured by substantive postings to discussion forums (quality is valued over quantity). 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.

Book and Film Reports (30%)

These assignments will be used to assess SLO #2 and #3. Students will view two films and read two graphic memoirs over the course of the term (see Course Schedule for due dates). 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 (3-5 pages);
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 10 points for using at least two different formats over the course of the term, added to the Book Report grade. The Book/Film Report grades are scaled to reflect the potential for progress and improvement over the term, so the first report is worth only 4%, the second 6%, the third 8%, and the fourth one 12%.

Document Analyses and Discussion Forums (40%)

For each chapter, students will provide an assessment of a primary source included in the *American Yawp Reader* for that chapter. 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 Document Analysis, students will choose any document from *The American Yawp Reader* associated with the day's chapter (if there are two chapters assigned for a day, students may choose documents from either chapter). The Document Analysis should use the SOAPS structure—Speaker, Occasion, Audience, Purpose, Summary—to provide an analysis of the selected document, in roughly one-two substantive paragraphs. More information on this technique and the assignment expectations can be found on D2L, as well as a rubric that offers guidance for expectations for the assignment. In addition, students will draw on their work for the Document Analyses when they complete their Final Exam. The Document Analysis should be posted in the Discussion Forum for that day. **After posting their Document Analysis to the Discussion Forum, each student should respond with substantive comments to the postings of at least two of their colleagues.** Substantive means that merely agreeing with the posting is insufficient; students need to delve into the ideas presented, or reflect on the points raised. Each response posting should be roughly 3-5 sentences to allow for substantive comments. Students must make their initial Document Analysis posting before viewing and responding to other posts. Discussion Forums for each Unit will open at midnight on Mondays and close at 11:59pm on Sundays (the exception is Unit 5—see Course Schedule below). It is recommended that Document Analyses are posted each day, although students can complete their work for each Unit by the end of the week. Grades will be assigned only at the end of each unit (on Sunday), and any postings completed after the end of that Unit will be assessed only at the end of the course. If students are interested in feedback and improvement, postings should be completed on a daily basis or by the end of the Unit. In addition, it is easy to get behind, and students should make it a practice to post on a daily basis. Over the course of the term, there are 15 days for Document Analysis/Discussion Forum postings, corresponding with the 15 days in which textbook chapters are assigned. The three lowest grades will be dropped, so only 12 Document Analyses/Discussion Posts will be counted toward the final grade.

Quizzes (5%)

Students will complete a Syllabus/Student Responsibility Quiz (SRQ) due on the first day 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 multiple choice questions maximum) that assesses reading comprehension for each textbook chapter. On days that cover two chapters, one quiz will cover both chapters. While it is recommended that quizzes be completed on the day that textbook chapter is assigned, quizzes will be available for the duration of each Unit, opening at 12:01AM on Mondays and closing at 11:59pm on Sundays (Unit 5 is the exception). Students may access each of the quizzes at any time during the Unit, but will be allowed only one attempt, so students should be sure to have enough time to complete the quiz **before** starting it. Missed quizzes cannot be made up, but only 12 of the 15 quizzes will be counted toward the final grade, so the three lowest scores will be dropped.

Final Exam (20%)

The Final Exam will be used to assess SLO #1. The Final Exam is cumulative, and is due on the final day of the term. The Final Exam will be timed, open note, and open book. It will consist of written answers, both short identifications and analytical short essay questions. The Final Exam builds on the Document Analysis work that students engaged in over the course of the term. Students will draw from their previously completed Document Analyses to establish the answers to the questions posed. The Final Exam will open on Monday, July 3 at 12:01am and must be completed by Thursday, July 6 at 11:59pm. Students have one attempt for the exam. 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 Final 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 (please see the section on Academic Honesty below). Details about structure and format can be found on D2L.

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	5%
Document Analyses/Discussion Posts	40%
Book/Film Reports	30%
Quizzes	5%
Final Exam	20%
TOTAL	100%

The grading scale used for this course is as follows:

90-100 =	A = 4
80-89 =	B = 3
70-79 =	C = 2
60-69 =	D = 1

59 or less = F = 0

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

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 to meet by appointment 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.

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.

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>

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). 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.

Late Papers

All written assignments are due to the appropriate submission forum on the due date listed in the Course Schedule below. All assigned for each Unit should be completed by the end of that Unit, but must be completed by the end of the term to pass the class. 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 book/film reports, document analyses, and exams, excluding quizzes) must be completed. Any missing written assignments (excluding quizzes and discussion responses) 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 Integrity

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. As set out by Dr. Baker, these are defined as:

- Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution (quotation and citation). This includes using AI tools to develop or provide the foundation for written work, as well as 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. Plagiarism can be intentional or unintentional.

- 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.
- Collusion: The selling of academic products with the intention that they be submitted to satisfy an academic requirement.

Going online and taking information without proper citations, using AI tools to develop responses, 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. Students are expected to maintain high standards of integrity and honesty in all their academic work. 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. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask.

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.

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 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. Links to the textbook and the films are provided in D2L. Remember that it is recommended that assignments be completed on a daily basis, and all assignments should be submitted by the end of each unit, as indicated below.

Unit 1: June 5-9: Reconstructing and Extending the Union

Unit 1 Discussion Forums and Quizzes Open June 5 at 12:01am and Unit ends June 11 at 11:59pm

June 5: Introductions

Read: Syllabus

Complete: Syllabus Quiz

Post: Introduction Discussion Forum

June 6: Reconstruction

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

Watch: Dr. Kowalsky's mini lecture

Complete: Chapter 15 Quiz

Post: Document Analysis/Discussion Forum

June 7: Capital/Labor

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

Watch: Dr. Kowalsky's mini lecture

Complete: Chapter 16 Quiz

Post: Document Analysis/Discussion Forum

June 8: The West

Read: *The American Yawp*, Chapter 17: The West

Watch: Dr. Kowalsky's mini lecture

Complete: Chapter 17 Quiz
Post: Document Analysis/Discussion Forum

June 9: The Native Experience

Watch: *Geronimo* (see link on D2L)
Complete: Film Report by Sunday, June 11, at 11:59pm

Unit 2: June 12-16: Creating Modern America

Unit 2 Discussion Forums and Quizzes Open June 12 at 12:01am and Unit ends June 18 at 11:59pm

June 12: Industrializing America

Read: *The American Yawp*, Chapter 18: Life in Industrial America
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 18 Quiz
Post: Document Analysis/Discussion Forum

June 13: Empire

Read: *The American Yawp*, Chapter 19: American Empire
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 19 Quiz
Post: Document Analysis/Discussion Forum

June 14: Progressivism

Read: *The American Yawp*, Chapter 20: The Progressive Era
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 20 Quiz
Post: Document Analysis/Discussion Forum

June 15: Progressivism in Action

Watch: Triangle Fire
Complete: Film Report by Sunday, June 18, at 11:59pm

June 16: Catch up day

Unit 3: June 19-23: War

Unit 3 Discussion Forums and Quizzes Open June 19 at 12:01am and Unit ends June 25 at 11:59pm

June 19: World War I

Read: *The American Yawp*, Chapter 21: World War I & Its Aftermath
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 21 Quiz
Post: Document Analysis/Discussion Forum

June 20: The Roaring 20s

Read: *The American Yawp*, Chapter 22: The New Era
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 22 Quiz
Post: Document Analysis/Discussion Forum

June 21: The Great Depression

Read: *The American Yawp*, Chapter 23: The Great Depression
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 23 Quiz
Post: Document Analysis/Discussion Forum

June 22: World War II

Read: *The American Yawp*, Chapter 24: World War II
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 24 Quiz
Post: Document Analysis/Discussion Forum

June 23: Japanese Internment
Read: They Called Us Enemy
Complete: Book Report by Sunday, June 25, at 11:59pm

Unit 4: June 26-June 30: Challenging

Unit 4 Discussion Forums and Quizzes Open June 26 at 12:01am and Unit ends July 2 at 11:59pm

June 26: The Cold War

Read: *The American Yawp*, Chapter 25: The Cold War
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 25 Quiz
Post: Document Analysis/Discussion Forum

June 27: Post-War Society

Read: *The American Yawp*, Chapter 26: The Affluent Society
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 26 Quiz
Post: Document Analysis/Discussion Forum

June 28: Civil Rights

Read: *The American Yawp*, Chapter 27: The Sixties
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 27 Quiz
Post: Document Analysis/Discussion Forum

June 29: Civil Rights Experienced

Read: March Book Three
Complete: Book Report by Sunday, July 2, at 11:59pm

June 30: Catch up day. Enjoy a long weekend.

Unit 5: July 3-6

Unit 5 Discussion Forums and Quizzes Open July 3 at 12:01am and Unit ends July 6 at 11:59pm

July 3: The 1970s

Read: *The American Yawp*, Chapter 28: The Unraveling
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 28 Quiz
Post: Document Analysis/Discussion Forum

July 4: Independence Day, no assignments due.

July 5: The Recent Past

Read: *The American Yawp*, Chpt 29: The Triumph of the Right, and Chpt 30: The Recent Past
Watch: Dr. Kowalsky's mini lecture
Complete: Chapter 29-30 Quiz
Post: Document Analysis/Discussion Forum

July 6: Final Exam

Complete: Final Exam Due by 11:59pm
All assignments must be submitted by this day to receive a grade for the assignments.