



HIST 1302.09E (#25462)
United States History from 1865
Course Syllabus: Spring 2024
Updated January 1, 2023

Location and Time: Tuesday/Thursday 2:00 pm-3:15 pm, Ag 253

Instructor: Dr. Andrew C. Baker

Office Location: Ferguson 126

Office Hours: M 2-5 PM, T 3:15-5 PM, W 2-5, R 3:15-5 and by appointment

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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 = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 0-599

Assessment

<u>Assignment</u>	<u>Points</u>
Textbook Quiz (6 x 20 pts)	120
Tests (4 x 75 pts)	300
Document Analysis (3 x 40 pts)	120
Final Paper	150
Final Paper Proposal	20
Topic Presentation	100
Academic Honesty Quiz	10
Class Participation	80
Class Attendance	<u>100</u>
Total	1000

Course Overview

This course introduces the main themes and topics of the history of the United States between the end of the Civil War in 1865 and the beginning of the 21st century. Rather than working through historical topics in chronological order, the class is organized into four units, each followed by an exam. In each unit we will approach the history of the period in different ways. The first unit will focus on the history of Reconstruction as a way to introduce the practical skills of historical thinking: change over time, context, causality, contingency, and complexity.

The second unit will introduce students to four main narratives (stories) that have played a major role in shaping our understanding of US history during the period: empire/frontier, migration, civil rights, and religion. With this context in place, unit three will have students each select a historical topic from the period 1877-2005 and create a "trailer" using the Adobe Creative Suite to explain this topic to their fellow students. After watching these, students will, as a democratic polity, select two particular topics that we will, as a class, explore followed by an exploration of two additional topics selected by the instructor. The final unit will allow each student to write a final paper that connects two of the trailer topics to the larger narratives from the course.

The format for this class is in-person, web-enhanced. We will hold course meetings in our assigned classroom (AG 253) at 2 PM Tuesday and Thursday except where indicated in the course schedule. Class will begin promptly at this time. Arriving late disrupts our class and distracts your fellow students. Please make every effort to arrive on time. Anyone arriving more than 5 minutes late will be counted absent for the day. 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. If you expect to miss class, contact the instructor by email to explain and document the absence.

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. **Late work will be accepted with a one letter grade penalty.**

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.

Statement on AI (ChatGPT)

At A&M University-Commerce we recognize that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text, or suggest replacements for text beyond individual words. AI is a powerful tool for generating text and for consolidating information. As a tool it requires that both students and faculty think through how to use it wisely and responsibly to accomplish our goals. AI is also a powerful tool for gathering the work of others and combining it, without citation, into a polished product. In this it is morally dubious.

For this course our goals are to practice historical thinking, to interpret historical evidence, and to grow in our understanding of the past. As a tool AI does little to help us in these tasks. On the contrary, using AI for course assignments would undermine your learning in these areas—the learning you are paying for. For this reason, students and faculty are not authorized to use any AI software in this course. Any use of such software constitutes an instance of academic dishonesty (plagiarism). As a student you are fully responsible for the content of any assignment you submit.

Course Assignments

Textbook Quizzes

For each of the seven topics we will cover students will read the chapter from the American Yawp and complete an online quiz. These quizzes are designed as a homework assignment to ensure that you come prepared to engage in class. You have two attempts to complete the quiz.

Tests (SLO 1, 2, 4)

There will be four tests consisting of 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. These tests are open-note. You are free to use any hand-written notes or printed documents from the class to assist you.

Attendance

Showing up is one of the most important factors in success in any realm of life. Therefore attendance will be taken each day of class. Each student will receive 4 points for each day they are present in class. Students with excused absences will also receive the 4 points. Students who arrive more than 5 minutes late will not receive the points for the day. Students may receive more than the allotted 100 points for attendance. Any additional points will count as extra credit. This assignment supports the student success goals of the course.

Participation/In-Class Quizzes

On many class days students will be responsible for reading primary source documents before coming to class. We will occasionally have an unannounced quiz related to these documents. These quizzes may only be made up in the case of an excused absence and will be part of the participation grade.

Document Analyses (SLO 1, 2, 4)

Over the course of the semester each student will complete three Document Analysis (DA) assignments. Students will select a document from the American Yawp reader (<https://www.americanyawp.com/reader.html>). 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 one page in length.

Topic Presentations

We will spend roughly five weeks of the class exploring specific topics selected by the students. These topics will be selected through a democratic process (ranked-choice voting) based on the information provided by student presentations. Therefore, each student will sign up for a possible topic from the list on D2L. Each student will research the topic and will be responsible for making a short (TikTok-style) video (2-3 minutes) using the Adobe Creative Suite. The goal of this video is to convince their classmates of the significance and interest of their topic. Post a link to the video and a brief process paper to D2L for this assignment.

Final Paper (SLO 1, 2, 4)

The final paper for the class will require each student to select two of the trailer topics from the list available on D2L. You will be responsible for writing a 3-4 page argumentative paper (containing a thesis) that 1) connects the topics to one of the four narratives (stories) from the course AND 2) interprets at least **one** primary source from the course in support of this. Your paper will be evaluated on how well you use the five C's of historical thinking to interpret the document, topic, and theme. You may use and cite the textbook and course lectures 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 provide clear citations for quotations. Citations should follow the simple parenthetical format (Author, pg#). You will need a title page and a works cited page at the end.

Students can secure 10 points of extra credit by visiting either the Writing Center (located in Talbot Hall) or the history tutors (library) <https://www.tamuc.edu/writing-center/>

Course Schedule

Week 1	Introductions
January 11	American National History as Narrative Watch: Course Introduction; D2L Tour; Syllabus Tour
Week 2	Reconstruction
January 16	Early Reconstruction; Historical Thinking: causality; contingency Due: Academic Honesty Quiz (D2L) Post: Course Introduction due Due: Orientation Quiz Doc.: Lincoln's Second Inaugural (online)
January 18	Congressional Reconstruction; Historical Thinking: complexity Read/Quiz: Yawp: Chapter 15 Doc.: Fourteenth Amendment (online) Doc.: Fifteenth Amendment (online)
Week 3	Reconstruction
January 23	Life during Reconstruction; Historical Thinking: context Doc.: Jourdon Anderson (online)
January 25	Reconstruction's Collapse; Historical Thinking: change over time Explanation: How to Write about Documents Doc.: Reynolds on Texas (online)
Week 4	Reconstruction
January 30	Review Explanation: How to Study for a Test Due: Document Analysis Paper 1 (Reconstruction)
February 1	Test 1
Week 5	American History in Four Stories
February 6	Introduce Stories and Topic Presentations
February 8	Story 1: The Frontier and American Empire
Week 6	American History in Four Stories
February 13	Story 2: Immigration and the American Dream
February 15	Topic Presentation Workday
Week 7	American History in Four Stories
February 20	Story 3: Fighting for Liberty and Justice for All
February 22	No class: Work on Topic Presentations Topic Presentations Due 1 PM, February 26
Week 8	
February 27	Story 4: The City on a Hill
February 29	Test 2
Week 9	
March 5	Topic Presentations in Class Topic voting due by Midnight, February 28
March 7	Topic Presentations Voting Announcement and Debrief
Week 10	
March 12	Spring Break
March 14	Spring Break

Week 11	
March 19	Class Selected Topic A Read/Quiz: Yawp, Topic A
March 21	Class Selected Topic A
Week 12	
March 26	Class Selected Topic B Read/Quiz: Yawp, Topic B
March 28	Class Selected Topic B Document Analysis Paper, Topic A or B
Week 13	
April 2	Test 3
April 4	Class-selected Topic C Read/Quiz: Yawp, Topic C
Week 14	
April 9	Class-selected Topic C
April 11	Instructor-selected Topic D Read/Quiz: Yawp, Topic D
Week 15	
April 16	Instructor-selected Topic D Document Analysis Paper, Topic C or D
April 18	Topic Retrospective and Review
Week 16	
April 23	Final Paper Final Paper Workshop Paper topic proposal due in D2L (bring a copy to class to share)
April 25	Recent History Read/Quiz: Yawp, Chapter 30
Week 17	
April 30	Final Paper American Identity and American History (retrospective)
May 2	Study Day – Review Session
Final Paper:	Sunday, May 5, 11:59 PM
Final Exam:	Test 4 Tuesday, May 7, 1:15 PM