



**HIST 1302.1HE (#27975)**  
**United States History from 1865**  
**Course Syllabus: Spring 2024**  
Updated December 28, 2024

**Location and Time:** Monday/Wednesday/Friday 1:00-1:50 PM, Education South 131

**Instructor:** Dr. Andrew 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

**University Email Address:** [Andrew.Baker@tamuc.edu](mailto:Andrew.Baker@tamuc.edu)

**Required Materials**

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

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 topics/themes of Post-Civil War American History:

- Race and Empire
- Urbanization, Immigration, Labor, and Regulation
- Consumerism, Food, and the Cold War
- Desegregation and Schooling
- Religion and Postwar 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

The format for this class is in-person, web-enhanced. We meet in our assigned classroom (EDS 131) at 1 PM Monday, Wednesday, and Friday except where indicated in the course schedule. Please make every effort to arrive on time and prepared. Arriving late disrupts the class and distracts your fellow students. What we do in class is at the heart of the course. During class we will participate in interactive lectures, class discussions, group discussions, historical simulations, and student presentations. 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.

We will read a wide variety of historical sources during the semester. You will need to purchase the two required document readers identified above. 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. All tests are in the form of take-home, open-note essays. Students should bring a printed copy of each test essay to class on the due date in addition to submitting a digital version to D2L. Students are able to complete test revisions for additional credit. There may be in-class quizzes or discussion posts as part of your participation grade. **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.

This is an honors course. I do **not** expect honors students to take on a substantially increased workload for this course in terms of time, although this may occasionally be the case. Rather my expectation is that honors students bring to the course a greater curiosity and a greater willingness to proactively engage in the classroom in ways that are open to learning as a messy process of experimentation and refinement rather than as a series of assignments or accomplishments.

I make every effort to ensure that students who complete the work, engage in the process, and respond to feedback will receive a grade that reflects those efforts. My expectation 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 or clarify expectations. 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 as soon as you are able. I am willing to work with students to ensure that they have the best opportunity to succeed in the class.

## 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 4 x 150	600
Cold War Cooking	150
Preparation	75
Presentations	75
Participation	<u>100</u>
Total	1000

## Assignments

### 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.

### Cold War Cooking (SLO 1,2, 4)

For the unit 3 assignment students will work in groups of 2-3. Each group will select a consumer food brand from the early cold war era (1945-1960). Using the materials available through the Waters Library, each group will create an Adobe Creative Cloud Express page or Adobe podcast or Adobe video that explores the history, uses, and cultural importance of this consumer good. See the guide on D2L for more information.

### Preparation

Most weeks students will have recorded lectures to listen to, textbook chapters to read, and documents to examine. Students will be evaluated (informally and formally) periodically during the semester to ensure that students are coming to class prepared to engage fully in the course discussions.

### Presentations (SLO 1,2, 4)

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.

### 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.

### Adobe Project (SLO 1,2,4)

For the Cold War Kitchen group project students will use the software available through Adobe.com. Log in using your TAMUC credentials. See the guide on D2L for more information about the assignment.

### **Course Schedule**

January 10 Course Introduction – Why Study History?: Origins and National Identity

January 12 Course Introduction – Why Study History?: Thinking Historically  
Academic Honesty Quiz Due

#### **Unit 1: Empire**

January 15 No Class (Martin Luther King Jr. Day)  
Recorded Lecture: US in the 1890s; US in a World of Empires  
Read: Yawp: [Chapter 19](#)

January 17 Imperial Ideology: Civilization and Savagery  
Read: Richard Pratt ([online](#))

January 19 Imperial Ideology: Civilization and Savagery  
Read: Ida B. Wells, "Lynch Law in America" ([online](#))

January 22 Debate: Annexing the Philippines

January 24 Debate: Annexing the Philippines

January 26 No Class: Prepare for final Debate Day

January 29 Debate: Statements from the Audience

January 31 Vote and debriefing  
Paper 1 due

#### **Unit 2 1912**

February 2 Introduction to Unit 2  
Lecture Recording: Industrialization  
Yawp: [Chapter 16 \(Parts 1-4\)](#)  
Yawp: [Chapter 18 \(parts 1-3\)](#)

February 5 Industrialization  
Read: Carnegie, Gospel of Wealth (D2L) and Lloyd ([online](#))

February 7 Immigration and Urbanization  
Read: Thomas O'Donnell ([online](#)) and Riordon, *Plunkitt of Tammany Hall*, Page 3-10, 167-183 ([Google Books](#))

February 9 Introducing the 1912 Election  
Read: Flehinger, Part 1

February 12 In-Class Planning Day

February 14 Debate 1: The Trust Problem  
Read: Flehinger, Part 2

February 16	Debate 2: Business, Politics, and Corruption Read: Flehinger, Part 2
February 19	Debate 3: Audience Questions
February 21	1912 Vote and Debriefing Paper 2 Due
February 23	No Class – Begin working on Cold War Kitchen Project Assign Groups for Cold War Kitchen Project
<b>Unit 3:</b>	<b>Containment and Consumerism</b>
February 26	Consumerism Introduction Yawp: <a href="#">Chapter 26</a> Lecture Recording: Consumerism
February 28	Cold War Introduction Yawp: <a href="#">Chapter 25</a> Lecture Recording: Cold War
March 1	Cold War Documents Read: George Kennan, Long Telegram ( <a href="#">online</a> ) (parts 1-2, pages 1-7)
March 4	Kitchen Debate and Consumerism Read: Kitchen Debate ( <a href="#">online</a> ) Recorded Lecture: Consumer's Republic
March 6	Discuss recipe submissions Post: Cold War Recipe
March 8	Cold War Potluck Adobe Recordings due by midnight
March 11	Spring Break
March 13	Spring Break
March 15	Spring Break
March 18	Catch-up Day
March 20	Cold War and Consumerism in Modern Life Paper 3 Due
March 22	Catch-up Day
<b>Unit 4</b>	<b>Race in Dallas</b>
March 25	The Civil Rights Movement Lecture: Southern Civil Rights Movement
March 27	The Civil Rights Movement Read: Martin Luther King Jr., "Letter from Birmingham Jail" (D2L)
March 29	The Civil Rights Movement Read: Martin Luther King Jr., "Letter from Birmingham Jail" (D2L)
April 1	Desegregating Dallas

- Read: Brian D. Behnken, "The 'Dallas Way': Protest, Response, and the Civil Rights Experience in Big D and Beyond," *Southwestern Historical Quarterly* 111 (July, 2007), 1-29.  
Post: Behnken
- April 3 Dallas at the Crossroads  
Watch: Dallas at the Crossroads (all parts) ([youtube](#))
- April 5 Civil Rights National Discussion  
Lecture Recording: Civil Rights National
- April 8 Urban Unrest  
Read: Kerner Commission Report (selections) ([excerpt 1](#)) ([excerpt 2](#)) ([excerpt 3](#))
- April 10 Cities and Urban Planning Discussion  
Lecture Recording: Cities and Urban Planning
- April 12 Integrating Dallas?  
Read: Gerald McCorkle, "Busing Comes to Dallas Schools," *Southwestern Historical Quarterly* 111 (January 2008), 305-33  
Post: McCorkle
- April 15 Paper Discussion  
Paper 4 Due
- Unit 5 Evangelicals and Politics**
- April 17 America in the 1970s  
Yawp: [Chapter 28](#)
- April 19 Family Values and Culture Wars  
Read: Sutton, Part 1
- April 22 Race and Religion  
Read: Sutton, Document Sections 1-2
- April 24 God in the Schools and Family  
Read: Sutton, Document Sections 3-4
- April 26 Jimmy Carter and Evangelicals  
Read: Carter at NYC ([here](#)); Salt Lake ([here](#)); and Interview (D2L)  
Read: Sutton, Documents 22-24
- April 29 Ronald Reagan and Evangelicals  
Read: Sutton, Documents 25-26
- May 1 Study Day
- May 3 Study Day
- Final Exam: Friday May 10, 10:30-12:30 PM  
Paper 5 Due

### **A Note on Collaboration**

The best ideas will come out of genuine intellectual engagement with your fellow students, both during and outside of class. Such engagement should lead you to rethink your assumptions, to consider new ideas, and to refine your thoughts. This type of “thinking with others” is distinct from assignment collaboration or plagiarism. Each of your five written papers should ultimately be your work that grows out of genuine intellectual engagement and discussion with your colleagues.

### **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. Students violating this policy should expect a penalty on their participation grade for each offense.

### **A Note 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.

### **Policies and Procedures**

#### 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.

### 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.

### 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 to success in the course. Each unexcused absence after the third will result in a loss of 20 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](http://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](mailto:studentdisabilityservices@tamuc.edu)

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### 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.