



HIST 346.01B: Modern America

COURSE SYLLABUS: Spring, 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Derrick McKisick

Office Location: Ferguson Social Sciences #119/ Waters Library #182

Office Hours: T/R - 9:00 – 10:30 am/ W 10:00 am – 12:00 pm – or by appointment

Office Phone: 903.886.5222

Office Fax: 903.468.3230

Zoom: [Derrick McKisick Personal Meeting Room](#)

University Email Address: derrick.mckisick@tamuc.edu

Preferred Form of Communication: **email**

Communication Response Time: 24- hours except Friday to Sunday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Adams, David Wallace. *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928*, 2nd ed. Lawrence, KS: University of Kansas Press, 2020. ISBN: 978-0700629602.

Green, James. *Death in the Haymarket: A Story of Chicago, the First Labor Movement, and the Bombing that Divided the Gilded Age*. ISBN:978-1-4000-3322-5.

Link, William A. and Susannah J. Link, eds. *The Gilded Age and Progressive Era: A Documentary Reader*. Wiley – Blackwell, 2012. ISBN- 13: 978-1444331394.

Postel, Charles. *The Populist Vision*. Oxford: Oxford University Press, 2007. ISBN-13: 978-0195384710.

Software Required

Optional Texts and/or Materials

Rampolla, Mary L. *A Pocket Guide to Writing History*, Tenth ed. New York: Bedford/St. Martins's, 2020.

Course Description

This course traces the development of modern America from the turbulent 1850s through the end of WWI. Within these critical years, the United States emerged from a nation severely divided by issues connected to race, rebellion, reconstruction, and finally, reform to one that had been transformed thorough immigration, urbanization, and industrialization into a leading world power. Over the course of the semester, this class will examine the events and historical interpretations that are at the heart of the historical understanding of this critical period in the transformation of the United States.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Students can locate appropriate secondary sources.
2. Students can identify a historical argument.
3. Students can analyze a secondary source.
4. Students can compare secondary sources.
5. Students can demonstrate an understanding of historiographical development from the Mexican War through World War I.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

The minimal technical skills required for this course include using the learning management system, university email, Microsoft Word, and PowerPoint.

Instructional Methods

The course requires a combination of writing assignments and discussion boards. ALL WRITTEN ASSIGNMENTS MUST BE submitted by 11:59 pm each Saturday of the term (No Late Assignment will be accepted for full credit). The instructional week will be from Sunday to Saturday. Late assignments will be assessed a five-point penalty for each day it is late. Students are expected to read the required readings to participate fully in the discussion board.

Required Reading: All students will be required to read and to discuss the assigned books. The books are available for purchase at the campus bookstore, internet websites (Amazon), and at a variety of regional retailers.

TURNITIN.COM: All typed assignments, exams, papers, and reviews must be uploaded to the appropriate listing of the course's dropbox. Each assignment dropbox automatically uploads the work to turnitin.com for plagiarism checking. This is a requirement for the course, and the students will not receive a grade until they have completed this process.

Writing Assignments

All writing assignments must be typed in 12 pt. New Times Roman font, doubled spaced with a 1" margin. Additionally, all assignments must include, on the first page, your name, assignment, my name, course number, and date. Students must submit an electronic copy to a dropbox that turnitin.com can analyze and a paper copy to the instructor. If the student does not do both, the assignment will not be graded, and the student will receive a zero. Writing assignment instructions are in D2L.

Essays

Students are required to complete several essays during the semester. Book reviews and reception reports due dates are listed in the course outline. Students must provide a paper copy to the professor and submit an electronic copy to the dropbox. Each student is required to complete two reception reports for books assigned during the semester. The book review and reception reports guides will be posted in D2L.

Student Presentation

All students are required to make a class presentation regarding a historically relevant person or event that directly coincides with the themes studied in the course in consultation with the instructor. Each presentation should include: a brief statement regarding the historical relevance of the topic, a statement of the research question, an analysis of the relevant historical interpretations of the topic, a discussion of the relevant secondary sources. Additionally, all presentations must include a PowerPoint presentation and meet presentation guidelines to receive full credit. The presentations will last approximately 7-10 minutes.

Participation

The student's participation grade will be earned through participation in classroom discussion sessions and attendance. Each student will lead discussions, participate in group discussions, and present their research. Although students do not have a designated discussion leader role in each class, all students are encouraged to be prepared to participate fully in the class discussion and be prepared, if called upon, to take part in the class discussion. Class disruptions will not be tolerated. Each student will have no more than three unexcused absences, for each additional absence the student will be docked ten points from their total points.

Late Submissions

All students are required to submit their assignment to the class dropbox and provide a hard copy on the day the assignment is due to the professor. For the book reviews and reception report, there will be a five-point penalty for each day the assignment is late. For the paper proposal and final paper, there is a ten-point penalty for each the day the assignment is late. The assignment is not complete unless the student has submitted an electronic copy to the dropbox and a hard copy to the professor.

Turnitin

It is the student's responsibility to submit all written work to Turnitin.com, which is part of the D2L dropbox system. Any work not successfully submitted to Turnitin.com will be given a zero. If you have any questions, please do not hesitate to ask.

Discussion Board

During the course, there will be weekly discussion board questions based on the required readings. The discussion board will remain open from Sunday through Saturday @ 11:59 pm every week. All students must post a response that provides support from Link and Link, *A Gilded and Progressive Era: Documentary Reader* and other assigned course materials. The initial post must be at least 150 words and include an original question at the end of the initial response. Students are required to respond to at least two questions from their classmates with responses that are at least 100 words each. To receive credit for the assignment, each student must respond to the discussion question with a 150-word post that includes an original question at the end of the response and respond to at least two classmate's questions with at least 100-word responses each that directly addresses their response. **If you do not complete all parts of each discussion board thread, you will not receive full credit for your response.**

Discussion Board Standards

To create and preserve a course atmosphere that nurtures an engaging learning environment, all students share the responsibility of creating and encouraging a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning and follow these standards: Discussion board discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums are meant to allow multiple viewpoints and understandings. This environment cannot exist if we do not respect each other and our differences.

Discussion Board Post (Quantity)

- You are required to post one original response for each topic.
- The post should be 150 words that directly address the discussion question, not merely describing the historical events or person in the discussion prompt. Each response should indicate awareness of historical context and importance.
- The first post should include an original question based on the discussion at the end of the initial response.
- You must respond to at least two of your classmate's questions and your response must be at least 100 words each that directly address your classmate's response and question,

Discussion Board Post (Quality)

- Your posts must demonstrate your knowledge and understanding of the topic being discussed.
- You must demonstrate connections between lecture materials, textbook content, and discussion.
- You should relate discussion responses to material covered earlier in the course to give your responses clarity and context.
- Your post should go beyond reciting facts, but it should examine the material at a critical level and include information and facts from Link and Link, *A Gilded Age and Progressive Era: Documentary Reader* and additional assigned readings that support your response.

Discussion Board (Timeliness)

- You must provide at least two days for your classmates to respond, so it is incumbent on each student to post and respond as soon as possible to give each person an opportunity to participate. If you do not post a response with an ample amount of time for your classmates to respond, you will not receive credit for your discussion board post.
- **You will be given seven days to respond to each topic except for the first discussion board that will be due on day three of the course.**

Student Responsibilities or Tips for Success in the Course

Students are responsible for completing the assigned reading and assignments in a timely manner.

GRADING

Final grades in this course will be based on the following scale:

Total points corresponding to the final letter grades

A = 400- 359 Points

B = 358- 319 Points

C = 318- 278 Points

D = 276- 238 Points

F = 237 & > Points

Points of the assessments in the calculation of the final letter grade.

Assignments 40%

Discussions 10%

Midterm Exam 25%

Final Exam 25%

TOTAL 100%

The grading criteria of all written work will be based on the following descriptions:

A = Superior mastery of content and reading material; clear organization and factual accuracy; innovative interpretation or argument that responds to the specific directions of the assignment, test, or essay; clearly written and great use of sources.

B = Excellent command of the content and reading material; factual accuracy, a generally solid historical argument backed with specific relevant evidence and sufficient use of sources.

C = Average command of content material; reasonable factual accuracy; ability to produce a specific argument that may not correctly reflect the argument of the selected sources.

D = Poor command of content and failure to follow directions; historical errors of fact; no real argument driving the essay.

The syllabus/schedule are subject to change.

Assessments

Exam x 2	200 pts.
Book Review x 1	30 pts.
Reception Paper x 2	60 pts.
Proposal	20 pts.
Final Paper	50 pts.
Discussion Board	40 pts.

TECHNOLOGY REQUIREMENTS

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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>

Interaction with Instructor Statement

The instructor will respond to emails within twenty-four hours except for weekends.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as 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 in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

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<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

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

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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 Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

A&M-Commerce Supports Students' Mental Health

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

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AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Department or Accrediting Agency Required Content

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COURSE OUTLINE / CALENDAR

Module 1	Antebellum America	Assigned Reading	Written Work Due	Student Learning Outcome
1/11/2024	Introduction	Virtual Meeting – Zoom link Derrick McKisick Personal Meeting Room		
1/16-18/2024	Historical Context	Jack P. Maddex, Jr., “Proslavery Millennialism: Social Eschatology in Antebellum Calvinism,” <i>American Quarterly</i> , 31, (1979); 46-62.	Discussion Board#1 –	SLO#2 / SLO #3
1/18/2024	American Reform	Thomas L. Haskell, “Capitalism and the Origins of the Humanitarian Sensibility, Part I,” <i>AHR</i> , 90, (1985): 339-361.		SLO #2 / SLO #3
1/23-25/2024	Market Revolution	Douglas R. Egerton, “Markets without a Market Revolution: Southern Planters and Capitalism,” <i>JER</i> , 16,(1996): 207-221; James L. Hudson, “Abolitionists, Political Economists, and Capitalism,” <i>JER</i> , 20, (2000): 487-521	Discussion Board # 2	SLO#2 / SLO #3
1/25/2024	Antebellum Politics	Bruce Levine, “Conservatism, Nativism, and Slavery: Thomas R. Whitney and the Origins of the Know-Nothing Party,” <i>JAH</i> , 88, (2001): 455-488; Manisha Sinha, “The Caning of Charles Sumner: Slavery, Race, and Ideology in the Age of the Civil War,” <i>JER</i> , 23,(2003):233-262.		SLO#2 / SLO #3
1/30/2024	Labor and Sectionalism	Gavin Wright, “Slavery and American Agricultural History,” <i>Agricultural History</i> , 77, (2003): 527-552: Lacy Ford, “Reconfiguring the Old South: ‘Solving’ the Problem of Slavery, 1787-1838,” <i>JAH</i> , Vol. 95, No. 1 (2008): 95-122: Green, Haymarket,	Discussion Board #3	SLO#2 / SLO #3

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Module 2	Gilded Age	Assigned Reading	Written Work Due	Student Learning Outcome
2/1/2024	Southern Markets	Steven Hahn, "Class and State in Postemancipation Societies: Southern Planters in Comparative Perspective," <u>AHR</u> , 95, (1990): 75-98: Sven Beckert, "Emancipation and Empire: Reconstruction the Worldwide Web of Cotton Production in the Age of the American Civil War," <u>AHR</u> ,. 109, (2004): 1405-1436: Green, Haymarket, 3-52.		SLO#2 / SLO #3
2/6/2024	New South	Harold Woodman, "The Political Economy of the New South: Retrospect and Prospects," <u>JSH</u> , 67, (2001): 789-810: Jacqueline Jones, "Labor and the Idea of Race in the American South," <u>JSH</u> , 75, (2009): 613-626.	Proposal	SLO #1/SLO #2/ SLO #3
2/8/2024	New South	Link and Link, 1-33; Green, <i>Death in the Haymarket</i> , 53-101.		SLO #3
2/13/2024	Expansion	Link and Link, 34-66: Green, <i>Death in the Haymarket</i> , 102-191.	Discussion Board #4	SLO #3
2/15/2024	Gilded Age	Green, <i>Death in the Haymarket</i> , 192-246.		
2/20-22/2024	Business and Labor	Link and Link, 67-119; Green, <i>Death in the Haymarket</i> , 247-320.		
2/27-29 /2024	Populism	Link and Link, 120-174: Postel, 1-136.	Book Review - Haymarket	SLO #2/SLO #3
3/5/2024	Review			
3/7/ 2024	Midterm Exam			
3/11-15/2024	Spring Break			

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Module 3	Progressive Era	Assigned Reading	Written Work Due	Student Learning Outcome
3/19-21/2024	Populism	Link and Link, 175-200; Postel, 137-204.		
Module 3	Progressive Era	Assigned Reading	Written Work Due	Student Learning Outcome
3/26-28/2024	Progressivism	Link and Link, 201-218; Postel, 205-289.	Reception Report	SLO #2/SLO #3
4/2-4/2024	Labor and Protest	Link and Link, 223—240; Adams, <i>Education for Extinction</i> , 1-102.	Discussion Board #5	
4/9-11/2024	Transitions	Adams, <i>Education for Extinction</i> , 103-228.		
4/16-18/2024	American Imperialism	Link and Link, 243-29; <i>Education for Extinction</i> , 229- 334.		
4/23-25/2024	World War	Link and Link, 293-320;	Reception Report	
4/30	Review		Final Paper/ Make-up Day	SLO #4/ SLO #5
5/7/2024	Final Exam	10:30 am -12:30 pm		

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