



HIST 553.01W: Readings in Modern U.S. History 1850-1920

COURSE SYLLABUS: Summer II 2024

INSTRUCTOR INFORMATION

Instructor: Derrick D. McKisick, Ph.D.
Office Location: Waters #182
Office Hours: By appointment – Zoom
Office Phone: 903.886.5222
Office Fax: 903.465.3230
University Email Address: derrick.mckisick@tamuc.edu
Preferred Form of Communication: **Email**
Communication Response Time: Next Business Day – Monday - Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (NY: Norton, 2011)
ISBN: 039334066X

Caroline Janney, *Remembering the Civil War: Reunion and the Limits of Reconciliation*
(Chapell Hill, NC: UNC Press, 2016). ISBN: 1469607069

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement*
(NY: Oxford University Press, 2005). ISBN: 0195183657

Michelle Mitchell, *Righteous Propagation: African Americans and the Politics of Racial
Destiny after Reconstruction* (Chapell Hill: UNC Press, 2004). ISBN: 0807855677

Elliott West, *The Last Indian War: The Nez Pearce Story* (NY: Oxford University Press,
2008). ISBN: 0199769184

The syllabus/schedule are subject to change.

Software Required
Optional Texts and/or Materials

Mary Rampolla, *A Pocket Guide to Writing History* (Boston, MA: Bedford/St. Martin, 2020). ISBN: 1319244416

Kate L. Turabian, *A Manual for Writers of Term Paper, Theses, and Dissertations*, Ninth Edition: Chicago Style for Students and Researchers (Chicago: University of Chicago Press, 2018). ISBN:022643057X

Course Description

This course traces modern America from the Antebellum period through WWI. Within these critical years, the United States emerged from a nation severely divided on issues surrounding race, rebellion, reconstruction, and finally, reform to one immigration, urbanization, and industrialization transformed into a leading world power. During this summer session, we will examine the historical events and interpretations at the center of modern America's development.

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

1. Students can evaluate the historiographical development of historical interpretations from the Antebellum Era to World War I.
2. Students can select appropriate sources to support a research project.
3. Students can analyze secondary sources.
4. Students can develop and create an appropriate secondary source research project.

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

This course requires students to have a working knowledge of Microsoft Word, Power point, and the D2L learning management system.

Instructional Methods

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

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. Turn-It-In will only read writing submissions with a doc or docx extension. If you submit a PDF, Turn-It-In can't read it; therefore, the paper will not be graded. Each assignment dropbox automatically uploads the work to turnitin.com for plagiarism checking. This is a requirement for the course, and the students will receive a zero if they have not completed this process and submitted a paper that Turn-It-In can scan.

Writing Assignments

All writing assignments must be typed in 12 pt. New Times Roman font, doubled spaced, stapled and paginated 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 dropbox that turnitin.com can analyze. If the student does not, the assignment will not be graded and receive a zero. The use of Artificial Intelligence (Chat bots, Chat GPT, etc.) are prohibited in this course. Any student using these types of software will receive a failing grade for the course and be subject to additional institutional penalties.

The syllabus/schedule are subject to change.

Attendance

Class attendance is an expectation in this course. Although there is no designated participation grade, students with more than one unexcused absence, rather face-to-face or online, will receive a ten-point reduction in their final grade for each absence after their one unexcused absence. We will have to zoom meetings twice a week Monday and Wednesday from 7:00 pm- 9:00 pm. It is critical that you complete the course readings and attend every meeting.

Student Led Discussion

The student led discussion guide is posted in D2L.

Historiographical Paper

A fifteen to twenty- page research paper or a suitable project approved by the instructor is required of all students. Students are free to consider any topic within the course theme, but the instructor must approve the topic. The paper must have twenty secondary sources (history monographs- books and peer-reviewed journal articles). Students will turn in a prospectus (50 points) during the seventh week of class. A late proposal and final paper will be docked (10 points) per day, regardless of the excuse. Bibliography and footnotes or endnotes are required for the proposal and final paper. Students should use Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Notes-Bibliography) as a reference.

Essays

In this course students are required to complete several essays, which include either a book review or reception report for each of the assigned books. Book reviews and reception reports are due on the day the book is discussed. Students submit an electronic copy to the dropbox. The book review and reception reports guides will be posted in D2L.

Discussion Board

During this summer session, students are required to respond to discussion board questions based on the assigned reading. All students must post an answer and an original question in their initial post to the question and respond to the responses of two different classmates. There are three parts worth twenty total points. To receive full credit, each student must respond to the discussion question with a 250-word post, no more than 300 words, original question, and respond to at least two classmate's questions with at least 150-word responses, no more than 200 words, each that directly address their response. All discussion boards will open from Wednesday at 11:59 pm and close the following Wednesday at 3:00 pm. **If you do not participate in all parts of each discussion board thread, you will not receive full credit for your response.**

Discussion Board Post (Quantity)

- You are required to post one original message for each topic.
- The post should be 250 words, no more than 300 words, directly addressing the discussion question, not merely describing historical events or contexts.
- Each response should indicate awareness of historical context and significance.
- You must respond to at least two of your classmate's questions and your responses must be at least 150 words each, no more than 200 words, that directly address your classmate's responses and questions.

Discussion Board Post (Quality)

- Your posts must demonstrate your knowledge and understanding of topic being discussed.
- You must demonstrate connections between readings, historical context, and theory.
- 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 relevant information from the assigned reading to support your argument.

Discussion Board (Timeliness)

- You must provide at least three 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 one week to respond to each topic.

The syllabus/schedule are subject to change.

Student Responsibilities or Tips for Success in the Course

Success in this course requires reading various types of materials, responding to discussion board questions, writing assignments and papers.

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

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Assessments

Course Assessments

Book Review x 2	60 pts
Reception Report x 3	90 pts
Student Led Discussions	50 pts
Proposal	100 pts
Discussion Board	100 pts
Final Paper	100 pts

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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.

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>

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Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

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>

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](#)

<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](#)

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<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/>

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

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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 – 7/8 -7/10 2024

Transition and the United States: Antebellum Reform, Capitalism, and Industrialization

Assigned Reading: Foner, *Fiery Trial* (2011): Jack P. Maddex, Jr., "Proslavery Millennialism: Social Eschatology in Antebellum Calvinism," *American Quarterly*, 31, (1979); 46-62; Thomas L. Haskell, "Capitalism and the Origins of the Humanitarian Sensibility, Part I," *American Historical Review* 90, (1985): 339-361; Douglas R. Egerton, "Markets Without a Market Revolution: Southern Planters and Capitalism," *Journal of the Early Republic* 16,(1996): 207-221;

Written Work Due:

Discussion Board: Did freedom or reform emerge as the most vital elements in the development of Antebellum America? Please take a position and support your response.

Review of Eric Foner, *Fiery Trial: Abraham Lincoln and American Slavery* (2011).

Module 2 – 7/15 – 7/17 2024

The American West and Reconstruction

Assigned Reading: West, *The Last Indian War* (2008); West, "Reconstructing Race," *Western Historical Quarterly*, 34 (2003): 6-26; Elliott West, "Reconstruction in the West" *Journal of the Civil War Era* (2017):14; David Blight, "For Something beyond the Battlefield": Frederick Douglass and the Struggle for the Memory of the Civil War," *Journal of American History* 75 (1989):1156-78; Eric Foner, "the Meaning of Freedom in the Age of Emancipation," *Journal of American History* 81 (1994) 435-60.

Student Led Discussion -- 1

Written Work Due

Discussion Board Question: In *The Last Indian War*, Elliott West characterizes the West as being part of a "Greater Reconstruction." What does this term mean in relation to the Nez Perce and the challenges they face during this period? How does this argument help to shape or reorient the historical interpretation of the West, Reconstruction, and Westward Migration?

Reception Report – Elliott West, *The Last Indian War* (2008).

Proposal

The syllabus/schedule are subject to change.

Module 3 – 7/22 – 7/24 2024

Reconstruction and Post-Reconstruction America

Assigned Reading: Caroline Janney, *Remembering the Civil War* (2016).
Eric Foner, "The Causes of the American Civil War: Recent Interpretations and New Directions (1974 Reprint)," *Civil War History* 69 (2023): 41-59. Blight, "Fifty years of Freedom: The Memory of Emancipation at the Civil War Semicentennial, 1911-15," *Slavery and Abolition*, 21 (2000): 117-134: Ransom and Sutch, "Debt Peonage in the Cotton South after the Civil War," *Journal of Economic History* 32 (1972): 641-99.

Student Led Discussion -- 2

Written Work Due

Discussion Board: Did reconciliation between the North and South shape the development of Modern America? Yes or No. Please take a position and use *Remembering the Civil War* to support your response.

Book Review of Caroline Janney, *Remembering the Civil War* (2016).

Module 4 – 7/29 – 7/31 2024

The Gilded Age

Michele Mitchell, *Righteous Propagation: African Americans and the Politics of Racial Destiny* (Chapel Hill, NC: UNC Press, 2004).
Paul A. Kramer, "Empires, Exceptions, and Anglo-Saxons: Race and Rule Between the British and United States Empires, 1880-1910," *Journal of American History* (2002):1315-53: Michael O'Malley, "Specie and Species: Race and the Money Question in Nineteenth Century America," *American Historical Review*, 99 (1994):369-95:
Ransom and Sutch, Capitalists without Capital: The Burden of Slavery and the Impact of Emancipation," *Agricultural History* 62 (1988): 133-60.

Student Led Discussion -- 3

Written Work Due

Discussion Board: Did the Gilded Age and Progressive Era notions of respectability undermine gender equality and reinforce patriarchy, limiting the freedom and independence African American women and forcing them to accept middle-class American cultural norms?

Review of Michele Mitchell, *Righteous Propagation* (2004).
Presentations

The syllabus/schedule are subject to change.

Module 5

Progressive Era -- 8/5/-8/7 2024

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement* (NY: OUP, 2005); Robert Johnson, "Re-Democratizing the Progressive Era: The Politics of Progressive Era Political Historiography," *Journal of the Gilded Age and Progressive Era*, 1 (2002): 68-92; Omar H. Ali, "Independent Black Voices from the Late Nineteenth Century and the Struggle Against the Southern Democracy," *Souls* 7 (2005): 4-18.

Discussion Board: At the beginning of the twentieth century, the Progressive Movement redefined American societal beliefs based on middle-class ethics, which stood in stark contrast to upper-class values that dominated the Gilded Age and working-class agitation against the extension and dominance of industrial capitalism. In your response, discuss how Michael supports his underlying argument that "progressivism was a radical movement, though not by the common measures of economic and political radicalism."

Student Led Discussion -- 4

Written Work Due

Reception Report, Michael McGerr, *A Fierce Discontent* (2005).

Final Paper Due – 8/8/2024