



**HISTORY 1302.08E**  
**THE UNITED STATES SINCE 1865**  
**COURSE SYLLABUS: FALL 2024**



**Instructor:** Dr. Sharon Kowalsky

**Office Location:** Ferguson 113

**Office Hours:** TR 10:00-11:00 and 2:00-3:00, or by appointment (make an appointment on Navigate)

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Office:

Office Hours:

<b>COURSE INFORMATION</b>
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**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 influenced 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 shape 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

This course meets the requirements for the Human Experience Humanities Certificate

**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 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.

<b>COURSE REQUIREMENTS</b>
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**Instructional Methods / Activities / Assessments**

*Engagement (100 points)*

Engagement with the course material, the instructor, and your peers is an essential component of this course. Engagement will be measured in several ways by continued and sustained class participation,

reflecting student engagement with the materials and contributions to class discussions; and by timely submission of assignments. 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.

#### *Infographic Assignment (200 points)*

Using Adobe Express, Illustrator, or Photoshop (according to preference, interest, and skill level), students will create an infographic on a topic of their choice covered by the course (i.e. something relevant to US History since 1865). More details can be found on our MyLeoOnline course page. This project requires students to identify a topic, gather reliable resources and information, assess that information, and communicate it in a compelling manner that shows how this information is relevant to our understanding of the United States and its engagement with the chosen topic. This assignment is the Transformative Project for the Humanities Certificate program and is an assessment tool for SLO #1 and SLO #3).

#### *Book/Film Reports (200 points, 100 points each)*

These assignments will be used to assess SLO #2 and SLO #3. Details about this assignment are on D2L. For each Report, students will use either two films or two graphic novels as the starting point to address a big issue in US History. These can be group projects or individual projects, but students will use Adobe Audition to record their discussion of the questions posed. Students will work from an outline, but should not read word-for-word from a script. Students may use video or only audio, as they prefer.

#### *Reflections and Quizzes (100 points total)*

Students will complete a Syllabus/Student Responsibility Quiz (SRQ) due in the first week of class (used to assess SLO #4). Periodically during the semester, students will complete a Reflective Quiz at the end of class that focuses on the documents under discussion that day. These quizzes require that students read the documents and participate in the discussion; no other preparations is necessary. Reflective quizzes may contain maps and other assessment measures. Students will also post an introduction to the class discussion board, and comment on at least one colleague's posting (instructions on D2L).

#### *Exams (400 points; 100 points each)*

Students will take four in-class exams for this course, as indicated in the Course Schedule. These exams cover assigned readings, lecture material, and class discussions. Students must read the assignments and attend class in order to pass the exams. Exams will consist of short essays based on a term list, but may also include other questions, such as maps or synthetic short essay questions. Students should bring notebook paper and a black or blue pen to class on exam days. Exams are not cumulative. Exams

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	100 points
Adobe Infographic Project	200 points
Book/Film Reports	200 points

Quizzes/Reflections	100 points
Exams	400 points
<b>TOTAL</b>	<b>1000 points</b>

The grading scale used for this course is as follows:

90-100 =	A
80-89 =	B
70-79 =	C
60-69 =	D
59 or less =	F

## 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](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](mailto: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.

### **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>

## 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 in my office hours or by appointment, on-campus and 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. Our graduate teaching assistant is also available and should be your first point of contact with questions about material or assignments.

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.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES AND TIPS FOR SUCCESS IN THE COURSE**

### ***Illness***

COVID is circulating again. Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor so arrangements can be made to prevent students from falling behind. This holds for other types of medical emergencies, family emergencies, or general unexpected difficulties.

### ***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.

### ***Attendance***

Students should keep in mind that attendance is part of your course engagement – you cannot engage in the class if you are not here. It is your responsibility to come to class prepared for lecture. If you miss a class it is your responsibility to gather class notes from a classmate. I do take roll and if you are in class but not PRESENT, *i.e. on your phone or other device, sleeping, etc.* you will be counted absent for the day.

### ***Electronics Policy***

Our class is a time for learning and discussion. Cell phones and other devices should be silent and put away during class – unless otherwise specified for an in-class activity. Airplane mode is preferred. If you are using a laptop/tablet, it should be used solely for note taking or reading assignment texts. If I feel you are using your devices for something other than taking notes you will be asked to power the device down.

### ***Student Behavior***

Behavior which may result in your being asked to leave my class includes, but is not limited to: sleeping, talking during lectures, movies or clips, text messaging, gaming, playing with your phone, using electronic devices other than for specified activities, and working on another course's work/homework during my class.

### ***Expectations for Out-of-Class Study***

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend *at least* an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

### ***Late Work***

All written assignments are due on the due date listed in the Course Schedule below. Late assignments may be accepted only with the advance approval of the professor and will be assessed a late penalty of one letter grade per class day. 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 must be completed. Any missing written assignments (excluding quizzes) 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 unless specified as part of the assignment, 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.

### ***AI Use***

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 instructor's 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.

### ***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.

### ***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](mailto: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.

### ***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](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

<b>COURSE OUTLINE / CALENDAR</b>
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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.

Week 1: Introductions

August 27: Orientation

August 29: Skills and Techniques

Syllabus Quiz due by Friday on D2L

Introduction graphics due

**Unit 1: Extending the Union**

Week 2: Reconstruction

September 3: Reconstruction and the Amendments

Read *Yawp* Chapter 15

September 5: Populism and other discontents

Read *Yawp* Chapter 16

Week 3: The West

September 10: Westward Expansion and Manifest Destiny

Read *Yawp* Chapter 17

September 12: Assimilating the Natives

Read Documents on D2L

**Unit 1 Exam in class**

**Unit 2: Creating Modern America**

Week 4: American Empire

September 17: The Spanish-American War

Read *Yawp* Chapter 19

September 19: Debating the US Place in the World

Read Documents on D2L

Reflective Quiz 1 in class

Week 5: Progressivism

September 24: Life in Industrial America



Read *Yawp* Chapter 18  
September 26: The Progressive Era  
Read *Yawp* Chapter 20  
Watch *The Triangle Fire* (<https://www.kanopy.com/en/tamuc/video/285146>)

Week 6: Extending Rights  
October 1: Changing the Meaning of Citizenship  
Read Documents on D2L  
Reflective Quiz 2 in class  
October 3: Unit 2 Exam  
**Unit 2 Exam in class**

### **Unit 3: WAR**

Week 7: World War I  
October 8: World War I and the League of Nations  
Read *Yawp* Chapter 21  
October 10: Postwar America  
Read *Yawp* Chapter 22

Week 8: Great Depression  
October 15: The Great Depression  
Read *Yawp* Chapter 23  
Watch *Civilian Conservation Corps*  
(<https://login.proxy.tamuc.edu/login?url=https://video.alexanderstreet.com/p/Brn5GGGVJ>)  
October 17: NO CLASS

Week 9: World War II  
October 22: World War II  
Read *Yawp* Chapter 24  
October 24: NO CLASS  
Film Report Project due by Friday

Week 10: The Impact of War  
October 29: Japanese Internment  
Read *They Called Us Enemy*  
October 31: Unit 3 Exam  
**Unit 3 Exam in class**

### **Unit 4: The Cold War and Beyond**

Week 11: Cold War Origins  
Read *Yawp* Chapter 25  
November 5: The 1950s  
Read *Yawp* Chapter 26

Week 12: Civil Rights  
November 12: The Civil Rights Movement  
Read *Yawp* Chapter 27  
Watch *Eyes on the Prize: Fighting Back* (<https://login.proxy.tamuc.edu/login?url=https://video-alexanderstreet-com.proxy.tamuc.edu/p/k2omWml7J>)  
November 14: *March*

Read *March Book 3*

Week 13: The Sixties

November 19: The 1960s

Read Documents on D2L

Reflective Quiz 3 in class

November 21: NO CLASS

*They Called Us Enemy*/March Book Report Project due by Friday

Week 14: Thanksgiving

November 26: NO CLASS

November 28: Thanksgiving

Week 15: The Rise of Conservatism

December 3: The Nixon Years

Read *Yawp* Chapter 28

December 5: The Reagan Years and Beyond

Read *Yawp* Chapter 29-30

Reflective Quiz 4 in class

Infographic Assignment Due to the Dropbox

Week 16: Final Exam

December 10: **Unit 4 Exam in class, 10:30-12:30**