



HIST1302-01E US History Since 1865
M-F 10:00 am – 2:30 pm SS150

COURSE SYLLABUS: Winter Mini 2025
Dec. 16-23 & Jan. 2-10

INSTRUCTOR INFORMATION

Instructor: Dr. Mylynka Cardona
You may address me as either
Professor Cardona or Dr. Cardona
Office Location: Ferguson 146
Office Hours: M-F 3-4pm

University Email Address:
mylynka.cardona@tamuc.edu

Preferred Form of Communication:
ETAMU email address

Communication Response Time:
24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

www.americanyawp.com

Optional Texts and/or Materials -

Laptop/tablet or notebook and pen/pencil for in-class note taking

Additional Materials will be posted electronically in D2L or distributed in class as needed.

Course Description

HIST 1302- History of the United States from 1865

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.

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

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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.

Throughout the course we will especially focus on the following central themes Post-Civil War American History:

1. Race, Racism, and Civil Rights
2. Immigration, Labor, Industrialization
3. War and Imperialism
4. Globalization

Student Learning Outcomes

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) and course engagement and college professionalism. Failure to complete the SRQ may result in automatic failure for the course.

COURSE REQUIREMENTS

GRADING

This course is based on the 100-point system. All assignments are worth 100 points. The final exam is weighted the same as the other two exams. I do not round up. If you earn an 89.9 you will receive a B for the course.

Final grades are determined on the following scale:

100 – 90 = A, 89 – 80 = B, 79 – 70 = C, 69 – 60 = D, 59 and below = F

Assessments: There will be several assessments of your progress in this course including your college professionalism and course engagement, four (4) document analyses, two (2) exams, seven (7) map quizzes, and course engagement & college professionalism.

Values of major assignments and examinations for this course are as follows:

- Two (2) in-class exams: 20%
- Four (4) primary document analyses: 20%

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- Four (4) in-class assignments: 20%
- Six (6) map assignments: 15%
- One (1) primary source project: 10%
- Course engagement & college professionalism: 15%

Student Responsibility Quiz

Students will complete a Syllabus/Student Responsibility Quiz (SRQ) due on the third day of class (this will be counted as part of the primary source paper grade and will be used to assess SLO #4).

Exams

Students will take two 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 and possibly other questions. Students must do their own work on the exam. Students should use assigned material only for the exam. Any use of unauthorized sources on the exams will result in an automatic ZERO for the exam. (The exams are used to assess SLO 1-3.)

Primary Document Analyses

On some days, students will provide an assessment of a primary source included in the *American Yawp Reader* for the chapter assigned for that week. A primary source is a document created at the time of the event in question. It gives us a first-hand account of a time or place, and thus provides an essential building block for understanding what happened in the past and why. The Document Analysis should, in one-two substantive paragraphs (or in the template format), clearly present: who wrote the document (provide as much information as possible, not just a name but also the person's role, job, status, etc.), when the document was created, who the document was created for (i.e. the audience of the document), and the historical significance of the document (why it is important or what it tells us about the time in which it was created). The Document Analysis must also include a summary of the contents of the document and your assessment of the document's significance for understanding the period. A guide and a rubric can be found in D2L that will give you a sense of the expectations and grading standards for this assignment. The Document Analysis should be submitted to the appropriate dropbox on D2L by the deadline. Document Analyses are always due the night we discuss them in class. (The document analyses is used to assess SLO 1- 3.)

At the end of the semester you will hand in a primary source project using the Adobe Cloud Suite – project parameters will be in D2L. (*The document analyses will be used to assess SLO 1-3.*)

In-class assignments (IA)

In some days, a film is assigned to watch at home (or we may watch in class) in preparation for an in-class assignment/assessment and discussion. The assessment will be open notes. (*The in-class assessments is used to assess SLO 1 & 3*)

Map assignments (MA)

There will be six map assignments given over the course of the semester. The lowest grade is automatically

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dropped. Map assignments are uploaded in D2L and are to be completed at home before the following class period in preparation for class discussions and assessments. *(The map assignments is used to assess SLO 1 – explain phenomena)*

Course Engagement and College Professionalism

Engagement with the course material, the instructor, and your peers is an essential component of this course. Engagement is measured in several ways, by continued and sustained class participation, reflecting student engagement with the materials and contributions to class discussions. College professionalism means being a responsible for your work outside of class, coming to class on time, being prepared for discussions and assignments, being respectful of the material and of your classmates, and by timely submission of assignments. *(This is used to assess SLO #4)*

Be Respectful: This class is an educational safe zone. It welcomes and respects the viewpoints of students of all sexual orientations and genders as well as all races, ethnicities, religions, social statuses, and abilities. All members of this learning community are expected to treat each other with respect and dignity.

COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

<u>Day</u>	<u>Date</u>	<u>Topic</u>	<u>Readings/Assignments Due</u>
1	Mon. 12/16	Course Intro	What is history and what does a historian do?
		Primary Sources	What they are and how we use them
		Reconstruction	Read: AY Ch 15 - Reconstruction http://www.americanyawp.com/text/15-reconstruction/
			<i>Discussion of Document #1 General Reynolds Describes Lawlessness in Texas, 1868</i> http://www.americanyawp.com/reader/reconstruction/general-reynolds-describes-lawlessness-in-texas-1868/
			ASSIGNMENT DUE: Document Analysis #1 Map 1 – “Radical Reconstruction”
2	Tues. 12/17	Gilded Age	Read AY: Ch 16 http://www.americanyawp.com/text/16-capital-and-labor/

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		Gilded Age /Life in Industrial America	Read: AY Ch 18 - Life in Industrial America http://www.americanyawp.com/text/18-industrial-america/ In-class assignment #1 – American Experience: Triangle Fire ASSIGNMENT DUE: Map 2 – Europe (mid-1800s) ASSIGNMENT DUE IN D2L: Syllabus Quiz & SRQ
3	Wed. 12/18	Conquering the West	Read: AY Ch 17 - Conquering the West http://www.americanyawp.com/text/17-conquering-the-west/ ASSIGNMENT DUE IN CLASS: Map 3 – The Americas
4	Thurs. 12/19	American Empire	Read: AY Ch 19 – American Empire http://www.americanyawp.com/text/19-american-empire/ Discussion of Document #2 – “School Begins,” <i>Puck</i> , January 25, 1899. Note: This is an image http://www.americanyawp.com/reader/19-american-empire/school-begins11/ ASSIGNMENT DUE: Document Analysis #2 ASSIGNMENT DUE IN CLASS: Map 4 – American Empire
5	Fri. 12/20	The Progressive Era	Read: AY Ch 20 http://www.americanyawp.com/text/20-the-progressive-era/
6	Mon. 12/23		MIDTERM EXAM review in class EXAM after lunch break
	12/24/24-01/01/25	NO CLASS	**ETAMU CLOSED FOR WINTER BREAK**
7	Thurs. 01/02	World War I / The 1920s	Read: AY Ch 21 & 22 http://www.americanyawp.com/text/21-world-war-i/ http://www.americanyawp.com/text/22-the-twenties/ FILM (watch at home): <i>America’s Time, 1929-1936</i>

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8	Fri. 01/03	The Great Depression/ The New Deal	<p>Read AY Ch 23 http://www.americanyawp.com/text/23-the-great-depression/</p> <p>In-class assignment #2 – <i>America’s Time, 1929-1936</i></p>
9	Mon. 01/06	World War II	<p>Read: AY Ch 24 http://www.americanyawp.com/text/24-world-war-ii/</p> <p>Discussion of Document #3: <i>FDR, Executive Order No. 9066 (1942)</i> http://www.americanyawp.com/reader/24-world-war-ii/fdr-executive-order-no-9066-1942/</p> <p>ASSIGNMENT DUE: Document Analysis #3</p> <p>FILM (watch at home): <i>America’s Time, 1953-1960 – Happy Daze</i></p>
10	Tues. 01/07	The 1950s: The Cold War & The Affluent Society	<p>Read AY Ch 25/26 http://www.americanyawp.com/text/25-the-cold-war/ http://www.americanyawp.com/text/26-the-affluent-society/</p> <p>In-class assignment #3 – <i>America’s Time, 1953-1960 – Happy Daze</i></p> <p>ASSIGNMENT DUE IN CLASS: Map 5 – Cold War Europe</p> <p>ASSIGNMENT DUE IN D2L: Primary source project (Adobe Express)</p>
11	Wed. 01/08	Civil Rights	<p>Read: AY Ch 27 http://www.americanyawp.com/text/27-the-sixties/</p> <p>Discussion of Document #5</p> <p>Read: Lyndon Johnson on Voting Rights and the American Promise (1965) http://www.americanyawp.com/reader/27-the-sixties/lyndon-johnson-on-voting-rights-and-the-american-promise-1965/</p> <p>ASSIGNMENT DUE: Document Analysis #4 ASSIGNMENT DUE IN CLASS: Map 7 – Freedom Rides</p>

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12	Thurs. 01/09	The 1970s – The Unraveling	Read: Ch. 28 – The Unraveling http://www.americanyawp.com/text/28-the-unraveling/ FILM (watch at home): <i>America's Time, 1981-1989: A New World</i>
12	Fri. 01/10	The 1980s: The Triumph of the Right	Read: Ch 29 – The Triumph of the Right http://www.americanyawp.com/text/29-the-triumph-of-the-right/ In-class assignment #4 – <i>America's Time, 1981-1989: A New World</i>
13	Fri. 01/10		FINAL EXAM AND POTLUCK BRUNCH

Minimal Technical Skills Needed

Using the learning management system D2L and using Microsoft Word

Instructional Methods

This class is face-to-face with additional assignments in D2L Brightspace.

Student Responsibilities or Tips for Success in the Course

Attendance: Students attend class at their own discretion, but should keep in mind that some assignments are in-class only. 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. *This course relies heavily on in-class discussions of the assigned readings. You need to stay on top of the work.* If you miss a class, it is your responsibility to gather class notes from a classmate. I do take roll (via seating chart) 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.

WINTER MINI ATTENDANCE NOTE: This is a 12-day intensive course. Missing *one day* of class is the equivalent of missing *an entire week* in the long semester.

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, use it solely for note taking. If you are using your devices for something other than taking notes, I can ask you 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

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their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

WINTER MINI STUDY NOTE: You will need to do your assignments and reading **NIGHTLY** in order to stay on top of your work. Mini-mesters move very quickly.

Interaction with Professor Statement

Students are strongly encouraged to interact with me. The more you let me know what is going on with you, the better I can help you out. Beyond the classroom, the best way to get in touch with me is through ETAMU email. I am also available during my office hours. Please come to talk to me about any concerns you might have and about any problems or issues that arise during the semester. We can meet in-person or via Zoom.

CHSSA Librarian:

Our librarian for Humanities and Social Sciences is Inbar Michael. She is available to assist you in your research, whether it is using the library or identifying and locating sources. Please take advantage of this assistance, as you need it. Her contact information is as follows:

Inbar Michael
Velma K. Waters Library, Room 147G
Inbar.Michael@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive leaning environment (See Student's Guide Handbook, Policies, and Procedures, Conduct). During class time, I expect college-level professionalism & course engagement. This means putting away cell phones, and any other forms of distraction, for the duration of the class period (exceptions will be allowed with advance permission of the professor).

Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class.

I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class (see above statement on Interaction with Professor).

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Late Work

All written assignments are due as indicated in this syllabus. Late assignments may be accepted at the discretion of the professor and will be assessed a penalty. If you know you will be away when something is due, 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 come to talk to me in advance. To pass this class, all assignments must be completed. Any missing assignments at the end of the course will be given a grade of zero (0).

Syllabus Change Policy

The syllabus is a working document and a guide. Circumstances and events, including class 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.

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.

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

AI Use in Courses

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

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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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 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](#)

<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

Velma K. Waters Library- Room 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.

- <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.

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

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.

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 ETAMU 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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