



HIST 1302.07E: History of the United States Since Reconstruction (after 1865)

T/R 9:30-10:45 am BA 243

COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Mylynka Kilgore Cardona

Please address me as either Professor Cardona or Dr. Cardona

Office Location: Ferguson Social Sciences (SS) 146

Office Hours: Monday 3 - 6 pm, Wednesday 10 am – 12 pm, or by appointment

Office Hours link: https://calendly.com/dr_cardona/30min

University Email Address: mylynka.cardona@etamu.edu

Communication Response Time: 24-48 hrs.

I do not check email after 6 pm M-F or on the weekends/holidays.

COURSE INFORMATION

Course Description

HIST 1302: 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 programs. It intends to provide students with the tools to critically assess a variety of types of information and to understand the historical context of 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 of Post-Civil War American History:

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

Materials – Textbooks, Readings, Supplementary Readings

Required Texts:

The American Yawp & The American Yawp Reader. Both are FREE online texts, available at www.americanyawp.com

Additional Materials:

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

Colored pencils/pens for map assignments

Additional readings and all films are posted electronically in D2L or distributed/shown in class as needed.

Student Learning Outcomes

As a Core Curriculum requirement, this class focuses on four common Student Learning Outcomes:

1. **Critical Thinking** - Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. **Oral/Visual Communication** - Students will communicate in a manner appropriate to the audience and occasion with an evident message and organizational structure.
3. **Personal Responsibility** - Students will understand and practice academic honesty.
4. **Social Responsibility** - Students will demonstrate an understanding of societal and/or civic issues.

Student Learning Outcomes will be assessed by the Student Responsibility Quiz and a Primary Source Analysis assignment.

COURSE REQUIREMENTS

Instructional Methods and Assessment

Assignments, Student Responsibilities, Expectations, and Tips for Success

Primary Source Analysis Assignment: This assignment asks students to analyze information, communicate clearly and effectively, and show awareness of social and civil issues or problems. Using the selected primary source document, students should write 1-2 paragraphs that: (1) identify the author/creator and context of the document (including when and where it was created); (2) consider the purpose of the document, including the author's goals in its creation and its intended audience; and (3) evaluate the document, analyzing why this document is important to help understand the historical

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period or the events it describes (its significance), and how the document contributes to our historical understanding of the period (historical causes and effect). The written analysis should be presented using full and complete sentences and proper grammar and punctuation.

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, six (6) document analyses, four (4) exams, and one (1) primary source paper.

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

- Three (3) in-class exams: 20%
- Four (4) primary source analyses: 15%
- Four (4) in-class assignments: 20%
- Seven (7) map assignments: 15%
- One (1) primary source project: 10%
- Course engagement & college professionalism: 20%
 - Which also includes:
 - syllabus quiz
 - student responsibility quiz

Student Responsibility Quiz (SRQ)

Students will complete a Student Responsibility Quiz in D2L due in the second week of class.

Exams

Students will take three 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 essays and IDs, matching, short answers, and other question formats. Students must do their own work on the exam. Students should use the assigned material only for the exam. *Any use of unauthorized sources on the exam will result in an automatic ZERO.* The Final Exam will be completed in class on the Final Exam date listed in the Course Schedule.

Primary Source Analyses (PSA)

For some weeks, students will assess a primary source included in the American Yawp Reader for the assigned chapter. 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, clearly present: who wrote the document (provide as much information as

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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 time period. 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.

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.

In-class assignments (IA)

In some weeks, a film is assigned to watch at home (or we may watch it in class) in preparation for an in-class assignment/assessment and discussion. The assessment will be open notes.

Map assignments (MA)

There will be seven map assignments given over the course of the semester. The lowest grade is automatically dropped. Map assignments are handed out in class to be completed at home before the following class period in preparation for class discussions and assessments. *You must be in class to receive the paper map.*

Course Engagement and College Professionalism

Engagement with the course material, the instructor, and your peers is essential to this course.

- Engagement will be measured in several ways, including continued and sustained class participation, reflecting student engagement with the materials and contributions to class discussions.
- College professionalism means being 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 timely submission of assignments.

A Note on Engagement in Class with Your Professor & Peers

Be Respectful: This class is an educational safe zone. We welcome and respect 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.

Optional Extra Credit: There will be extra credit opportunities this semester; details will be posted in D2L.

COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicate 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>Week</u>	<u>Class Dates</u>	<u>Topic of the Week</u>	<u>Readings & Assignments</u>
1	R: Aug 20	Course Intro Primary Sources	What is history? What does a historian do? What they are and how we use them. <i>Getting to Know You Sheet</i> <i>What do YOU know about geography?</i> <i>Map Quiz 0 – in-class baseline map</i>
2	T: Aug 25	Reconstruction	Read: Ch 15 - Reconstruction http://www.americanyawp.com/text/15-reconstruction/ ASSIGNMENT DUE IN CLASS: Map 1 – The US in 1860
	R: Aug 27	Reconstruction Primary Sources	Read: AY Ch 15 - Reconstruction http://www.americanyawp.com/text/15-reconstruction/ Primary Source Analysis assignment overview Read: <i>General Reynolds Describes Lawlessness in Texas, 1868</i> ASSIGNMENT DUE IN CLASS: Map 2 – “Radical Reconstruction”
	Sun: Aug 30		Student Responsibility Quiz (SRQ) & Syllabus Quiz Due in D2L
3	T: Sept 1	Reconstruction	Read: AY Ch 15 - Reconstruction http://www.americanyawp.com/text/15-reconstruction/ Discussion of PSA #1 Read: <i>Jourdon Anderson Writes His Former Enslaver, 1865</i> ASSIGNMENT DUE Primary Source Analysis #1
	R: Sept 3	Reconstruction	
	F: Sept 4		<i>Drop Deadline (100% refund)</i>

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4	T: Sept 8	Gilded Age & Labor	Read: Ch 16 http://www.americanyawp.com/text/16-capital-and-labor/
	R: Sept 10	Life in Industrial America	Read: Ch 18 - Life in Industrial America http://www.americanyawp.com/text/18-industrial-america/ ASSIGNMENT DUE IN CLASS: Map 3 – Europe (mid-1800s) FILM (watch at home): <i>American Experience: Triangle Fire</i>
5	T: Sept 15	Life in Industrial America	In-class assignment #1 – American Experience: Triangle Fire EXAM 1 PREP/REVIEW
	R: Sept 17	Life in Industrial America	Read: AY Ch 18 - Life in Industrial America http://www.americanyawp.com/text/18-industrial-america/
6	T: Sept 22	EXAM 1	Ch 15-16, & 18 and corresponding lectures, maps, films, documents.
	R: Sept 24	The American West	Read: Ch 17 - The West http://www.americanyawp.com/text/17-conquering-the-west/ ASSIGNMENT DUE IN CLASS: Map 4 – The Americas
7	T: Sept 29	The American West	Read: Ch 17 - The West http://www.americanyawp.com/text/17-conquering-the-west/
	R: Oct 1	Primary Source Project	Primary Source Project Assignment Overview (GA)
8	T: Oct 6	American Empire	Read: Ch 19 – American Empire http://www.americanyawp.com/text/19-american-empire/ ASSIGNMENT DUE IN CLASS: Map 5 – American Empire
	R: Oct 8		**NO CLASS – FALL BREAK OCT 8-9**
9	T: Oct 13	American Empire: Gender & Empire	Discussion of PSA #2 (NOTE: This is an image) – “School Begins,” Puck, January 25, 1899. ASSIGNMENT DUE: Primary Source Analysis #2

	R: Oct 15	The Progressive Era	Read: AY Ch 20 http://www.americanyawp.com/text/20-the-progressive-era/
10	T: Oct 20	The Progressive Era/ World War I	Read: AY Ch 20/21 http://www.americanyawp.com/text/20-the-progressive-era/
	R: Oct 22	EXAM 2	Ch 17, 19-21 and corresponding lectures, maps, films, documents.
11	T: Oct 27	The 1920s	Read Ch 22 http://www.americanyawp.com/text/22-the-twenties/ FILM (watch at home): <i>America's Time, 1929-1936</i>
	R: Oct 29	1920s/1930s	Read Ch 22 http://www.americanyawp.com/text/22-the-twenties/ Read Ch 23 http://www.americanyawp.com/text/23-the-great-depression/ In-class assignment #2 –America's Time, 1929-1936
	<i>R: Oct 29</i>		<i>Last Day to Drop (No refund)</i>
12	T: Nov 3	1930s: The Great Depression	Read Ch 23 http://www.americanyawp.com/text/23-the-great-depression/
	R: Nov 5	World War II	Read: Ch 24 http://www.americanyawp.com/text/24-world-war-ii/ Discussion of Primary Source #3 (bring draft): <i>Executive Order No. 9066 (1942)</i> ASSIGNMENT DUE: Primary Source Analysis #4
13	T: Nov 10	EXAM 3	Ch 22-24 and corresponding lectures, maps, films, documents. FILM (watch at home): <i>America's Time, 1953-1960 – Happy Daze</i>
	R: Nov 12	The 1950s	Read Ch 25 http://www.americanyawp.com/text/25-the-cold-war/

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			Read Ch 26 http://www.americanyawp.com/text/26-the-affluent-society/ In-class assignment #3 – <i>America's Time, 1953-1960 – Happy Daze</i> ASSIGNMENT DUE IN CLASS: Map 6 – Cold War Europe
14	T: Nov 17	The 1950s & 1960s	Read Ch 25 http://www.americanyawp.com/text/25-the-cold-war/ Read Ch 26 http://www.americanyawp.com/text/26-the-affluent-society/ Read: Ch 27 http://www.americanyawp.com/text/27-the-sixties/ ASSIGNMENT DUE IN CLASS: Map 7 – Freedom Rides
	<i>T: Nov 17</i>		<i>Last Day to Withdraw (no refund)</i>
	R: Nov 19	The 1960s	Read: Ch 27 http://www.americanyawp.com/text/27-the-sixties/ Discussion of Primary Source #4 (bring draft) <i>Lyndon Johnson on Voting Rights and the American Promise (1965)</i> ASSIGNMENT DUE: Primary Source Analysis #4
15	T: Nov 24		ASSIGNMENT MAKE-UP DAY ASSIGNMENT DUE IN D2L: Primary source project (Adobe Express)
	R: Nov 26		**NO CLASS – THANKSGIVING BREAK – NOV 26-27 **
16	T: Dec 1	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>
	R: Dec 3	The Eighties: 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>
EXAM WEEK	R: Dec 10	8 AM – 10 AM	Final Exam and Breakfast Potluck

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 the 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.

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 preferred. If you are using a laptop/tablet, it should be used solely for note-taking. If you are using your device for anything other than taking notes, you may be asked to power it 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 video clips, text messaging, gaming, playing with your phone, watching things on your phone, FaceTiming (or similar), using electronic devices other than for specified activities, and working on another course's work/homework during my class.

A NOTE ON PHONES IN CLASS

Smartphones are one of the most amazing pieces of technology ever created. Smartphones are also one of the most frustrating and distracting pieces of educational technology ever created. We might, at times, use smartphones to look up information, explore historical sources, and examine alternative interpretations. At all other times, phones (and other devices not used for note-taking) should be silent and put away.

Smartphones also work against the development of a lively and engaging classroom community. They also really, really distract me. For this reason, I ask students to put away their phones upon entering the classroom. While in class, students should be prepared to engage socially and intellectually with their fellow students and the professor in person. *Students who violate this policy should expect a penalty to their participation grade for each offense.*

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 on course-related activities, including reading required materials, completing assignments, studying, and preparing for papers, quizzes, and exams.

Things to help you succeed:

- Do the reading ahead of time: There will be a lot of reading in this course, *none of which is optional.* I will deliver the lecture material and create quizzes/in-class assessments, assuming you have already read the assigned readings for the week. Be sure to take notes while you read.

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- **Face Your Fears:** Ask questions in class. I do realize that this can be hard. However, asking questions is the only way to find out the information you want, and your classmates may have the same (or a similar) question.
- **Make Yourself Known:** Showing an interest and letting me know you have an interest will help you understand the material, and help me understand you.

Interaction with Professor Statement

You 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. Beyond the classroom, the best way to get in touch with me is through your Leomail. I am also available during my office hours. If you have a situation arise during the semester that will impede your ability to succeed in the class, COME TALK TO ME SOONER RATHER THAN LATER. I will be better equipped to help you in whatever ways I can, the sooner you talk to me. If you wait until the very last minute, my hands will likely be tied, and my options will be more limited as far as help is concerned. I can help you get/find the resources you may need on campus or in the community. We can meet in person or via Zoom.

History Librarian:

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

Inbar Michael
Ferguson, Room 144
Inbar.Michael@etamu.edu

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may necessitate the instructor's modification of 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 of either 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@etamu.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.

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.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.etamu.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>

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ETAMU Attendance

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

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

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

Academic Integrity

Students at East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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

ETAMU AI Use Policy

East Texas A&M University acknowledges that there may be 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.

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 Rm 162

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

Email: studentdisabilityservices@etamu.edu

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

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

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections 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.etamu.edu/counsel



<http://telusproduction.com/app/5108.html>

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the 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

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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@etamu.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>