



## **History 1302 09E: U.S. History From 1865 11:00am-12:15pm**

COURSE SYLLABUS: SPRING 2020

CLASS LOCATION: SS150

### **INSTRUCTOR INFORMATION**

Instructor: Ashley Davis

Office Location: SS 150

Office Hours: Tuesdays 9:30-10:45/ Wednesdays 10:00am- 1:00pm: Thursdays: 9:30-10:45

Office Phone:

Office Fax:

University Email Address: Ashley.Davis@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: Give me 24 hours to respond to emails on weekdays and 48 hours on weekends.

### **COURSE INFORMATION**

Textbook(s) Required: Eric Foner, *Give Me Liberty! An American History*, Vol. 2, Seagull Fifth Ed., 2017

Supplementary readings will be on d2l.

### **Course Description**

A broad interdisciplinary course in the historical development of the United States and North America from 1865. Assignments will focus on reading, writing, and analysis.

Prerequisites: ENG 1301 or concurrent enrollment or ENG 1302 or concurrent enrollment. As a college-level history course, this course is study and reading intensive

### **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.

*The syllabus/schedule are subject to change.*

### **Marketable Skills and History Program Outcomes:**

1. Students will demonstrate the ability to analyze and interpret primary and secondary sources by using them appropriately to answer research questions in the discipline of history (Critical Thinking)
2. Students will demonstrate proficiency in historical bibliographic research by locating primary and secondary sources appropriate to researching a given historical topic (Problem Solving)
3. Students will employ the writing conventions appropriate to historical scholarship, including proper citation and grammar (Writing Communication)
4. Students will demonstrate awareness of issues of global and cultural diversity through written work addressing the history of non-Western, non-elite, or minority (racial, sexual, ethnic, gender, or other) people, regions, or topics (Global and Cultural Diversity)
5. Students will identify specific interpretive frameworks used by historians to understand the past and explain how historical interpretations change over time (Discipline Specific Knowledge)

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

It is imperative that students can read and write at a college level. Critical thinking and analysis skills are also paramount to any history course. The student should also possess knowledge of basic citation and research skills.

### **Student Responsibilities or Tips for Success in the Course**

Student Responsibilities: Students must be able to complete quizzes and assignments in a punctual manner. The student will be responsible for lecture, quiz, and review materials. Therefore, note-taking and careful reading of assigned materials is imperative for success in this course.

Most quizzes and assessments will be given in class, but some may require the student to turn their work in through Turnitin.com. This will require the student to log in to their MyLeo accounts. It is recommended that the student frequently check their d2l page for this course for assignment particulars or extra credit opportunities.

I encourage all students to come to my office hours. You can drop by my office during my scheduled office hours to ask any questions or voice any concerns. I will also be happy to discuss or clarify course particulars, graded work, or engage in a general discussion of this or related courses. You are also welcome to contact me via email with questions and concerns. Be sure to contact me via your leomail or school email account!

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## Instructional Methods and Assignment Descriptions

### Classroom Based Requirements:

**Participation:** Though Attendance will not be required for grading purposes (see below policy on attendance) the Participation grade can reflect classroom attendance. Other factors of your participation grade include classroom attentiveness, punctuality, and engagement. This means no cellphones out during class. This also applies to headphones in your ears, or any other devices, or disengagement that could distract you or the rest of the class. There will be reading discussion worksheets which will also factor into your participation grade. These worksheets consist of one question, which you will work on with a partner before we discuss the questions as a class. These discussion worksheets require thoughtful responses that demonstrate that you have done the assigned reading.

**Academic Honesty Quiz:** This is a quiz that measures a student's ability to understand their responsibilities in academia. Mainly the quiz will be covering academic honesty in the University setting. This quiz will be administered at the beginning of class on January 23rd. It will not be graded but is mandatory. If you are not in class on the 23rd, you must come to my office hours to take this quiz. This will not be counted as a makeup quiz (see below). **I will not grade your work until you make up this quiz.**

**Readings and Reading Quizzes:** There will be 15 reading quizzes over the assigned readings from the textbook. These quizzes are to assesses your comprehension of the textbook readings which will be on the exam. In addition to these readings, there will be supplementary readings. These supplementary readings will not be on quizzes but will be a part of your participation grade. These readings will help you engage with primary and secondary sources. This engagement will help you to analyze authorial intent and identify historical contexts. **All readings should be completed before the date listed on the syllabus.**

**Map Quiz:** Students will need to know (and be able to recognize) European countries know their capital cities. Students will be given a numbered map and will be required to list the country that corresponds with each number and its respective capital. **Students will have 30 minutes to complete this quiz.** It will be easier to understand battle movements and cultural significances with this proper geographical context.

**Exams:** There will be two exams: a mid-term and a final. These exams will be over lecture, quiz, and review material. Supplementary reading material might also be on the exam. The exam will be offered in class on the date listed on the Assessment table of the syllabus. Failure to take these exams will result in a zero. Please see below for more on my missed exam policy.

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**\*\*\*Exam Rules:** Fostering an environment that is both conducive for test-taking and academic integrity is my number one priority on exam day. Therefore, there are some additional rules on exam day. You will need a No. 2 pencil and an eraser. Hats or beanies of any kind are not allowed. Headbands may be worn if the ears are not covered. If you wear a hat, you will be asked to remove it. Likewise, watches are also not allowed. Anyone wearing a watch will be asked to remove it. Cellphones should not be out for any purpose. Anyone interacting with their cellphone will be asked to leave and their exam grade will be a zero. Students are not allowed to leave during the exam. If you leave, you are essentially turning in your exam and it will be graded as is. Please bring any essentials that you may need (extra pencils, erasers, water, tissues, etc.) \*\*\*

**People in History:** Students will complete a research project based around important historical people. These people will be chosen from a list that will be passed out in class. Students will submit a research question and select four sources. One of these sources must be a primary source! The other sources must come from approved secondary sources (list will be on d2l). The student will then provide me a preliminary source list, with a research question and proper citation for these sources. The due date for this is listed in the course outline. For the final project, the student must then discover three interesting facts about their life. Share these, along with their date of birth and death, place of residence, and a biography. This biography should address your research question. Your presentation should also tell, why they are a significant historical figure, at least one picture and what about their life inspired you the most by creating a presentation using Prezi. To turn in your WIH Prezi, copy and paste the hyperlink into the corresponding discussion board on d2l. See Course Schedule for due dates. You must also include a works cited as part of your prezi. Further instructions are provided for you on d2l in Unit 2. Prezis will not be accepted late. Additionally, only prezis will be accepted. I will not accept Google Slides or PowerPoints etc.

### **MyLeo Based Requirements:**

**Lecture Reviews:** Lecture reviews will aid students with lecture/ textbook retention. These lecture reviews will also serve as study guides for the mid-term and final exams. You can complete each review when it is available (after the lecture has been completed unless stated otherwise) or you can complete them all at once the day before exams. Unit 1 lecture reviews are due before the mid-term and Unit 2 lecture reviews are due before the final exam.

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

<b><u>ASSIGNMENT</u></b>	<b><u>DATE DUE</u></b>	<b><u># of Points</u></b>
Participation	Throughout the semester	100
In-Class Midterm Exam	March 5	200
In-Class Final Exam	May 7, 10:30 am -12:30	200
Lecture Reviews	Due before Midterm and Final	300
Europe Map Quiz	January 30	50
15 In-Class Reading Quizzes	8 in Unit 1; 7 in Unit 2	300
People in History Prezi	April 16	150
<b>TOTAL POINTS POSSIBLE</b>		<b>1300</b>

Students accumulating between 1300 and 1170 points will receive an	A
Students accumulating between 1169 and 1040 points will receive a	B
Students accumulating between 1039 and 910 points will receive a	C
Students accumulating between 909 and 780 points will receive a	D
Students accumulating 779 or fewer points will receive an	F

**The Final Exam will be administered on May 7th at 10:30 am.** On May 6th, I will be holding office hours from 10:00 am- 12:00 pm to answer any exam questions or concerns.

### **Interaction with Instructor Statement**

Quizzes will be graded within a week of the date taken. For exams and larger projects, I will try to grade these assignments within 2 weeks of the date turned in.

**Grade Questions:** I advise that you wait at least one class period before coming to me with questions about grading on larger projects or exams. Please take the time to read my comments and truthfully examine your work. However, if you notice an error on a reading or map quiz, please report these to me right away.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

**Attendance:** Attendance will not be directly a part of the student's grade. However, absences can detract from the student's participation or quiz grade, if they miss class on days where these activities are assigned. Tardiness of 15 minutes or later will impact a student's participation grade.

**Late Work:** I will not accept any late work.

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**Missed Exams:** If you are unable to make a Mid-term or Final, please see me and we can arrange a time for you to take these exams. There will be no makeups of exams on the day they are administered.

**Quizzes:** There will be 15 reading quizzes over the course of the semester. Students will be allowed to makeup two reading quizzes during my office hours. **All readings should be completed before the date listed on the syllabus.**

**Extra Credit:** Extra credit will be offered throughout the semester.

**Rounding Grades:** I will not round, bump, nor change grades. The point grade that you earn is the grade you will receive for the semester.

**Plagiarism:** Any form of plagiarism will not be tolerated. Students found plagiarizing material will be given a zero for the assignment and turned into the Provost Office.

### **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.

## **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](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).

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**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>

## **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 [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>

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## **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](#)

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

### [Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.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

Gee Library- Room 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto: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.

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Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

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

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

## **COURSE OUTLINE / CALENDAR**

### **UNIT ONE: Reconstruction through Imperialism**

January 14: Welcome to History 1023  
Assigned Reading: Syllabus

January 16: Lecture 1: Reconstruction  
Assigned Reading: Give Me Liberty Chapter 15 – All (pgs. 564-602)  
In Class: Reading Quiz #1– Chapter 15

January 21: Finish Lecture 1/Start Lecture 2: A New South  
Assigned Reading: Give Me Liberty Chapter 17 – Section “The Segregated South” in red text (pgs. 659-669) and Sub-section “Emergence of Booker T. Washington” (pgs. 672-673)  
In Class: Reading Quiz #2  
Assignment: Lecture 1 Review Worksheet

January 23: Finish Lecture 2: A New South  
In Class: Academic Honesty Quiz  
Assignment: Lecture 2 Review Worksheet

January 28: Lecture 3: Transforming the West  
Assigned Reading: Give Me Liberty Chapter 16 – Section “The Transformation of the West” – red text (pgs. 613-629)  
In Class: Reading Quiz #3

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January 30: Finish Lecture 3  
**In Class: Europe Map Quiz**  
Assignment: Lecture Review 3

February 4: Lecture 4: Industry, Immigrants, and Cities  
Assigned Reading: Give Me Liberty Chapter 16 – Section “The Second Industrial Revolution” – red text (pgs. 605-613); Sections “Freedom in the Gilded Age” and “Labor in the Republic” -red text (pgs. 634-647) and Chapter 17 – Section “Redrawing the Boundaries” (pgs. 669-677, except “Booker T. Washington”)  
In Class: Reading Quiz #4

February 6: Finish Lecture 4  
Assigned Reading: Selections from A Season of Splendor by Greg King and How the Other Half Lives by Jacob A. Riis  
In Class: Discussion of Above Reading  
Assignment: Lecture 4 Review Worksheet

February 11: Lecture 5: Politics and Government 1877-1900  
Assigned Reading: Give Me Liberty Chapter 16 – Section “Politics in a Gilded Age” (pgs. 629-634) and Chapter 17 – Section “The Populist Challenge” (pgs. 651-659)  
In Class: Reading Quiz #5

February 13: Finish Lecture 5  
Assignments: Lecture Review 5  
**People in History Prezi Source List Due via Assignment link in Unit 1 by 11:59pm**

February 18: Lecture 7: The Progressive Era  
Assigned Reading: Give Me Liberty Chapter 18 – All (pgs. 691-733)  
In Class: Reading Quiz #7

February 20: Finish Lecture 7  
Assigned Reading: J. William Youngs “Expanding American Democracy”  
In Class: Discussion of Above Reading  
Assignment: Lecture 7 Review Worksheet

February 25: Lecture 8: America and the Great War  
Assigned Reading: American Journey Chapter 19 – Sections “America and the Great War” through Sub-section “The Rise of Garveyism” (pgs. 742-767) and Sub-section “Wilson at Versailles” through the end of Chapter 19 (pg. 771-777)  
In Class: Reading Quiz #8

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February 27: Finish Lecture 8

Assigned Reading: Selection from Peter Englund's *The Beauty and the Sorrow*

In Class: Discussion of Above Reading

Assignment: Lecture Review 8

March 3: Midterm Review

ALL UNIT 1 LECTURE REVIEWS ARE DUE BY MARCH 4, 11:59PM!

March 5: **Midterm**

March 9: Spring Break/ No Class

March 11: Spring Break/ No Class

## **UNIT 2: Progressive Era through Regan**

March 17 Lecture 9: Toward a Modern America: The 1920s

Assigned Reading: Give Me Liberty Chapter 19 – Section “1919” through Subsection “Red Scare” (pgs. 767-771) and Chapter 20 –

Introduction and Section “The Business of America” through Sub-section “The Harlem Renaissance” (pgs.779-809)

In Class: Reading Quiz #9

March 19: Finish Lecture 9

Assignment: Lecture Review 9

March 24: Lecture 10: The Great Depression and The New Deal

Assigned Reading: Give Me Liberty Chapter 20 – Section “The Great Depression” (pgs. 810-817) and Chapter 21 – All (pgs. 818-860)

In Class: Reading Quiz #10

March 26: Finish Lecture 10:

Assignment: Lecture 10 Review Worksheet

March 31: Lecture 11: World War II

Assigned Reading: Give Me Liberty Chapter 22 – All (pgs. 861-904)

In Class: Reading Quiz #11

April 2: Finish Lecture 11

Assigned Reading: Selected WWII Reading TBA

In Class: Discussion of Above Reading

Assignment: Lecture 11 Review Worksheet

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April 7: Lecture 12: The Cold War at Home and Abroad  
Assigned Reading: Give Me Liberty Chapter 23 – All (pgs. 905-939)  
In Class: Reading Quiz #12

April 9: Finish Lecture 12  
Lecture 12 Review Worksheet

April 14 Lecture 13: The Confident Years  
Assigned Reading: Give Me Liberty Chapter 24 – All (pgs. 904-981) and Chapter 25 –  
Section “The Civil Rights Revolution” through Sub-section  
“Kennedy and Civil Rights (pgs. 985-992)  
In Class: Reading Quiz #13

April 16: Finish Lecture 13  
Lecture 13 Review Worksheet  
**Assignment: People in History Prezi DUE by 11:59pm!**

April 21: Lecture 14: Shaken to the Roots  
Assigned Reading: Give Me Liberty Chapter 25 – Section “Lyndon Johnson’s  
Presidency” through the end of the chapter (pgs. 992-1029)  
In Class: Quiz #14

April: 23: Finish Lecture 14  
Assigned Reading: Selections from The Vietnam War by Mark Atwood Lawrence and  
The Things They Carried by Tim O’Brian  
In Class: Discussion of Above Reading  
Assignment: Lecture 14 Review Worksheet

April 28: Lecture 15: Nixon, Ford, Carter, and Reagan  
Assigned Reading: Give Me Liberty Chapter 26 – All (pgs. 1030-1069) and Chapter  
27 – Introduction through Sub-section “Clinton’s Political  
Strategy” (pgs. 1071-1078)  
In Class: Reading Quiz #15

April 30: Finish Lecture 15/ Review for Final  
Lecture 15 Review Worksheet

May 5: Final Exam 10:30-12:30pm

**ALL UNIT 2 LECTURE REVIEW WORKSHEETS MUST BE COMPLETED BY 11:59PM  
ON WEDNESDAY, MAY 6TH**

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