

## ***PVAMU Course Syllabus***

**Term: Spring 2013**

<b>Course Title: US History from 1876</b>			
<b>Course Prefix: HIST</b>		<b>Course No.: 1323</b>	
		<b>Section No.: P03</b>	
<b>Department</b>	<b>Division of Social Work, Behavioral and Political Sciences</b>	<b>Brailsford</b>	<b>College of Arts and Sciences</b>
<b>Instructor Name:</b>	Dr. James Thomas Jones III		
<b>Office Location:</b>	Woolfolk Bldg. rm. #320		
<b>Office Phone:</b>	936.261.3204		
<b>Fax:</b>	936.261.3228		
<b>Email Address:</b>	<a href="mailto:JTJones@pvamu.edu">JTJones@pvamu.edu</a> (Preferred Method)		
<b>Snail Mail (U.S. Postal Service) Address:</b>		Prairie View A&M University	
		P.O. Box	519
		Mail Stop	2203
		Prairie View, TX 77446	
<b>Office Hours:</b>	MWF 1:00 – 5:00		
<b>Virtual Office Hours:</b>	Contact via email		
<b>Course Location:</b>	George R. Woolfolk Building #207		
<b>Class Meeting Days &amp; Times:</b>	MWF 12:00 – 12:50 PM		
<b>Course Abbreviation and Number:</b>	HIST 1323		
<b>Catalog Description:</b>	<p>Surveys modern American development: the industrial nation and its problems; expansionist and muckraker; the First Crusade, Normalcy and Reaction, Depression, and the New Deal; and the Second World War and after. Lectures, special readings, discussion, supervised study, and tests. Special emphasis is paid to the social, economic, political, and cultural forces that have informed the American protest community.</p>		
<b>Prerequisites:</b>	N/A		
<b>Co-requisites:</b>	N/A		

<b>Required Text:</b>	<p><b>US: A Narrative History, Volume 2: Since 1865 (Paperback)</b>  by James West Davidson, Brian DeLay, Christine Leigh Heyrman, Mark Lytl, Michael Stoff (ISBN 0077236211). <b>!! It is required to purchase the textbook from the Prairie View A&amp;M University Bookstore. No other books will have the same information. Contact information is listed below. !!</b></p> <p><b>The Autobiography of Malcolm X</b>  By Malcolm X, with the assistance of Alex Haley</p> <p><b>The Content of Our Character: A New Vision of Race in America</b>  By Shelby Steele</p>
<b>Access to Learning Resources:</b>	<p>PVAMU Library:  phone: (936) 261-1500;web: <a href="http://www.tamu.edu/pvamu/library/">http://www.tamu.edu/pvamu/library/</a>  University Bookstore:  phone: (936) 261-1990; web: <a href="https://www.bkstr.com/Home/10001-10734-1?demoKey=d">https://www.bkstr.com/Home/10001-10734-1?demoKey=d</a></p>
<b>Course Goals or Overview:</b>	
	<p>The goal of this course is to contribute to students’ basic understanding of their individual roles and responsibilities in American society. By semester’s end, students should be conversant in myriad social, cultural, economic, and political forces that impacted the contemporary American experience. By the course’s culmination, students must be able to identify key figures, events, organizations, and possess an understanding of a basic historical narrative of contemporary US history. Finally students should possess the insight to discuss the historical antecedents to the struggle and strife that has become a mainstay of American domestic and foreign relations. This course is designed to enhance the student’s ability to think critically, to communicate effectively, and to demonstrate personal and social responsibility, and is aligned to the Core Social &amp; Behavioral Sciences Curriculum and the history Program objectives.</p> <p><b>LEARNING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand the American history narrative;</li> <li>• Students will be able to critically think;</li> <li>• Students will be able to present historical issues publicly</li> <li>• Students will be able to understand their social responsibility to the larger global community;</li> <li>• Students will be able to understand their personal responsibility regarding the academic community, particularly regarding issues such as plagiarism.</li> </ul>

**The following objectives align with the core Social and Behavioral Sciences curriculum:**

**At the end of this course, students will: (T - taught; R - reinforced; I - integrated)**

1. Learn basic facts of World history **(T)**;
2. Be better able to think critically, recognize change over time, and demonstrate an understanding how actions have consequences **(T)**;
3. Relate present-day issues and experiences to those of the past, in order to provide a better basis for appreciating challenges and possibilities of contemporary times **(T)**;
4. Understand various sources and methods of learning American history **(T)**;
5. Develop a global perspective by recognizing and remarking upon relationships between domestic and foreign affairs **(T)**.

### **Alignment with Program Objectives:**

#### **History Program Objectives**

1. History graduates should know basic analytic concepts that help historians assemble, organize, and interpret evidence.
2. History graduates should demonstrate significant knowledge of major events and trends in their area of concentration.
3. History graduates should be able to write and speak clearly and persuasively about historical themes.
4. History graduates should be able to conduct basic historical research in primary source materials, provide original interpretation of sources, and provide accurate referencing for all sources.
5. History graduates should be aware of the contrasts between peoples of different times and places and display a sense of informed perspective and chronology.

#### **Course Alignment with History Program Objectives**

Objective 1 – taught

Objective 2 – taught

Objective 3 – taught

Objective 4 – taught

Objective 5 – taught

### **Course Evaluation Methods**

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exams** – written tests designed to measure knowledge of presented course material

**Exercises** – written assignments designed to supplement and reinforce course material

**Class Participation** – daily attendance and participation in class discussions.

## Course Evaluation

**Exams:** There will be three exams given throughout the semester. Exams will consist of a mix of multiple choice, short answer, identification, matching, and essay questions, at the discretion of the instructor. The midterm and final exams will not be comprehensive and will weigh equally with other exams. The exams will assess student knowledge of historical content as well as stress critical thinking, personal responsibility, and social responsibility core objectives. Make up exams are given at the instructors discretion for documented excused absences. Please consult the student handbook for an explanation of what “excused absences.”

**Pop Quizzes:** There will be twenty pop quizzes distributed throughout the semester at random times during the class period. There will be no opportunity to make up missed pop quizzes regardless of the circumstances. Each student is responsible for having at least two scantrons in their possession each class period; failure to do so will result in the student not being allowed to take the pop quiz.

**Group Presentation:** Each student will help construct, and present, a group project surrounding a historical topic. Each group will be composed of 4 – 5 individuals who will brainstorm and create a project that will be delivered to their classmates each Friday. The Presentation will serve as the primary lecture for the day and therefore should last approximately 30 to 35 minutes, leaving the final portion of class for a question-and-answer session. This assignment is designed to enhance the student’s ability to communicate effectively.

<b>Exam #1</b>	<b>100 Points</b>
<b>Mid-Term</b>	<b>100 Points</b>
<b>Pop Quizzes</b>	<b>100 Points</b>
<b>Final Exam</b>	<b>100 Points</b>
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<b>Total points available</b>	<b>400 Points</b>

## HISTORY 1323 GRADE TRACKER

<b>EXAM #1</b>	_____
<b>MID-TERM</b>	_____
<b>Pop Quizzes</b>	_____
<b>FINAL EXAM</b>	_____
<b>TOTAL POINTS:</b>	_____

Grades for this course are dispersed along the traditional split of:

Grade	Total Points	Percentage
A	400 – 360	100% - 90%
B	359 – 320	89% - 80%
C	319 – 280	79% - 70%
D	279 – 240	69% - 60%
F	239 – 0	59%

## Course Procedures

### Submission of Assignments:

*All written assignments must be typed, double-spaced, size 12 font, and font style of Times Roman and must be submitted on the due date to receive full credit. Late papers will be accepted but a late penalty will be assessed.*

### Exam Policy

*Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). It is the student's responsibility to schedule any make-up exams with me. If a missed exam is not completed by the end of the semester, I will record a grade of "0" to be included in the final averages.*

### Class Policies

**1. All students are expected to participate in class discussions.** This means that you as the student need to be actively engaged in the class during every session. **Participation levels will be taken into account in borderline grade situations.**

**2. Academic misconduct will not be tolerated.** The work you turn in must be your own. **Work used or produced in other classes, copied from other students, books, journals, the Internet or anywhere else, work written for you by someone else, non-original ideas that are not given appropriate citation, are a few examples of academic misconduct.** **Students who engage in academic misconduct will not only fail that assignment and be reported to the appropriate collegiate officials, but also be given a failing grade for the course.** Specific acts that constitute plagiarism in this class include, but are not limited to, the following:

- **Substantially or substantively copying test answers or essays from a fellow student or former student, with or without that student's consent;**
- **Substantially or substantively copying materials from a book, article, or website, and representing these materials as your own;**
- **Obtaining, possessing, discussing, or reviewing a fraudulently obtained exam or assignment.**

**3. Laptops, headphones, beepers, and cellular telephones are not to be brought to class.**

**4. Any work assigned is fair game for exams and quizzes, even if it has not been discussed in class.**

# University Rules and Procedures

## **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

## **Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

## **Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

## **Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

## **Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

## **Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

## **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

# Technical Considerations for Online and Web-Assist Courses

## Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):** students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

## Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

## Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

## Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

### Week 1

Read *US: A Narrative History*: Chapter 17: “Reconstructing the Union [1865-1877]”

Read *US: A Narrative History*: Chapter 18: “The New South and the Trans-Mississippi West [1870-1890]”

### Week 2

Read *US: A Narrative History*: Chapter 19: “The New Industrial Order [1870-1900]”

Read *US: A Narrative History*: Chapter 20: “The Rise of an Urban Order [1870-1900]”

Read *US: A Narrative History*: Chapter 21: “The Political System under Strain at Home and Abroad [1877-1900]”

### Week 3

Read *US: A Narrative History*: Chapter 22: “The Progressive Era [1890-1920]”

Read *US: A Narrative History*: Chapter 23: “The United States and the Collapse of the Old World Order [1901-1920]”

### Week 4

Read *US: A Narrative History*: Chapter 24: “The New Era [1920-1929]”

Group Project #3: Poetic Justice: A Night in Harlem

### Exam I

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## Unit Two: America’s Entrance into World Power Status

### Week 5

Read *US: A Narrative History*: Chapter 25: “The Great Depression and the New Deal [1929-1939]”

### Week 6

Read *US: A Narrative History*: Chapter 26: “America’s Rise to Globalism [1927-1945]”

Read *The Autobiography of Malcolm X*: Foreword --- Introduction --- Chapter One: Nightmare --- Chapter Two: Mascot --- Chapter Three: Homeboy --- Chapter Four: Laura --- Chapter Five: Harlemite

### Week 7

Read *US: A Narrative History*: Chapter 27: “Cold War America [1945-1954]”

Read *US: A Narrative History*: Chapter 28: “The Suburban Era [1945-1963]”

Read *The Autobiography of Malcolm X*: Chapter Six: Detroit Red --- Chapter Seven: Hustler --- Chapter Eight: Trapped --- Chapter Nine: Caught --- Chapter Ten: Satan

### Week 8

Read *US: A Narrative History*: Chapter 29: “Civil Rights and Uncivil Liberties [1947-1969]”

Read *The Autobiography of Malcolm X*: Chapter Eleven: Saved --- Chapter Twelve: Savior ---

Chapter Thirteen: Minister Malcolm X --- Chapter Fourteen: Black Muslims --- Chapter Fifteen:

*Icarus* --- Chapter Sixteen: Out --- Chapter Seventeen: Mecca --- Chapter Eighteen: El-Hajj Malik El-

Shabazz --- Chapter Nineteen: 1965 --- Epilogue

### Mid-Term Exam

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# Unit Three: World War II, the Cold War, and Civil Rights

## Week 9 & 10

Read Steele, *The Content of Our Character: A New Vision of Race in America* (Entire Book)

## Week 11

Read *US: A Narrative History: Chapter 30: “The Vietnam Era [1963-1975]”*

## Week 12

Read *US: A Narrative History: Chapter 31: “The Conservative Challenge [1976-1992]”*

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# Unit Four: Contemporary America

## Week 13 & 14

*Chapter 32: “Nation of Nations in a Global Community [1980-2008]”*

## Week 15 & 16

- April 29-30, Course Review Day
- May 1 – 7, Final Exam Period
- May 7, Final Grades Due (Graduating Seniors)
- May 14, Final Grades Due (Continuing Students)

## College of Arts and Sciences Student & Staff Aspiration Statement

The faculty and staff of the College of Arts and Sciences at PVAMU are committed to providing the best possible quality education to its students. To that end, we will work hard to prepare the students for success by setting the proper academic environment and background necessary to facilitate learning. In order for us to be successful, there are some basic expectations our students must demonstrate. These expectations are a simple ingredient to foster camaraderie and '*esprit de corps*' in every class and classroom on campus. Additionally, these are lifelong fundamental learning skills to better prepare students for success in America's job market.

### CAS student expectations:

- You are expected to come to class prepared and on time.
- Higher education is an investment in your future, to that end; you must endeavor to be properly equipped for class. (i.e. School supplies, text, and other supporting materials).
- Resolution of any classroom issues (i.e. Grades, course materials, etc) should begin with the instructor.
- If you must leave early, notify the instructor before the class begins, sit by the door, and exit quietly.
- Be considerate of your fellow classmates; please turn off all phones, pagers and other electronic devices.
- Do not talk to other students during lecture. If you have a question or a comment on the subject being discussed, address it to the instructor directly.
- Walk quietly through the hallways, classes in other rooms may still be in session.
- Please refrain from eating, drinking, sleeping in class, using profanity, and engaging in any form of horseplay in the classroom it is disruptive to your fellow classmates.
- Be respectful, civil, polite and considerate when dealing with you professors as well as your fellow classmates.
- Student attire is based on personal preference and taste. The rule of thumb is simple, if it projects a statement which is offensive to others, then maturity should dictate that it is probably not a good idea to wear in class.
- Enthusiasm is infectious, a smile and positive attitude will go far to motivate and charge your professors and fellow classmates.