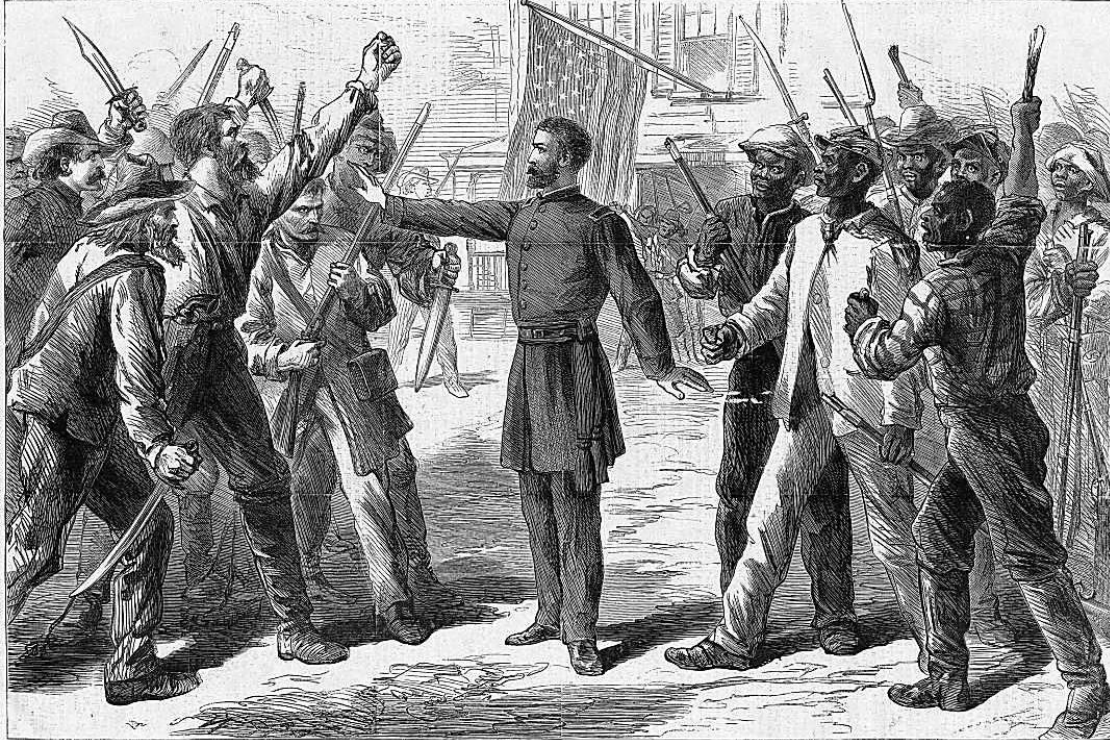


HIST 3343: U.S. Reconstruction

Fall 2021, Angelo State University
Professor: Michael Shane Powers, PhD
Tues. & Thurs. 9:30-10:45am
Academic Bldg 213

Email: michael.powers@angelo.edu Twitter: @Prof_MSPowers

Office Hours: Academic Bldg 239B Mon. & Wed. 10am - 12pm & By Appointment



Course Description

This course explores one of the most tumultuous and consequential periods of American history, Reconstruction. Beginning with an overview of the leadup and causes of the Civil War through the end of Republican control of the South, students will read a variety of primary and secondary sources that reveal the ways Northerners, former Confederates, women, African Americans, indigenous peoples, and immigrants shaped and navigated the United States from 1865 to 1877. Additionally, the place of the Reconstruction Era United States in a global context will be emphasized. The course will also explore transformations in the country's political, legal, diplomatic, economic, racial, and gender systems that occur during the timeframe but are not directly linked to sectionalism.

Course Objectives

General

- **Critical Thinking:** This skill is the process of examining assumptions, discerning hidden values, evaluating evidence, and assessing conclusions. Students will learn an

essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others while comprehending contingency, nuance, and the interaction/exchange of ideas.

- **Historical Thinking:** Thinking historically implies jettisoning our preconceived notions when analyzing other people and ourselves and using contextual information to draw conclusions. Thinking historically also means recognizing historical arguments in places where we might not expect to find them (e.g. film, popular culture, news media, politics, etc.) Students will learn the value in recognizing that history is a debate and a dialogue.
- **Interpretation of Evidence:** Students will learn to analyze primary sources to think about how they reflect the culture, politics, and society from the time in which they were created as well as evaluating motivation, bias, and audience.
- **Communication Skills:** Students will improve critical writing and speaking skills, focusing on presenting clear and creative arguments with persuasive evidence and insightful analysis.

Specific

To both learn about historical events during the Reconstruction Era and to learn about history as a discipline we will:

- Become familiar with the events, people, and ideas that were central to the Reconstruction Era and how they changed over time.
- Analyze how the Reconstruction Era represented competing and evolving notions of freedom and liberty in America.
- Analyze how the Reconstruction Era changed the American political system, gender relations, racial constructs, technology, economy, and culture.
- Understand the myriad ways the U.S. during Reconstruction shaped, and was shaped by, transnational and global developments.
- Create original work on the Reconstruction Era through careful analysis and evaluation of primary and secondary sources

Course Requirements

20%	Midterm Exam
20%	Final Exam
25%	Semester Project
20%	Activities & Journals

Grade Scale

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D

15% Secondary Source Analysis 0 – 59% F

Course Materials

Required:

Ross, Michael A. *The Great New Orleans Kidnapping Case: Race, Law, and Justice in the Reconstruction Era*. Oxford University Press, 2014. ISBN: 9780190674120

Foner, Eric. *A Short History of Reconstruction*, Updated Edition. HarperCollins Publishers, 2015. ISBN: 9780062370860.

The following free applications/websites: [Flipgrid](#), [Perusall](#), and [Kahoot!](#)

History Department Statement on Plagiarism & Academic Honesty

Plagiarism is a serious topic covered in ASU's Academic Integrity policy in the [Student Handbook](#). Plagiarism is utilizing someone else's writings, ideas, or works without providing due credit or proper citation. Plagiarism is literary theft. Quotation marks and, if instructed by me or in the assignment criteria, footnote/endnote citations should be utilized in order to note the source of a work or idea. If you are unsure about a citation, contact me with your question or visit [this helpful website](#) to avoid common plagiarism pitfalls. *There is no excuse for plagiarism.* It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (e.g. SafeAssign or Turn-it-in) will be used to check your work. Be intentional about submitting original work, complete with proper citations.

Academic misconduct is not limited to plagiarism. Academic dishonesty might also include copying somebody else's work, submitting somebody else's work as your own, failing to cite sources, or signing another student into class. Although discussing your work with classmates may be helpful, you must also be aware of "unauthorized collaboration" as a form of academic misconduct.

The History Department's policy is that violations of the academic honor code will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In-class forms of plagiarism, such as signing in for another student, will be considered on a case by case basis, and I reserve the right to fail violators from this course on their first violation in egregious cases of misconduct. All academic integrity violations will be referred to the Executive Director of Student Affairs, who may impose additional sanctions if warranted as outlined in the [Code of Student Conduct](#). Once a student has been notified of an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course.

Exams

- Multiple Choice
- Primary Source Interpretation
- Essay

Activities & Journals

Students will complete in-class activities during their assigned weekly meetings that assess not merely comprehension, but also their ability to practice historical thinking skills.

Secondary Source Analysis

1,000 – 1,250 words. This is NOT a standard “book review.” Students will craft an essay answering questions concerning the secondary source, *The Great New Orleans Kidnapping Case*. It will require students to analyze the document’s major points/arguments AND put the document in the larger political, social, and economic context(s) while interweaving other approved primary and secondary sources. Therefore, a strong analysis will incorporate ample evidence from the document, lectures, and approved outside sources to support your thesis while writing clear and concise with correct grammar. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. Papers below or over the word limit will be automatically penalized.

Semester Project

Students will complete a research project based on primary/archival sources. Students will write a paper to correspond with a poster board.

Emergency Procedures & Inclement Weather:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found [here](#).

It is the policy of the university to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and cancel classes. If the university remains open, students should make every attempt to get to class within the bounds of personal safety.

It is the student’s responsibility to ascertain whether the university will be open during class times in the event of inclement weather.

Special Accommodations:

From the ASU accommodation website: “ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the

Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA."

You are encouraged to make this request within the first week of the semester so that appropriate arrangements can be made. Faculty members are not allowed to provide accommodation for a student's disability needs without approval from the Office of Student Life and requests sometimes take a while to process.

Electronic Devices:

Laptops are NOT permitted in class unless for an accommodation. Students must be prepared to take detailed class notes by hand. All cell phones must either be turned off or put into silent mode during class. Smartwatches must be used during class as a watch only. Any student caught texting or engaging in any other form of illicit cell phone activity will be kicked out of class for the day.

Recording and Course Content Restrictions:

Audio recording is permitted but requires email permission from the instructor. Video recording is expressly forbidden in any form.

All course content is the professor's intellectual property and students are strictly prohibited from distributing in any form or fashion Power Points, course notes, study guides, etc. If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

Email Etiquette:

Emails to the instructor, or to anyone in a professional setting, should follow appropriate email etiquette. The following are a few important points to remember when composing an email, particularly when the email's recipient is a superior and/or someone who does not know you.

- Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email
- Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith:. When e-mailing anyone in an academic position, assume

they have a doctorate and address them as Dr. rather than Mr. or Ms. unless you are certain otherwise.

- Use standard spelling, punctuation, and capitalization. Do not write colloquially or in text message lingo - no ttyl or thnx
- Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business. Do not write unnecessarily long emails or otherwise waste the recipient's time
- Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)
- Allow for at least 72 hours over business days without a response to send a reminder e-mail. Pestering and insistent e-mails will only hurt your cause.

Course Aids:

1.) Student Hours

I am here to help you succeed in this class and in your education. The assignments are not tricks. They are not designed to lower your grade or hurt you. They allow you to apply the skills you have learned in class. If at any time you need help or are wondering about anything, please talk to me! I want to help you succeed. Student hours are a chance for you to get help on homework, go over class or reading material, and talk about some connections between class and other interests you may have. My office is the Academic Building 239B, if you cannot make my scheduled student hours I will be happy to set up an appointment.

2.) Academic Tutoring

Angelo State University provides free tutoring, writing support, and supplemental instruction to all ASU students. The ASU Tutor Center is located in the Library 3rd floor Room 328, 325-486-6369. Students are seen on a walk-in basis, no appointments are necessary. If you cannot make it into the Tutoring Center, you can even schedule an online tutoring session. The Writing Center is staffed by specially selected and trained graduate assistants and peer tutors who offer one-on-one conferences about writing and reading. The Writing Center serves all ASU undergraduate and graduate students. We work with students from any discipline, at any skill level, and on any stage of the writing or reading process. The Writing Center tutors also provide feedback on scholarship, job, or graduate school applications.

Visit ASU's [Academic Tutoring website](#) and the [Writing Center website](#) for more information.

3.) Academic Advising

Angelo State University encourages you to attend an advising session to ensure that you are taking courses that will allow you to progress toward graduation.

Visit ASU's [Undergraduate Academic Advising website](#) for more information.

In addition, ASU's Students with a Goal (SWAG) promotes lifelong student success by providing innovative resources to ASU students. SWAG is committed to helping students picture, plan, prepare, and pursue their academic goals to become successful students and professionals. Visit the [SWAG website](#) for more information.

4.) First Generation Programs

ASU's First Generation Rams program helps students who will be the first in their family to graduate from college. The purpose of the program is to help them make a smooth transition from high school to college life as well as get adjusted to Angelo State University and San Angelo.

The program helps track students' academic progress and addresses any needs that arise so they stay on the path to graduation. We promote campus involvement and encourage participation at campus events and activities.

Students have the opportunity to be paired with a mentor and have one-on-one or group meetings with the program coordinator. Student workshops are also held periodically to provide more information on academic success topics.

Visit their [website](#) and [program guide](#) for more information.

5.) Counseling Services

Counseling Services at Angelo State University provides short-term therapy to ASU students. Whether you are suffering from issues like depression, anxiety, adjustment issues, relationship problems, academic concerns, emergencies or trauma, Counseling Services are here to help. Visit their [website](#) for more information.

Walk-in counseling hours are available at the University Health Clinic, appointments can be made by calling 325-942-2371, or students can contact the 24/7 ASU Crisis Helpline free of charge at 325-486-6345.

Personal or Family Emergencies Affecting Academic Performance:

If issues arise that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact me immediately.

In case of an illness requiring an absence from class for more than one week, the student must notify Student Disability Services before I will allow for significant make-ups. Angelo State University Operating Policy 10.04, [Academic Regulations Concerning Student Performance](#) provides complete information regarding class attendance and reporting student illness and emergencies.

Religious Holy Days:

Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19 so don't make stuff up!) must tell me 48 hrs prior to the absence and make up any scheduled assignments within an appropriate timeframe that I determine. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

Undocumented Students:

I strive to uphold the educational rights of undocumented students. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations as I equally do for students with disability accommodations.

Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller, J.D.
Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022 michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic* at 325-942-2171, *Counseling Services* at 325-942-2371 or the *ASU Crisis Helpline* at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences,

modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix .

University Policies:

For additional general university policies, consult the [university student handbook](#).

Course Schedule

Course content, including PowerPoints, readings, etc., will be posted on Blackboard one week in advance. It is the student's responsibility to check Blackboard and emails regularly to stay current on course content.

Key Dates:

Week 3 - September 7: **Reconstruction Map Quiz Due**

Week 6 - September 30: **Secondary Source Analysis Due**

Week 8 - October 14: **Midterm Exam**

Week 11 - NO CLASS: **November 4**

Week 14 - NO CLASS: **November 25**

Week 15 - November 30: **Semester Project Due**

Final Exam: Thursday, December 9 8:00-10:00am

DISCLAIMER

I reserve the right to make changes to this syllabus, including the schedule of assignments, readings, and lecture topics. Make careful note of any changes announced in class and via e-mail.