History 1302 requires two midterm essay examinations and one final essay examination. The final exam is not cumulative. Midterm exams are scheduled for the MWF class bloc period, which is 50 minutes in length. The final exam is scheduled according to the two-hour time bloc set for final exams. All examinations are drawn from the lectures and the assigned reading—the latter of which is absolutely required elements for your assignments. Essays that do not incorporate the reading will not fare well. So too, essays that incorporate only the reading and exclude the lectures will fall short. Failure to complete any one of the examinations will result in a grade of F for that examination. Copying “facts” from Wikipedia, Answers.com, and similar sites, will result in a grade of F for the assignment. The first penalty for the offense of plagiarism will be a grade of F for the exam. A second offense will result in a grade of F for the course. The midterm examinations are worth 66 percent of your grade and the final examination is worth 34 percent. Your course grade will be weighted for improvement. Five unexcused absences will result in a reduction of a full letter grade from your overall course grade. Please see the writing rubric at the end of this syllabus to assist you in how essays are constructed and evaluated.

Stipulations

1. If you are unable to take the test at the designated time, inform the instructor at least one week in advance of the exam and provide a written medical excuse or documentation of a family emergency.

2. Class attendance: I will take attendance for every class period. When I am calculating your final course grades, students who are in between two grades and who have had good attendance will receive the higher mark. Students who have failed to come to class will receive the lower grade. Five unexcused absences will result in an overall full letter grade reduction.

Required Text

George B. Tindall and David E. Shi, America: A Narrative History, Volume II.

Student Learning Outcomes: History 1302

This course will examine American history from the conclusion of the Civil War to the present. We will study the ethnic, cultural, religious, racial, and class foundations of American society and politics. Students will demonstrate the Core competency requirements for Critical Thinking Skills,
Communication, Social Responsibility, and Personal Responsibility. The Student Learning Outcomes are explicated below. Assessment of Student Learning Outcomes will be Exams with rubric: does not meet, meets, exceeds.

- Students will be able to analyze cause and effect in the history of the United States since the Civil War.
- Students will be able to analyze the relationship among American economics, politics, demography, and social structure since 1865.
- Students will be able to construct an in-class essay which synthesizes assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.
- Students will be able to gather, analyze, evaluate, and synthesize information relevant to a question or issue.

Texas Higher Education Coordinating Board:
U.S. History Foundational Component Area

Core Purpose Statement:

This course satisfies the Angelo State University core curriculum requirement in the U.S. History Foundational Component Area.

Core Competency Statement for the U.S. History Foundational Component Area:

Students graduating from Angelo State University will demonstrate an understanding of the larger developments that have shaped the history of the United States and an understanding of the causes and consequences of those changes.

U.S. History Foundational Component Area Objective: Courses in this category focus on the consideration of past events relative to the United States, Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

Objectives and Assessment:

Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

Assessment:

Exams (in-class or take home, with rubric). Students will learn the standards of historical scholarship, including the uses and/or analysis of primary and secondary sources, and the writing and evaluation of evidence-based arguments.

Communication Skills:

To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

Assessment: Exams (in-class or take home, with rubric). Students will have the opportunity for critical historical analysis through essay exam. Additionally, students will not only synthesize the
information presented in class and in course texts, but also express their own interpretation of that information in a clear and concise manner.

Personal Responsibility:

To include the ability to connect choices, actions, and consequences to ethical decision-making.

Assessment: Exams (in-class or take home). Students will consider the historical connections between ideas, actions, and consequences. We will analyze past events for the underlying ideas and moral positions held by historical actors to stress the value of ethical decision making.

Social Responsibility:

To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Assessment: Exams (in-class or take home). Students will make the connections between ideas and action and will have the opportunity to explore the ways in which idea systems have influenced the experiences of historical actors and the decisions they make—decisions that have the potential to impact regional, national, and global communities.

ASU Student Handbook

The ASU Student Handbook contains important information about campus services, programs, policies, and procedures, including such areas as the campus disciplinary rules and the Academic Honor Code. All students are expected to be familiar with this publication and to comply with the policies contained therein, among them maintaining complete honesty and integrity in their academic pursuits according to the Academic Honor Code. The ASU Student Handbook is available via the ASU website at www.angelo.edu (“Current Students: University Publications.”) Large print versions are available in the Student Life Office, Room 112 University Center.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Student Absence for Observance of Religious Holy Day

(ASU OP 10.19)

1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.
Schedule

Topic I: Reconstruction and its Discontents, 1865 - 1900

Dates: January 17, 19, 22, 24, 29, 31/February 2, 5
Reading: Tindall and Shi, Chapters 17, 18, 19, 22.

Topic II: The New Immigrants and Urban Liberalism, 1890 - 1924

Dates: February 7, 9, 12, 14
Reading: Tindall and Shi, Chapters 20, 21

Topic III: The Foundations of the New American Economic Order, 1900 – 1928

Dates: February 16, 19, 21
Reading: Tindall and Shi, Chapters 23, 24, 25, 26

First Midterm Examination.
Date: February 23

Topic IV: The New Deal and the Crisis of Democracy, 1929 - 1941

Dates: February 26, 28/March 2, 5, 7, 9
Reading: Tindall and Shi, Chapters 27, 28, 29.

Spring Break: March 12 - 16

Topic V: World War and Cold War, 1942 – 1962

Dates: March 19, 21, 23, 26, 28/April 2, 4, 6
Reading: Tindall and Shi, 30, 31.
March 30: Holiday

Topic VI: Toward a Great Society, 1944 - 1968

Dates: April 9, 11, 13, 16, 18
Reading: Tindall and Shi, Chapters 33, 34.

Second Midterm Examination

Date: April 20

Topic VII: Vietnam and the Fallout

Dates: April 23, 25, 27, 30/May 2, 4
Reading: Tindall and Shi, Chapters 35, 36, 37.

In-Class Final Examination, May 7, 10:30 – 12:30

First Midterm Essay Question

Drawing upon Tindall & Shi, as well as the lectures, contrast the experiences of southern farmers and northern industrial workers between 1865 and 1914. Be sure to emphasize the changing economic structure of the United States and its impact on farming, industrialization, politics, and immigration.

Second Midterm Essay Question

Drawing upon Tindall & Shi, as well as the lectures, discuss the economic and political impact of the Great Depression on the United States. Be sure to analyze the formation of the New Deal Democratic coalition, and federal policies related to relief, agriculture, and labor.

Final Essay Question

Drawing upon Tindall & Shi, as well as the lectures, analyze the ways in which U.S. Cold War foreign policy and domestic unrest in the 1960s and early 1970s tore apart the New Deal Democratic coalition. Be sure to discuss antiwar protest and social unrest and the electoral backlash.
Writing Rubric

Component 1: Historical Thesis/Argumentation

1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.

2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.

3 Points: There is a clearly developed historical argument.

Component 2: Supporting Historical Evidence

1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.

2 Points: There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.

3 Points: There is ample historical textual evidence used where appropriate to bolster thesis.

Component 3: Clarity/Quality of Composition

1 Point: There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2 Points: There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.

3 Points: The written work follows the basic requirements of clear/quality composition.

Component 4: Organization of Essay

1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.

2 Points: The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.

3 Points: The student has written a well-organized, coherent, and logically flowing paper.
Component 5: Historical Sense

1 Point: The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.

2 Points: The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.

3 Points: The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student can analyze the relationship among politics, economics, and social change.