HIST 1302:
History of the United States, 1865 to the Present
Angelo State University
Spring 2018

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I. Course Description

The purpose of HIST 1302 is twofold. First, students will become familiar with the historical events, people, and ideas of the United States from Reconstruction to the present. To this end, the class will cover topics such as processes of expansion, the plethora of people who came to the United States, ideas about race and citizenship, global conflicts, and notions about “proper” government. Second, students will learn what it means to study history. This second goal will entail understanding the subject of history as argumentation, critical thinking, interpretation, and evidence-based analysis.

II. Student Learning Objectives: HIST 1302

1) Students will be able to analyze cause and effect in the history of the United States since the Civil War.
2) Students will be able to analyze the relationship among American economics, politics, demography, and social structure since 1865.
3) Students will be able to construct an essay that demonstrates critical thinking skills.

III. Texas Higher Education Coordinating Board Exemplary Educational Objectives for the Social and Behavioral Sciences (HIST 1301-1302)

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1) To examine social institutions and processes across a range of historical periods, social structures, and cultures
2) To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study
3) To understand the evolution and current role of the U.S. in the world
4) To recognize and apply reasonable criteria for the acceptability of historical evidence and social research
5) To identify and understand differences and commonalities within diverse cultures

IV. Classroom Environment and Policies

Electronic Devices:

There will be no students using electronic devices (laptops, kindles, tablets, phones, recording devices...) in this classroom, even for note taking. They are distracting for students, especially in smaller classes, and the unsanctioned use of them in class is disrespectful towards your classmates and towards me. Using such electronic devices will hurt your attendance and participation grade because it means that you are not truly present in class. If a student uses an unsanctioned electronic device (sanctioned would be an accommodation or extenuating circumstances) during multiple class sessions, I may ask you to leave the class. If I ask you to put away an unsanctioned electronic device three times, this will result in an extra absence.

Food and Visitors:

Unless a student tells me during the first week of class that they have a food allergy, then it is fine if you want to bring food into the classroom. No tobacco products, please. I do ask that you don’t bring people who are not enrolled in this class with you to class. (Yes, this includes your mom.)

Communication:

I also ask that you check your ASU email accounts on a regular basis. I will communicate important information about this course (such as an unexpected class cancelation and general announcements) via email if need be and you are responsible for knowing that information. You are more than welcome to contact me with questions via email (cwolnisty@angelo.edu). Do not worry if I do not respond to your email immediately. I will send a reply to you within 48 hrs.

You will submit your paper assignments to Blackboard and I will update your grades on Blackboard as well. You will also find one of the readings and all of the lecture outlines there. Therefore, I suggest you log into Blackboard fairly regularly.

Late Work:
All written work must be turned in on Blackboard at the beginning of the class that it is due. I do not need a physical copy of your paper. There will be a 10% deduction for every day that the assignment is late. Unless otherwise specified, anything turned in to me after the start time of class will be late and will cost the student turning in that assignment a letter grade. For example, if you are in a class that starts at 10am, anything turned in between 10:01am the day the assignment is due and 10:01 the day after the assignment is due (including weekends) will be deducted 10%.

**Academic Integrity:**

Plagiarism is a form of academic misconduct that is defined as the theft of ideas or information from a source without giving proper credit. Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work, complete with proper citations. 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 (such as SafeAssign) will be used to check your work.

Academic misconduct is not limited to plagiarism. It also includes forgery, cheating, signing attendance sheets for another student, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct. If you are if something is plagiarism, please come talk to me about it.

Plagiarism cases will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In other words, just don’t do it! Life is better without it.

The ASU Student Handbook has additional information relating to the Honor Code. You can find a copy of the handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office (located in the University Center). You may view the university’s honor code at the following website:


**Special Accommodations:**

Persons with disabilities which may warrant academic accommodations (recorders, extra time on tests, notetaking) must contact the Office of Student Affairs (Room 112 University Center, (325) 942-2047, or ada@angelo.edu) in order to request such accommodations prior to any accommodations being implemented. 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.

**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.

**University Policies:**

For additional general university policies, consult the university student handbook. Here is a handbook link for you:


**V. Assignments and Grades**

**Assignment Types:**

There are four types of grades that measure student learning objectives in this class:

1) Attendance and Participation: 20% of your final grade  
   a. Attendance: 10%  
   b. Participation: 10%  
2) 2 Papers: 30% (15% each)  
3) 2 Exams: 30% (15% each)  
4) 10 Quizzes: 20% (2% each)  

CLASS TOTAL: 100%

**Attendance and Participation: 20%**

   a. You will earn a full 10% of your final grade by simply showing up to class on time, managing to not fall asleep, to not be on your phone during class, and to not be disruptive. After the first day of class, there will be an attendance sheet to record your attendance.

You are allowed **nine absences** in this class without penalty. If you’re not feeling well, have an emergency, an appointment, have to travel, or need a mental health day, you may
use your freebies at your discretion over the course of the semester. You do not need to provide me with documentation if you are taking one of your nine absences. If you miss more than nine days due to serious illness or other emergencies, you will need to provide documentation. If you exceed more than nine absences without providing documentation of illness, a school-sanctioned event such as athletic team travel, or other emergency, you will lose a **letter grade** for each day that you miss over nine absences.

I'm going to repeat that. If you exceed more than nine absences without providing proper documentation, you will lose a letter grade off your total grade in the class. Don't say I didn't warn you!

Furthermore, it is important that you come to class **on time** and you are mentally present in class. You will not receive credit for attending a class if you are more than 10 minutes late. If you are late to class 3 times, those 3 late arrivals count as an absence. As explained above, if you use your phone 3 times for non-emergency situations such as playing music that usage also counts as an absence.

   a. You will have to earn another 10% of your attendance and participation grade by being an active participant in class.

“Active participation” entails actions such as answering discussion questions, taking notes, and engaging your peers in conversations. You must also bring relevant class texts to class on the days we will be discussing them and have read them before coming to class. This is absolutely key. We can’t have a productive discussion if nobody knows what we are talking about! If you are shy about speaking in class, I suggest you write down three things that you want to say before class. We will have the most class discussions on Fridays.¹

**Papers: 30%**

You will have two papers due in this class. Each paper will be worth 15% of your total grade. Each paper will be 2.5-3 pages in length and I will provide you with instructions and a grading rubric before each paper is due.

**Exams: 30%**

There will be two exams over the course of this class: a midterm and a final. Each exam will be worth 15% of your overall grade and will require essay-format answers. I will provide you with a study guide before each exam. Students will not be allowed to make up an exam (either the midterm or the final). Each exam will cover course material from 8 weeks.

**Quizzes: 20%**

¹ Please refer to the course schedule at the end of this syllabus for further details.
There will be 11 quizzes over the course of the semester. Each quiz is worth 2% of your total grade. I will drop your lowest quiz score and so 10 quizzes will count towards your final grade. The quizzes will only ask questions about materials covered the week that the quiz is administered. You will not be able to make up missed quizzes because we will always go over the answers for everyone, but you do have that extra quiz built into your schedule which allows you to miss one quiz without penalty.

**Grading Scale:**

At the end of the semester, your accumulated point total will be put into a percentage and slotted into its respective category below. The following is a list of how grades will be assigned for the course.

- 1000-900 points = A
- 899-800 points = B
- 799-700 points = C
- 699-600 points = D
- 599-0 points = F

Anything less than 600 points is an F. (5-9 is rounded up and 1-4 is rounded down) Poor attendance or classroom behavior may also result in an F. See the attendance policy under Attendance and Participation.

**Grading Timeline:**

You can expect to receive feedback on a type of assignment before you have that type of assignment again. Keep in mind I have over 100 of you taking this class, but I will work to provide grades for you in a timely manner. For example, your first paper is due February 9. I will make sure that you receive feedback on that paper before you write your second paper due April 13. You will receive feedback on your papers through Blackboard.

**VI. Extra Credit Opportunities**

Good news—there will be several opportunities to earn extra credit in this class. Most of those opportunities are a part of ASU’s War Stories Lecture Series. These lectures are at 7pm the evenings of February 15, March 22, and March 26. I know many of you work in the evenings, and so two extra credit opportunities will not be at this time—details to follow.

**VII. Required Texts**


ISBN: 9780199768509
This book is not optional. It is also essential that you buy the correct edition (1st) of this book either online or at the ASU bookstore for about $15. You will do the wrong readings otherwise!

Because there are no electronics in class, you also need to purchase a paper copy of this book and not an e-book.

There will also be times when I require you to read assignments that I will either hand out in class or post on Blackboard. I have marked the postings on the course schedule.

VIII. Optional Text


You are not required to buy this textbook because I will cover the information in it in my lectures (Plus, it’s not cheap!), but it might be helpful when studying for your exams. You might want to buy this book as a back-up if history is not your thing.

IX. Format of the class

1) Meeting Times: This class meets in person three times a week. Mondays and Wednesdays will be primarily lecture days. Fridays will be primarily quiz and discussion days.

2) Homework: You will read for homework. Your reading assignments won’t be a traditional textbook, but a combination of visual and textual historical sources (aka primary sources). There are no worksheets, write-ups, or other content you need to turn in for homework. You also do not need to answer the questions in your book after each document. You will know what to read for each week by looking at the schedule at the end of this syllabus. I suggest that you start your reading assignment at the beginning of the week because each reading is an entire week’s worth of homework. You are going to be in trouble if you try to read it all Thursday night!

3) Quizzes: You will take a quiz almost every Friday morning. Each quiz will only cover material (2 lectures and reading assignment) from that week. For example, if you take a quiz in week 13, that quiz will not ask you anything from weeks 1-12, only from week 13. Each quiz is 1-page long and will take you about 10 minutes to complete. They will be a combination of short answer, multiple choice, and fill-in-the-blanks questions.

4) Lecture Outlines: I posted lecture outlines for every single class lecture on Blackboard. You do not have to use the outlines if you do not want to, but I suggest printing them out ahead of time and bringing them to class on lecture days so you can fill them out during the lectures. Many of the quiz questions will
come from the outlines and they will help you prioritize the information in this class. You may also reference the lecture outlines if you missed something in class or use them to catch up if you miss a class.

X. **Class Schedule**

**Important due dates:**

**Quizzes:** every Friday except week 2, week 10 (on Wednesday instead), week 12, and when you have a major assignment due such as a paper or test (11 quizzes total, 10 quizzes count towards your final grade)

**Papers:** February 9, April 13

**Tests:** March 9, Finals week

**Extra Credit Opportunities:** February 15, March 22, March 26

**Week 1:**
- Readings due by Friday: NA-first week of class
- Be sure to get your book (listed on the bottom of pg. 6 of this syllabus) as soon as possible! We will be using it practically every week.

Jan. 17: Introductions and Syllabus

Jan. 19: Class handouts (readings and paper assignment explanations), Syllabus Quiz

**Week 2:**
- Readings due by Friday: NA-field trip

Jan. 22: Lecture Topic: Reconstruction (outline on Blackboard under “week 2”)

Jan. 24: Lecture Topic: Continued Westward Expansion lecture #1 (outline on Blackboard)

Jan. 26: WEST TEXAS HISTORY COLLECTION - meet in classroom first

**Week 3:**
- Readings due by Friday: 4 documents: Frederick Jackson Turner, Excerpts from the “Turner Thesis” pg. 172, Cowboys and Presidents pg. 173, “We Kill the Golden Goose” pg. 183, “Buffalo Bill” pg. 185
  - These are all out of your book, *Reading American Horizons*. Please note you need to read the entire document/visual. The page numbers just indicate where the documents start.
  - You do not need to answer the questions in the book for a grade, but you need to be prepared to answer questions about the readings on your quiz and in our class discussion on Friday.
  - Remember, class participation is 10% of your total grade in this class.

Jan. 29: Continued Westward Expansion lecture #2
Jan. 31: “Civilization” Programs
  - writing a good history paper workshop

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2 I reserve the right to adjust this schedule if needed.
Feb. 2: Class discussion on reading assignments, quiz

Week 4:
- Readings due by Friday: NA-work on paper #1

Feb. 5: New Industrial and Labor Order #1
Feb. 7: New Industrial and Labor Order #2
Feb. 9: Paper #1 due online, class discussion

Week 5:

Feb. 12: Cities, Immigrants, Culture, and Politics #1
Feb. 14: Cities, Immigrants, Culture, and Politics #2
Feb. 16: Class discussion, quiz

Week 6:
- Readings due by Friday: 3 documents: “Awake United States” pg. 206, The Cosmopolitan pg. 211, letters pg. 212

Feb. 19: New Imperialism #1
Feb. 21: New Imperialism #2
Feb. 23: Class discussion, quiz

Week 7:
- Readings due by Friday: 3 documents: “Bull Moose” pg. 218, William G. Shepherd pg. 221, Jane Addams pg. 223

Feb. 26: Age of Reforms #1
Feb. 28: Age of Reforms #2
March 2: Class discussion, quiz, review for midterm

Week 8:
- Readings: NA -study for midterm

March 5: WWI lecture #1
March 7: WWI lecture #2
March 9: Midterm

SPRING BREAK MARCH 10-MARCH 18 NO CLASS!

Week 9:
- Readings due by Friday: 4 documents: Henry Ford pg. 234, Movie Poster pg. 239, Scopes Trial pg. 240, Anti-Prohibition pg. 243
March 19: Turn of the Century  
March 21: 1920s  
March 23: Class discussion, quiz

**Week 10:**  
- Readings due by Friday: NA-no class Friday

March 26: The Great Depression  
March 28: Dust Bowl and New Deal, quiz  
March 30: NO CLASS-university holiday

**Week 11:**  
- Readings due by Friday: 3 documents: Western Defense Command pg. 254, Eleanor Roosevelt pg. 256, “Rosie the Riveter” pg. 257

April 2: WWII lecture #1  
April 4: WWII lecture #2  
April 6: Class discussion, quiz

**Week 12:**  
- Readings due by Friday: NA-work on paper #2

April 9: WWII aftermath  
April 11: *The Longoria Affair*  
April 13: **Paper #2 due**-NO CLASS

**Week 13:**  
- Readings due by Friday: 3 documents: G.I. Bill pg. 271, W.E.B. Du Bois pg. 273, Movie posters pg. 288

April 16: Foundations for Civil Rights  
April 18: Cold War and Red Scare  
April 20: Class discussion, quiz

**Week 14:**  
- Readings due by Friday: 4 documents: Johnson pg. 291, Students pg. 300, Tomi Ungerer pg. 306, Mexico City Olympics pg. 307

April 23: 1960s  
April 25: 1960s  
April 27: Class discussion, quiz

**Week 15:**
• Readings due by Friday: 3 documents: Watergate pg. 297, Chavez speech (9-minute video clip posted on Blackboard under “week 15”), Apple Computer Company pg. 320

April 30: 1970s
May 2: After the Cold War, 1990s, 2000s-present
May 4: Class discussion, quiz, review for final

**Week 16:**
FINALS over material in weeks 9-15
- MWF 8am: Monday, May 7, 8am-10am
- MWF 10am: Monday, May 7, 10:30am-12:30pm
- MWF 11am: Wednesday, May 9, 10:30am-12:30pm

You **must** take your final in the allotted time; don’t take off early for break!