"There’s an old saying about those who forget history. I don’t remember it, but it’s good.”
~ Stephen Colbert

SECTION I: Course Overview

Course Description
This course is a survey of the story of the United States, from Reconstruction to the present. It will chronicle political, economic, religious, social, and intellectual changes during the United States’ progression from the embers of civil war, to the hopes of burgeoning empire, to the responsibilities of global superpower.

Course Objectives and Student Learning Outcomes

The goal of a history class is to educate students in the development of world culture and events and to help them understand historical inquiry so that they can think and act as informed and responsible citizens of the United States and the global community. As such, through a survey of the major events, personalities, and trends in American history from 1865 to the present, students should be able to:
- demonstrate a knowledge of important factual information of the period,
- analyze the significance of important events,
- identify the major trends and developments within the time span of the course and discuss their features and consequences,
- evaluate historical sources, both primary and secondary,
- present conclusions about issues and problems within the course,
- understand how the past shapes the present and future, and
- develop skills in reading comprehension as well as verbal and written expression.

Course Materials

Assigned primary and secondary sources to be distributed in class

SECTION II: Policies

Academic Honesty
Students shall maintain complete honesty and integrity in their academic pursuits and are expected to engage in their studies in a manner that is above reproach both in and out of the classroom. Deviations from these expectations will not be tolerated. Angelo State University defines “academic misconduct” as an action that “includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student.” See the “Angelo State University Student Handbook, Part II, B: Academic Integrity” for more information.
**Student Disability Services**
The Office of Student Affairs is the designated Angelo State University department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request through the department via the counselor.

**Student Absence for Observance of a Religious Holy Day**
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.

**SECTION III: Grading Policies**

**Grade Description**
For the purpose of this class, an ‘A’ corresponds to work done above the average collegiate level. A ‘B’ represents work done at an average collegiate level. In general, a ‘C’ equates to below-average collegiate performance – meaning that you have demonstrated the skills and knowledge relevant to a particular assignment at a basic level of proficiency. This description does not include the weighted average you receive from Mason High School for taking an advanced course.

**Assessment Breakdown**
The grade for each six-weeks will count for 2/7th of the course grade. A comprehensive final exam will account for the other 1/7th. Each six-weeks grade will be tallied as follows:

- Reading Responses (10%)
- Topic Postings (5%)
- Quizzes (25%)
- Exams (60%)

**Assessment Details**

**Reading Responses (10%)**
Readings are intended to assist students in approaching primary and secondary sources from an historical perspective. To facilitate this, questions for assigned readings will be distributed as “Reading Responses” prior to the start of each unit along with a unit outline and the readings themselves. Students’ original responses to questions will be submitted the day a reading is “due.” Grading will generally be done on a completion basis. Any specific instructions will be included in individual assignments.

**Topic Posting (5%)**
Each student will be assigned one STAAR-related topic per six-weeks and asked to explore its significance for the course in one paragraph. At least one non-Wikipedia source should be included. Each submission will be made available to all students, either through Google or Blackboard, and will provide everyone with a dedicated set of STAAR content for each unit—content that will be used to form several multiple-choice questions for unit exams. More information will be outlined in a handout.
Quizzes (25%)

The date of quizzes and the material to be covered will be announced in advance, normally at the start of each unit. Topics for this semester will generally cover STAAR-related factoids, such as amendments and presidents, but they may also deal with geography/maps, assigned readings, or materials from class lecture and discussion. Also, any evaluation of notes will count as a quiz grade.

Exams (60%)

There will be six unit exams, two per grading period. They will generally include multiple choice questions, short responses, and an essay. Exams are to be completed within a specified amount of time. There will be no retakes.

SECTION IV: Course Schedule

You will receive a tentative schedule of readings and assignments at the beginning of every unit. Note that additional content may be included as the unit progresses. Changes will be announced in class. What follows is a general schedule for the class.

**Unit I**  
**The Triumph of America: The Republic Thunders**
Jan. 8, 9  
Course Introduction & Reconstruction: A Re-Inauguration
Jan. 10, 11  
The West: Closing the Frontier
Jan. 14, 15  
Immigration: The Changing Face of America
Jan. 16, 17  
Industrialization, Urbanization, & the Gilded Age
Jan. 18, 22  
Unit I Exam

**Unit II**  
**To Dare Mighty Things**
Jan. 23, 24  
The Forgotten and the Response: African Americans
Jan. 25, 28  
The Forgotten and the Response: Populism
Jan. 29, 30  
The Spanish-American War & American Imperialism
Jan. 31, Feb. 1  
You can’t spell “Progressivism” without “ogre”
Feb. 4, 5  
One Shining Moment: World War I
Feb. 6, 7  
Unit II Exam

**Unit III**  
**A Sleeping Giant Awakened**
Feb. 8, 11  
The Roaring Twenties & the Crash
Feb. 12, 13  
Freedom from Fear: FDR and the New Deal
Feb. 14, 19  
FDR and the American Re-Founding: An Appraisal
Feb. 20, 21  
The World at War. Again.
Feb. 22, 25  
The Greatest Generation: At Home & Abroad
Feb. 26, 27  
Unit III Exam

**Unit IV**  
**Dawn of the American Century**
Feb. 28, Mar. 1  
Operation Magic Carpet: Post-War America at Home
Mar. 4, 5  
It’s Getting Cold Out There: The Post-War World
Mar. 6, 7  
Marshalling Support in Europe
Mar. 8, 18  
Truman takes on Asia
Mar. 19, 20  
Eisenhower and the Old “New Look”
Mar. 21, 22  
Unit IV Exam
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<tr>
<th>Unit V</th>
<th>Torch Passing</th>
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<tbody>
<tr>
<td>Mar. 25, 26</td>
<td>Camelot: The Style &amp; Substance (&amp; Style) of JFK</td>
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<td>Mar. 27, Apr. 1</td>
<td>American Civil Rights: The Dream and the Mountaintop</td>
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<td>Apr. 2, 3</td>
<td>LBJ’s Butter: The Great Society</td>
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<td>Apr. 4, 5</td>
<td>LBJ’s Guns: The Tragedy in Vietnam</td>
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<td>Apr. 8, 9</td>
<td>(Wood)stocking the Counterculture: A Retrospective of the Seventies</td>
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<td>Apr. 10, 11</td>
<td>Unit V Exam</td>
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<th>Unit VI</th>
<th>Defining a Modern America</th>
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<td>Apr. 12, 15</td>
<td>Détente: Ping Ponging the Cold War</td>
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<td>Apr. 16, 17</td>
<td>Nixon: Fording the Watergate</td>
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<td>Apr. 18, 23</td>
<td>The Reagan Revolution at Home and Abroad</td>
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<td>Apr. 24, 29</td>
<td>Reagan’s Shining City: Lone Superpower, Changing World</td>
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<td>Apr. 30, May 1</td>
<td>Unit VI Exam</td>
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| May 2, 3                  | Final Exam Study Day                                                         |
| May 6, 7                  | STAAR Review/Buffer                                                          |
| May 8                     | STAAR TEST                                                                   |
| May 9, 10                 | Final Exam                                                                   |
|                           | 1B – Thursday, May 9 – 8:20 a.m. to 9:50 a.m.                                |
|                           | 2B – Thursday, May 9 – 9:55 a.m. to 11:25 a.m.                               |
|                           | 1A – Friday, May 10 – 8:20 a.m. to 9:50 a.m.                                |