HIST 1302:  
United State's History Since 1865

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About the Course:  
The objective of this course is to provide an introductory level survey to the second half of United States history from the end of the Civil War to the present. The course will examine the various political, social, cultural and economic themes that have contributed to the development of the United States as a nation, people, and society.

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<th>Grades</th>
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<td>Discussion Board</td>
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<td>Weekly work</td>
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<td>Midterm Exam 1</td>
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Grade Scale:  
A 90-100%  
B 80-89%  
C 70-79%  
D 60-69%  
F 0-59%

Required Books:  

This course operates through Blackboard. Please check your email or blackboard postings regularly for announcements and additional class materials. You may also use the Blackboard site to post questions to your classmates or discussion questions you are interested in considering in class. For assistance with Blackboard, contact IT Support at (325) 942-2911.

Course Structure and Requirements:  
Structure: This course is an online course. It is not a lecture course. Each week, you will be assigned a body of reading and other content to consume, such as primary sources, videos, podcasts, websites, etc. Then you will complete a set of activities to help process that information. Finally, we will have an online discussion about the material regarding questions, its meaning, and how it fits into the course in general. Throughout the semester, you will complete two short essays on primary sources called critical missions and you will take three exams.
You must be prepared to complete and participate in all of the above in order to succeed in the course. The course is not self-paced and you must keep up. You can work ahead to a small extent, but not entirely. Read this syllabus carefully and ask any questions you might have about the course NOW. If an online class is not for you, you need to visit the history department within the first week.

**Discussion Board:** The discussion board is where we learn from each other and work through the historical material together. On the board, you can raise questions, make comments, or bring up new ideas about the material. Some weeks, I will raise particular questions to which you can respond. You should also bring up your own topics and start your own threads as well as respond to fellow classmates threads.

The discussion boards are organized by unit—so there will be three of them. Your grade is based on the frequency, regularity, and quality of your posts during each unit. There is a rubric at the end of the syllabus to help you get an idea of what I am looking for from a good discussion participant. Note that regularity matters. Posting 10 comments the last day of the unit is not the same as posting twice a week throughout the unit. I’m also looking for substantive discussions. Posting “I agree with so and so” is better than nothing, but not worth very much. Posting “I agree, because of X, Y, and Z. I found that information in the book when it discussed A topic and made B point” is much better. Finally, this is a professional environment. You need to be respectful of other people’s views. Discussion boards are not formal papers, but they are also not text messages. Use complete sentences, proofread, and follow basic grammar rules.

Finally, there is a discussion board titled “Course Questions.” This is a place where you can post and answer questions about the course, not the history. I will answer questions posted here as well and you can consult this board to see if your questions have already been answered. This forum is not part of the discussion grade, however.

**Weekly Work:** As mentioned above, this is not a lecture course. The information in this class comes from the introductions, assigned textbook and supplemental videos, etc. Each week, you are assigned an introductory bit of information on blackboard, portion of the textbook, primary sources, and some other reading, video, website, etc. There are assignments which earn you points each week: weekly reading questions, a primary source activity, and an activity that varies by week. You earn points for each of these requirements, with each activity or quiz being graded out of 100 and weighted equally for your weekly work grade. (Extra credit will be discussed further below). All weekly assignments are graded for accuracy and can be retaken to improve your score. The “cost” to retake an assignment is 10% of the overall score and you will keep your higher score. (In other words if you get every question right on the first try, you earn a 100. If you get every question right on the second try, you earn a 90). This means you have an incentive to do well the first time, however, you also have the opportunity to fix mistakes if you do poorly on homework or a quiz.

There are 2 activities most weeks. There is one about primary sources and the other varies by week. Weekly Questions are 15 questions or fewer each. These are also graded for accuracy. They are also timed. All weekly work is open book. You can drop your lowest three scores from weekly work.

**Exams:** There are three exams in this course. There is one per unit (the end of week 5, week 10 and during finals). Though the last exam will be completed during finals week, it is just like the other three exams—it is not cumulative. Each exam covers a third of the class material.

You CANNOT use the Internet, your phone, your friend, your mom, your dad, the textbook, or ANY other person/material than your brain on the exams. Any of the above is cheating. You can of course use any source for studying, however, answering a question word for word from any of the above sources constitutes cheating. Use your own words when answering short answer exam questions. The exams are timed and you cannot have extra time (except in cases of disabilities. See section on accommodations). Cheating results in a zero.
Plan ahead so you can complete the exams on time. There are no penalty-free makeup exams except in the case of a serious, extended, and documented emergency. I.e., if you leave it until the last hour before the deadline and your internet goes out, you can still take the exam, but you will receive a penalty (see late work). On the other hand, if you are in the hospital for the entire last week with a corresponding doctor’s note, then get in touch.

Feedback: Some of your weekly work is graded automatically (multiple choice questions for instance) and some of it I read and grade (any short or long answer that you type). I grade all exams, papers, and discussion boards. You should be able to see your grades on every assignment in the blackboard grade center. The yellow explanation point means “needs grading.” You should also be able to see feedback from me on anything I grade. I’ll grade weekly work within a week. If you do not see your grades after a week, feel free to get in touch. You can access my feedback on Connect assignments by: returning to the assignment in Connect. You can also complete “study attempts” on any connect assignments. You do this by just going to the assignment after it was due.

Larger assignments (exams, papers, and the unit discussion board) will all be graded within 2 weeks, usually faster. I check in with the discussion board regularly and will post on the board, asking questions and following up on comments. I will grade your overall unit participation at the end of the unit via a rubric (see Blackboard). You can see your rubric scores and my comments by going to your grade center and clicking on “view rubric.” You can view your individual exam question scores and my feedback by going to your grade center and clicking on the exam. This will take you to a screen that gives you an overview of your score. Click on the actual number of your score (under calculated grade) and you can see how you did on each question, including specific feedback from me. You can view my comments on your critical mission papers by going to your grade center, clicking on the assignment, and then clicking on the little icon for “my paper.” When you see your paper, you need to be in the “gradermark” screen. You can change screens at the top left. You should see comments in the text and in a box to the right. In almost all cases, you can also get to the feedback by clicking on the blackboard assignment in the original module.

Please do take the time to look at my feedback on your assignments. Each unit follows the same format, so looking at the feedback can help you improve your approach to the next unit. Feel free to email, call, or come to my office hours to discuss any feedback you have questions about. I’m here to help!

Policies:

Academic Integrity: Plagiarism of any sort will not be tolerated. Plagiarism includes both copying another person’s work word for word without proper citation AND using the ideas of another person or source without proper citation. (This includes internet sources). Additionally, lightly paraphrasing someone else’s work does not make it your own. All plagiarized papers will receive a zero and be reported to the administration. For clarification, please see the professor.

Cheating on exams will not be tolerated either. Exams are to be completed by the enrolled student in the allotted time without assistance from another person, book, website, or any other outside source. Please note that the exact words of some other source shows up in your work, it qualifies as cheating.

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.

**Late Weekly Work:** There is no credit for completing Weekly Work late without an approved extension. If you have a legitimate, documented reason you need an extension, contact the professor ASAP with your documentation. Plan ahead though. Having to work at your job on Friday when the work is due is not a good reason if you could have done the work Monday through Thursday. What about technical difficulties, you might ask. You need to take screen shots and call IT to document any technical problems. You need to make every effort to get your technology to work and you need to show me you have done so and prove you could not get it to work for a technological problem extension. You are responsible for making sure you have access to working internet and the other basic technical requirements to complete this course.

**Late Discussion Board:** The discussion board works by you interacting with each other and discussing the material. It is also an ongoing assignment. You cannot complete this task late, and there are no make-ups.

**Late/Make-up Exams:** If you have a valid, documented reason you cannot take an exam on time, contact the professor ASAP. Remember, the exams are available for several weeks, so if you have a commitment the day it is due, you can take it the day before. If you have a last minute multi-day hospital stay leading up to the day it is due, on the other hand, you should get a doctor’s note and contact me. If you don’t take an exam on time and don’t have a good excuse, then what? You lose 10 points (one letter grade) per 12-hour period it is late. This means after 5 days, you earn a zero. I DO NOT recommend just deciding to take an exam late. Those points add up quickly.

**Persons with disabilities:** Persons with disabilities who require certain accommodations must contact the Student Life Office located in room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

**Religious Holidays:** Students may miss a class with no penalty in order to observe a religious holiday in accordance with ASU OP 10.19. Please inform the instructor if you are unable to attend for religious reasons in advance.

**Questions?** Please feel free to email me or come by my office at any time with questions, concerns, or other thoughts about the class.

**Student Learning Objectives for 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.

- 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 essay, which synthesizes assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.

**Texas Higher Education Coordinating Board Exemplary Educational Objectives for the Social and Behavioral Sciences (History 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.

- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To understand the evolution and current role of the U.S. in the world.
- To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To identify and understand differences and commonalities within diverse cultures.

Outline (Any changes to this outline will be posted in the announcements section of the course). Textbook reading is listed below. All other weekly assignments are outlined in blackboard by week. Each week’s assignments are due by Friday at 11:59pm. Exceptions are noted below and in blackboard. The material will remain visible to you after the deadline so you can study long after you can complete it for credit, but you will be unable to submit assignments. Unit 1 will open the first day of class. Unit 2 and 3’s material will open the week before the unit begins.

Module 1: A New America after the Civil War

Week 1—Civil War and Reconstruction
Due: January 20, 11:59 p.m.
Chapter 17: Reconstructing the Union, 1865-1877

Week 2—A New West, A New South: Regional Transformations
Due: January 27, 11:59 p.m.
Chapter 18. The New South & the Trans-Mississippi West, 1870-1914

Week 3—Industrialization and the Gilded Age
Due: February 3, 11:59 p.m.
Chapter 19: The New Industrial Order, 1870-1914

Week 4—Urbanization and the Gilded Age
Due: February 10, 11:59 p.m.
Chapter 20. The Rise of an Urban Order, 1870-1914

Week 5—A New Empire? A New Currency? Political Turbulence at the Turn of the Century
Due: February 17, 11:59 p.m.
Chapter 21. The Political System under Strain at Home and Abroad, 1877-1900

End of Unit 1 Deadlines
Discussion Forum Closes February 18, 11:59 p.m.
Exam Due February 20, 11:59 p.m.

Module 2: Reform, The World Wars, and Between
Week 6—The Progressive Era
Due: February 24, 11:59 p.m.
Chapter 22. The Progressive Era, 1890-1920

Week 7—World War I
Due: March 3, 11:59 p.m.
Chapter 23. The United States and the Collapse of the Old World Order, 1901-1920

Week 8—The Roaring Twenties?
Due: March 17, 11:59 p.m.
Chapter 24. The New Era, 1920-1929

Week 9—The Great Depression
Due: March 24, 11:59 p.m.
Chapter 25. The Great Depression and the New Deal, 1929-1939

Critical Mission Due October 29

Week 10—World War II
Due: March 31, 11:59 p.m.
Chapter 26. America's Rise to Globalism, 1927-1945

End of Unit 2 Deadlines
Discussion Forum Closes April 1, 11:59 p.m.
Exam Due April 3, 11:59 p.m.

Module 3: Post-War America and Beyond

Week 11—The Cold War at Home and Abroad
Due: April 7, 11:59 p.m.
Chapter 27. Cold War America 1945-1954
Part of Chapter 28. The Suburban Era 1945-1963

Week 12—Consensus and Revolt
Due: April 14, 11:59 p.m.
Remainder of Chapter 28. The Suburban Era 1945-1963

Week 13—Vietnam, and “The Sixties”
Due: April 21, 11:59 p.m.
Part of Chapter 30. The Vietnam Era 1963-1975

Week 14—The Rise of Conservatism
Due: April 28, 11:59 p.m.
Part of Chapter 30. The Vietnam Era 1963-1975

Week 15—Conservative Triumph and Beyond
Due: May 5, 11:59 p.m.
Chapter 32. The United States in a Global Community, 1989 - Present

End of Unit 3 Deadlines
Discussion Forum Closes May 6, 11:59 p.m.
Exam Due Wednesday, May 8, 11:59 p.m.