HISTORY 1302: HISTORY OF THE UNITED STATES, 1865 TO PRESENT
Spring, 2019
Time: TR, 11:00 AM – 12:15 PM
Location: Academic Building, Rm. 233

Professor: Dr. John Eusebio Klingemann
Office Hours: MWF – 2:00 PM to 3:00 PM and By Appointment
Office: Academic Building, Room 210B
Phone: 325-942-2114
e-mail: John.Klingemann@angelo.edu

Course Objectives:
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.

Student Learning Objectives:

• 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 (in-class or take home) which synthesizes assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.


Wilson, John R. M., Forging the American Character: Reading in United States History since 1865, Vol. 2, 4th Ed.

Course Requirements
Exam 1 25%
Exam 2 25%
Final Exam 25%
Class Participation/Attendance 25%
(blue book, short identification and essays)

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<th>Grade</th>
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<tr>
<td>A</td>
<td>90% or above</td>
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<td>B</td>
<td>80—89%</td>
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<td>C</td>
<td>70—79%</td>
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<td>D</td>
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General Thoughts:
Honesty and integrity are critical character values. Cheating will not be tolerated. You need to attend every class meeting. Please arrive to class on time. All students must be familiar with the ASU Student Handbook and the Academic Honor Code. The handbook can be obtained through the university website located at the following address: www.angelo.edu. Please turn off your cell phones while in the classroom. Some things to consider for discussion include identifying major themes, posing major questions you have about the material, and presenting your opinion of the readings. You are encouraged to meet with your professor throughout the semester to discuss your participation grade.

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.

Student Absence for Observance of 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.

Make-Up Exam Policy: Students must have a documented reason in order to miss or make-up an examination. The make-up examination will differ significantly from the classroom examination. All make-up examinations will be administered at the end of the semester. The professor will select a specific date for all make-up examinations.

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:

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

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

**Personal Responsibility:** To include the ability to connect choices, actions and consequences to 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:** Angelo State University Student Learning Objectives based on these objectives will be assessed through written (take home or in-class) examinations and quizzes administered throughout the course of the semester.

**Rubric for Assessment of Core U.S. History Essays for Achieving Desired Student Learning Outcomes**

**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 is able to analyze the relationship among politics, economics, and social change.
Schedule

Week 1
01/15 Introduction and Syllabus
01/17 Civil War and Reconstruction
Read: *The American Story*, Chapter 16
*Forging the American Character*, Preface and Chapter 1

Week 2
01/22 Westward Expansion
01/24 Western Culture and Society
Read: *The American Story*, Chapter 17
*Forging the American Character*, Chapter 2

Week 3
01/29 Industrial Expansion
01/31 The Emergence of Urban America
Read: *The American Story*, Chapters 18 - 19

Week 4
02/05 Gilded Age Politics
02/07 An American Empire
Read: *The American Story*, Chapters 20 – 21
*Forging the American Character*, Chapters 3 – 4

Week 5
02/12 The Progressive Era
02/14 Class Discussion
Read: *The American Story*, Chapters 22 - 23
*Forging the American Character*, Chapters 5 – 6

Week 6
02/19 Exam I
02/21 World War I
Read: *The American Story*, Chapter 24

Week 7
02/26 World War I cont.
02/28 The Roaring Twenties
Read: *The American Story*, Chapter 25
Forging the American Character, Chapters 7 - 8

Week 8
03/05  The Great Depression
03/07  New Deal America
Read: The American Story, Chapter 26
Forging the American Character, Chapters 9 – 10

Week 9
03/12  SPRING BREAK!
03/14  SPRING BREAK!
Read: The American Story, Chapter 27
Forging the American Character, Chapters 11 – 12

Week 10
03/19  The United States in World War II
03/21  Mobilization at Home

Week 11
03/26  Film/Review
03/28  Exam

Week 12
04/02  The Cold War
04/04  The Cold War in America
Read: The American Story, Chapter 28
Forging the American Character, Chapter 13

Week 13
04/09  The Eisenhower Years
04/11  The Civil Rights Movement
Read: The American Story, Chapter 29
Forging the American Character, Chapters 14

Week 14
04/16  Politics and Social Change in the 1960s
04/18  Class Discussion
Read: Forging the American Character, Chapter 15
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<tr>
<td>04/23</td>
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<td>Richard Nixon and Watergate</td>
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<td>04/25</td>
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<td>The Reagan Revolution</td>
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<td><strong>Read:</strong> <em>The American Story</em>, Chapter 30-31</td>
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<td><strong>Read:</strong> <em>The American Story</em>, Chapter 32</td>
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