HIST 1302:
History of the United States, 1865 to the Present
Angelo State University
Spring, 2019

Professor: Dr. Wolnisty
Email: cwolnisty@angelo.edu
Office Hours: 9-10 MWF, and by appointment
Office: Academic Building Room 210E

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 and gender. 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: 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.

1) To examine historical processes across a range of time periods and cultures

2) To analyze the effects of social, political, economic, and global forces on this nation

3) To understand the evolution and current role of the U.S. in the world

4) To identify and understand differences and commonalities within diverse cultures

III. Classroom Environment and Policies

Electronic Devices:
There will be no students using electronic devices (laptops, smartwatches (except to keep time), kindles, tablets, phones, recording devices...) in this classroom, even for note taking. They are distracting for students and the unsanctioned use of them in class is disrespectful towards your classmates, towards me, and my work in this class. 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 multiple times during class sessions, I may ask you to leave the class. If you use an unsanctioned electronic device 3 times, that also counts as an absence. The only exception to this rule is if you have obtained special accommodations permission.

**Food, Clothing, 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 reasonable amounts of food (excluding tobacco products) into the classroom. I do ask that you wear a full set of clothing with shoes and 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 class information) 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 (cwohnisty@angelo.edu). Don’t worry if I do not respond to your email immediately. I will send a reply to you within 48 hrs.

If needed, I am happy to meet with you for additional help or questions outside of class time. I do ask that you meet with me during my office hours (9-10 MWF), which is when I am available for student help, or make an appointment with me ahead of time if those times don’t work for you. Because I have around 160 students and need to keep my own life/work schedule, I am not able to take unscheduled meetings with students.

You will submit your paper assignments to Blackboard, and I will update your grades on Blackboard as well. You will also find some 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%. It is ALWAYS better to turn in something within 10 days rather than not turn in anything at all.

**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 (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. Citing sources will be discussed in class. If you are unsure about a citation, contact me with your question.

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-class forms of plagiarism, such as signing in for another student, will be considered on a case by case basis. In other words, don't do plagiarize! 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:**

From the ASU accommodation website: “ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to
initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA.”

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:

http://www.angelo.edu/student-handbook/

**IV. Assignments and Grades**

**Assignment Types:**

There are 4 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 and managing to not fall asleep, to not be on electronics 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 9 absences in this class without penalty. If you’re not feeling well, have an emergency, 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 1 of your 9 absences. If you miss more than 9 days due to serious illness or other emergencies, you will need to provide documentation. If you exceed more than 9 absences without providing documentation of illness, a school-sanctioned event such as athletic team travel, Agriculture Department judging, your sick kid, or emergency, you will lose a letter grade for each day that you miss over 9 absences.

I’m going to repeat that. If you exceed more than 9 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 8 minutes late. If you are late to class 3 times, that counts as an absence. If you do other work (such as other coursework, workouts, or work for your job) 1 time in my class, that counts as an absence. If you use an unsanctioned electronic device 3 times, that also counts as an absence. If you sign the sign-in sheet, but then leave class before the class is over that counts as an absence that day; I will notice you are gone. If you are not physically present in class for the duration of the entire class, you will not earn attendance for that day.

b. Because students have left class in the past “to use the bathroom” and then have not come back to class, I ask that you not leave class to take care of something unless a short absence from class is absolutely needed—for examples—you are in pain, feel sick, or you have told me ahead of class there are extenuating circumstances. If you really do need to temporarily leave class, leave your phone behind you. Texting right after a quiz or class assignment really doesn’t look good.

c. If you experience extenuating circumstances that make these parameters hard to follow (such as childcare, a previous class on the other side of campus, or medical needs), please let me know if at all possible. I have to assume you are ditching class and disrespecting my time otherwise.

d. 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 and asking questions, following the rules of my classroom, taking notes, and engaging your peers in conversations. You must
also **bring relevant class texts** to class every Friday 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 3 things that you want to say before class. We will have the most class discussions on Fridays.¹

**Papers: 30%**

You will have **2 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 **2 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. The **research questions** that we address each week in class will be the basis for the exam questions. I will also provide you with a **study guide** before each exam. Students will not be allowed to make up or skip an exam (either the midterm or the final).

**Quizzes: 20%**

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 unless you miss class for a university-sanctioned event or experience an emergency. That’s why you get one “freebie” quiz.

**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

¹ Please refer to the course schedule at the end of this syllabus for further details.
Anything less than 600 points is an F. (5-9 is rounded up and 1-4 is rounded down) Poor attendance and 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 8. I will make sure that you receive feedback on that paper before you write your second paper due April 12. You will receive feedback on your papers through Blackboard.

V. **Extra Credit Opportunities**

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 and I will let you know specific dates as soon as I know them. I know many of you work in the evenings, and so not all credit opportunities will not be at this time-details to follow. Because there are multiple opportunities to earn extra credit over the course of the semester and there is no limit to how many of them you can do, there will be no more opportunities to earn extra credit after final grades have been posted.

VI. **Required Text**


**ISBN:** 9780199768509

This book is **not optional.** It is essential that you buy the correct edition of this book either online or at the bookstore. 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. You can find it online for around $8.

There will also be times when I require you to read assignments that I will hand out in class.

VII. **Optional Text**


You are **not required** to buy this textbook because I will cover the information in it in my lectures, 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. I won’t judge; I promise.
VIII. What will this class look like?

1) **Meeting Times:** This class meets in person 3 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. The reading assignments are fair game for your quizzes. 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! You only need to bring your book to class on Fridays.

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) **Research Questions:** One of the main jobs of historians is to answer research questions. Research questions will drive our work in this class each week. I have listed our research questions on the course schedule for you. You do not need to turn in an answer for them each week, but they will help you study for the exams and prioritize class information each week.

5) **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. The outlines also contain the examples you need to use on your tests. You may also reference the lecture outlines if you missed something in class or use them to catch up if you miss a class.

6) **In-class discussion questions over the readings:** We will not have traditional lectures on Fridays; most Fridays will be discussion and quiz days and so there are no note outlines for Fridays. Instead, I will provide a list of questions for you in class on Fridays. You should be able to answer those questions by the end of class discussion and the answers to the questions will serve as your class notes from Fridays.
IX. Class Schedule:

Spring 2019

Important Due Dates:

Quizzes: every Friday except week 2, 8, and 12 (11 quizzes total, 10 count)
Papers: Feb. 8 and April 12
Exams: March 8, Finals week (see below)
Extra Credit Opportunities: to be announced

Week 1:
- Reading: Your class syllabus
- Be sure to get your book (listed on page 7 of this syllabus) as soon as possible! We will be using it practically every week.
- Research Question: Have you read, understood, and agreed to follow the requirements of this class as outlined on this syllabus?

Jan. 14: Introductions and Syllabus
Jan. 16: Lecture Topic: Reconstruction (outline on Blackboard under “week 1”)
Jan. 18: Class handouts, Syllabus Quiz/quiz #1

Week 2:
- Reading: NA-field trip
- Research Question: What are some myths about “the West”?
  - Again, you should be able to answer this question by the end of class on Friday.

Jan. 21: NO CLASS-university holiday
Jan. 23: Lecture Topic: Continued Westward Expansion lecture #1 (outline on Blackboard)
Jan. 25: WEST TEXAS HISTORY COLLECTION-meet in classroom first, no quiz

Week 3:
- Reading: 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.

2 I reserve the right to change this schedule if needed.
• Research Question: What did United States westward expansion look like in the second half of the 19th century?

Jan. 28: Continued Westward Expansion lecture #2  
Jan. 30: “Civilization” Programs  
- writing a good history paper workshop  
Feb. 1: Class discussion on reading assignments, quiz #2

Week 4:
• Reading: NA-work on paper #1  
• Research Question: How were United States cities sites of conflict in the second half of the 19th century?

Feb. 4: New Industrial and Labor Order #1  
Feb. 6: New Industrial and Labor Order #2  
Feb. 8: Paper #1 due online by the time class normally starts today, NO CLASS MEETING

Week 5:
• Reading: 4 documents: F. Victor Gillam pg. 199, Thomas Nast pg. 202, “Homeless Children” pg. 203, New York World pg. 204  
• Research Question: How did consumer culture shape late 19th c United States economics?

Feb. 11: Cities, Immigrants, Culture, and Politics #1  
Feb. 13: Cities, Immigrants, Culture, and Politics #2  
Feb. 15: Class discussion, quiz #3

Week 6:
• Reading: 3 documents: “Awake United States” pg. 206, The Cosmopolitan pg. 211, letters pg. 212  
• Research Question: How did the United State participate in “New Imperialism” in the second half of the 19th century and in the first decades of the 20th century?

Feb. 18: New Imperialism #1  
Feb. 20: New Imperialism #2  
Feb. 22: Class discussion, quiz #4, midterm study guide available

Week 7:
• Reading: 3 documents: “Bull Moose” pg. 218, William G. Shepherd pg. 221, Jane Addams pg. 223  
• Research Question: What kinds of reform movements impacted the United States at the turn of the 19th century?

Feb. 25: Age of Reforms #1  
Feb. 27: Age of Reforms #2
March 1: Class discussion, **quiz #5**, review for midterm

**Week 8:**
- Reading: NA-study for midterm
- Research Question: How did the United States participate in WWI?

March 4: WWI lecture #1
March 6: WWI lecture #2
March 8: **Midterm**

**SPRING BREAK MARCH 11-MARCH 15 NO CLASS!**

**Week 9:**
- Reading: **4** documents: Henry Ford pg. 234, Movie Poster pg. 239, Scopes Trial pg. 240, Anti-Prohibition pg. 243
- Research Question: What and who caused divisions within the 1920s United States?

March 18: Turn of the Century
March 20: 1920s
March 22: Class discussion, **quiz #6**

**Week 10:**
- Reading: **3** documents: “Letter to Mrs. Roosevelt” pg. 246, Check poster pg. 250, Dorothea Lange photographs pg. 251
- Research Question: How did the Great Depression and the Dust Bowl impact people’s lives in the United States?

March 25: The Great Depression
March 27: Dust Bowl and New Deal
March 29: Class discussion, **quiz #7**

**Week 11:**
- Reading: **3** documents: Western Defense Command pg. 254, Eleanor Roosevelt pg. 256, “Rosie the Riveter” pg. 257
- Research Question: How did the United States participate in WWII?

April 1: WWII lecture #1
April 3: WWII lecture #2
April 5: Class discussion, **quiz #8**

**Week 12:**
- Reading: NA-work on paper #2
- Research Question: What were some veteran experiences in the United States after WWII?
April 8: WWII aftermath
April 10: *The Longoria Affair*
April 12: **Paper #2 due** online by the time class normally starts today-NO CLASS MEETING

**Week 13:**
- Reading: **3 documents:** G.I. Bill pg. 271, W.E.B. Du Bois pg. 273, Movie posters pg. 288
- Research Question: How did United States Civil Rights Movements begin and develop in the second half of the 20th century?

April 15: Foundations for Civil Rights
April 17: Cold War and Red Scare
April 19: Class discussion, **quiz #9**

**Week 14:**
- Reading: **4 documents:** Johnson pg. 291, Students pg. 300, Tomi Ungerer pg. 306, Mexico City Olympics pg. 307
- Research Question: What movements and people protested social norms and war in the 1960s?

April 22: 1960s
April 24: 1960s
April 26: Class discussion, **quiz #10**

**Week 15:**
- Reading: **3 documents:** Watergate pg. 297, Chavez speech (9-minute video clip posted on Blackboard under “week 15”), Apple Computer Company pg. 320
- Research Question: How did the United States participate in the Cold War?

April 29: 1970s
May 1: After the Cold War, 1990s, 2000s-present
May 3: Class discussion, review for final, course evaluations, **quiz #11**

**Week 16:**
FINALS over material in weeks 9-15
- MWF 8am: Monday, May 6, 8am-10am
- MWF 10am: Monday, May 6, 10:30am-12:30pm
- MWF 11am: Wednesday, May 8, 10:30am-12:30pm

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