History 1302: United States History After 1865.

Sections:
110, MWF, 8:00-8:50, Room A221
130, MWF, 9:00-9:50, Room A233
120, MWF, 10:00-10:50, Room A221

Professor Lamberson
Office: 210F
Telephone: 325-942-2227
Email: clamberson@angelo.edu
Office Hours: Tuesday, 9:30-12:00, Monday and Wednesday 11:00-12:00, and by appointment

About the Course:
This course surveys the political, economic, social, legal, and cultural history of the United States from the end of the Civil War to the present. At the end of the Civil War, the United States was anything but united. It had just fought a long, bloody war that left the nation with both physical and ideological wounds to heal. This course will begin here and explore how the United States emerged from these challenges to become a modern, global super power. Along the way, we will also discuss legal developments; migrations; foreign relations; and economic, political, cultural and religious transformations. Throughout the course, we will be exploring the role of gender, race, class, religion, and political perspective in defining the nation and shaping individual experiences. We will be attentive to the diversity of the “American experience” as well as to the multiple and sometimes conflicting visions of the ideal nation, politically and culturally, throughout history. The course will also help students develop the skills central to historical inquiry, including critical readings of historical documents, analytical writing, and interpreting multiple perspectives on both specific events and broader themes.

Grades

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<th>Participation</th>
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<tr>
<td>Reading Responses</td>
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<tr>
<td>Paper</td>
<td>20%</td>
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<tr>
<td>Midterm Exam 1</td>
<td>20%</td>
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<td>Midterm Exam 2</td>
<td>20%</td>
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<td>Final Exam</td>
<td>20%</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 also uses 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 Requirements:

Participation: Students are expected to come prepared to all class meetings. This includes arriving on-time and ready to participate (which means speaking and attentively listening during discussions). Using a cell phone, sleeping, or talking during lectures will result in no credit for that day’s participation credit. If these behaviors become disruptive or you are particularly disrespectful to the professor other students, you may be asked to leave and will be counted absent. The participation grade is closely tied to attendance of course and thus, if you are absent more than 5 classes, you will lose 10 participation points per additional class period missed (out of 100). Two instances of tardiness (3 minutes or more) will be forgiven. Each additional instance will result in a 5 point penalty from your participation grade.

Reading Responses: Every Friday we will spend at least part of class discussing your reading. You must have all of the reading completed BEFORE class in order to facilitate those discussions. To further prepare for the discussions, you will be writing a short response to the reading some weeks. Each week, on Monday, I will post 1-3 questions about the reading, which you will use for your write up. Pick one question and type a 200 to 300 word answer using the related reading. Your write up should be double spaced, Times New Roman, 12-point font, with 1 inch margins. Only your name, the week, and the question number (if applicable) should be single spaced as a header. Your responses do not need to be a formal paper, however, they should write clearly with complete sentences, paragraphs, proper spelling, etc. Your response needs to be submitted to blackboard TurnItIn BEFORE class. Late responses will not be accepted.

Your reading responses for the semester are worth 10 percentage points of your final grade. For each response, you can earn up to 2.5 percentage points. The responses will be graded on a check, check plus, check minus scale. A check plus receives 2.5 points, a check receives 2 points, and a check minus receives 1 point. If your response is completely inadequate or it is clear you did not actually do the reading, you will receive 0 points. You can write responses any weeks you choose. By the end of the semester, if you have earned 10 points, you have a perfect score on the reading responses. You may earn up to 2 extra points as extra credit. As an example, if you write a response for weeks 2, 4, 6, 8, and 10 and earn one check minus, two checks, and two check pluses, you will have 10 points. If you decide to write one more response week 13 and earn a check, then you will have two extra credit points.

YOU ARE RESPONSIBLE FOR DOING ALL ASSIGNED READING EVERY WEEK, REGARDLESS OF WHETHER OR NOT YOU ARE WRITING A RESPONSE ABOUT THAT READING.

Document Paper: You are required to write a 3 to 3 ½ -page analysis of one of the primary sources in this class in which you discuss what historians can learn from the source and how it connects to themes in this course. There are two paper deadlines in the course. You can choose to write your paper for either deadline. You are only required to write one paper. You must make your selection and sign up by Friday January 25. If you write a paper for the first deadline and do not get as high of a grade as you would like, you may then write a paper for the second deadline, and I will average the two grades. You must turn in a hard copy of your paper at the beginning of class on the due date and submit it to TurnItIn on Blackboard before class that day. Late papers will be assessed a 3% penalty per day.

For your paper, you need to choose one of the documents from the assigned primary documents. If you would like to write about a document that is in the book, but was not assigned, speak to me ahead of time. You will then write an analysis of the document. You will write an analytical essay that follows this format:
Page 1: Write an introduction to your paper, which includes a thesis statement describing your main points about the document. The thesis should generally answer the question: Why is this document important historically or what does this document tell students of history about its time period? The rest of the page should describe the argument of the document and the purpose of its writer(s). Quote the most compelling phrases in the document and explain their importance.

Page 1.5-2: Contextualize the document. Explain what the document tells about the time during which it was written. What do we learn about American society, politics, and culture from the chosen document? What do we learn about the hopes, fears, visions, and frustrations of the era during which the document appeared? This is the heart of your paper. Your main arguments in this section should be encompassed in your thesis. They should also be YOUR arguments, i.e. you are no longer summarizing the document here. You are explaining what the document says about history. In this section, you must draw on both lecture materials and the essays from your textbook to support your arguments about the document.

Page 3: Expand on the document as a historical source. Analyze how the document might give an inaccurate view of history and/or what other information you need to have a more complete or compelling account of the historical period. What other types of primary sources might be useful to understand the topic better? How could this source tell us more about society, politics, and culture in the United States at that time? For example, your source might give us a good view of one experience of Reconstruction, but we would understand the period better with a second source. What perspective is missing? Or describe inaccuracies and misleading statements in the document. You are not being asked to critique the document from an ethical or moral stance, but critique its usefulness for understanding history. Here, you will need to draw on the textbook, lecture materials, or other documents as well. Finally, conclude the paper on this page as well.

Additional requirements: Your paper needs to be typed, double-spaced, 12 point, Times New Roman Font, with 1 inch margins. It should have a title, your name, and section number single-spaced on page one (and nothing else. You don’t need a half page title section!). It should be in formal, academic style (no first person, etc). It should also contain proper citations (either footnotes or in-text citations are fine). You MUST cite the document, your textbook, AND lecture in order to complete this assignment well. Please consult the paper checklist and/or the writing well powerpoint available on Blackboard for additional writing tips. Feel free to come by my office or visit the writing center for additional assistance. It is highly recommended that you have a friend proofread your paper or that you read it aloud to yourself to proofread before turning it in as both content and writing style are part of the assessment.

Midterms and Final Exam: These exams will be completed in class on February 11 and March 25. Please consult the schedule at the end of this syllabus for the final times. Exam formats may vary, but will consist of a combination of matching, short answer questions of various types.

Extra Credit: You can earn up to 6 points of extra credit in this class. (These are percentage points added to your final grade). There are four ways to earn extra credit. Each is worth 2 points. You can do up to three of them. Your options are:

1. Write extra reading responses. See the reading response section above.
2. Visit Dr. Lamberson in her office hours during weeks 1 through 7 for a 5-10 minute visit to introduce yourself and discuss how the class is going.
3. Listen to an episode of the Backstory Radio podcast and write a 1.5 page summary and response (see blackboard for further instructions). Turn in via TurnItIn by the last day of class.
4. Attend a history department public lecture, see Blackboard for schedule. Write a 1 page summary and response within 1 week of the event. Turn it in via TurnItIn.
Policies:

Attendance: As regular attendance is necessary to achieve student learning outcomes it is the policy of the History Department that missing more than 20 percent of the course (6 absences in a 75 minute TTR course, 9 absences in a 50-minute MWF course) will result in a reduction of one full letter grade when calculating the final course grade. You are responsible for making sure you are properly signed in.

Academic Integrity: Plagiarism of any sort will not be tolerated. Plagiarism includes both copying another person or sources work word for word without proper citation AND using the ideas of another person or source without proper citation. (This includes internet sources). 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. This includes (but is not limited to) the use of cell phones. The use of a cell phone during an exam will result in automatically failing the exam. I will assume you are using the phone to cheat if you are using it in any matter during the exam. Turn your phone off, leave it at home, or leave it at the front of the room to avoid suspicion.

Signing in for someone else or having one sign in for you qualifies as cheating. It will result in a zero for your participation grade in the course.

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.

The Classroom Environment: Please be respectful of your classmates and professor. This includes arriving on time, not disrupting the class if you are late or must leave during class, turning off cell phones and other electronic devices, and using laptops for note taking purposes only. Violation of the laptop policy may result in your no longer being allowed to use a laptop in class. Additionally, please be respectful of your classmates’ opinions and views during class discussion. Disagreement should be voiced with respect in all cases.

Make-Up Exam Policy: Students must have a documented reason to miss an examination and should contact the professor before the scheduled examination. The make-up examination will differ from the classroom examination. Make-up examinations will be administered in the professor’s office. If you miss an exam without prior permission, you must contact me within 48 hours of the exam to discuss the reason for your absence and possibility of making up the exam. After 48 hours, you will receive a zero.

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. The Student Learning Outcomes are explicated below.

Assessment of Student Learning Outcomes will be by a standardized pre- and (embedded) post-test, as well as by a writing rubric, included at the end of this syllabus.

- 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 in-class 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 discussed in class and noted via email). Reading assignments: The assigned essays and documents are listed below for each week. Always read the italicized introduction to the related chapter and the “questions to think about” sections. You should read over the “documents” introduction as well, focusing on the numbers you will read. Then, you are reading a selection of the documents and the essays in the chapter as listed.

**Week 1—Civil War and Reconstruction**
1/14, 1/16, 1/18  
*Major Problems: Chapter 1 All Essays*

Chapter 1 Documents:
- 3. Louisiana Black Codes Reinstates Provisions of the Slave Era, 1865
- 4. Congressman Thaddeus Stevens Demands a Radical Reconstruction, 1867
- 8. Lucy McMillan, a Former Slave in South Carolina, Testifies About White Violence, 1871
- 9. Francis Miles Finch Mourns and Celebrates Civil War Soldiers from the South and North, 1867

**Week 2—American Expansion**
No class Monday, 1/23, 1/25  
*Major Problems: Chapter 2 All Essays*
Chapter 2 Documents:

- 4. Commissioner of Indian Affairs Recommends Severalty and Discusses Custer, 1876
- 5. Chief Joseph (Nez Perce) Surrenders, 1877
- 6. Chinese Immigrants Complain to Their Consulate, 1885

Week 3—Industrialization and the Gilded Age
1/28, 1/30, 2/1

Major Problems: Chapter 3 All Essays
Chapter 3 Documents:

- 3. Poet Emma Lazarus Praises the New Colossus, 1883
- 4. Immigrant Thomas O’Donnell Laments the Worker’s Plight, 1883

Week 4—Turn of the Century Imperialism and Race at Home
2/4, 2/6, 2/8

Major Problems: Chapter 4 All Essays
Chapter 4 Documents:

- 3. President William McKinley Asks for War to Liberate Cuba, 1898
- 5. Filipino Leader Emilio Aguinaldo Rallies His People to Arms, 1899
- 6. The American Anti-Imperialist League Denounces U.S. Policy, 1899
- “John Marshall Harlan, Dissent in Plessy v. Ferguson (1896),” ON BLACKBOARD

Week 5—Rise of Mass American Culture and the Progressive Era
2/11, 2/13, 2/15

Midterm Exam 2/11

Major Problems: Chapter 5 Essays
Chapter 5 Documents:

- 1. W. C. T. U. Blasts Drinking and Smoking, and Demands Power to Protect, 1883
- NAACP Founder W. E. B. DuBois Denounces Compromise on Negro Education and Civil Rights, 1903
- Journalist Lincoln Steffens Exposes the Shame of Corruption, 1904

Week 6—World War I
2/18, 2/20, 2/22

Major Problems: Chapter 6 All Essays
Chapter 6 Documents:

- 4. A Union Organizer Testifies to Vigilante Attack, 1917
- 5. Wilson Proposes a New World Order in the “Fourteen Points,” 1918
- 7. Egyptian Leaders Cheer On Woodrow Wilson, 1919
- 8. A Negro Leader Explains Why Colored Men Fought for America, 1919

Week 7—The Twenties
2/25, 2/27, 3/1

Group 1 Paper Due 2/25

Major Problems: Chapter 7 All Essays
Chapter 7 Documents:
- 2. Radio Broadcast: “Modern Church Is No Bridge to Heaven,” 1923
- 3. Defense Attorney Clarence Darrow Interrogates Prosecutor William Jennings Bryan in the Monkey Trial, 1925
- 5. Margaret Sanger Seeks Pity for Teenage Mothers and Abstinent Couples, 1928
- 6. The Automobile Comes to Middletown, U.S.A., 1929

Week 8—The Great Depression
3/4, 3/6, 3/8
Major Problems: Chapter 8 All Essays
Chapter 8 Documents:
- 1. President Herbert Hoover Applauds Limited Government, 1931 222
- 2. The Nation Asks, “Is It to Be Murder, Mr. Hoover?” 1932
- 4. President Franklin D. Roosevelt Says Government Must Act, 1933
- 8. John Steinbeck Portrays the Outcast Poor in The Grapes of Wrath, 1939

3/11-3/15—Spring Break, No Classes

Week 9—World War II
3/18, 3/20, 3/22
Major Problems: Chapter 9 All Essays
- 4. Roosevelt Identifies the “Four Freedoms” at Stake in the War, 1941
- 5. Canadian-Japanese Mother Writes About Her Coming Internment, 1942
- 6. Office of War Information Shows What GIs Are Fighting for: “Freedom from Want,”
- 9. Senator Lyndon Johnson Defends a Mexican American Killed in Action, 1949

Week 10—The 1950s
3/25, 3/27, 3/29
Midterm Exam 3/25
Major Problems: Chapter 10 Lafeber Essay
Major Problems: Chapter 11 All Essays
Chapter 10 Documents:
- 3. Diplomat George F. Kennan’s Telegram Advocates Containment, 1946
- 8. Senator Joseph McCarthy Describes the Internal Communist Menace, 1950
Chapter 11 Documents:
- 5. Harlem Disc Jockey Counters Racist Opposition to Rock ‘n’ Roll, 1956
- 9. Feminist Betty Friedan Describes the Problem That Has No Name, 1963

Week 11—The Civil Rights Movement
4/1, 4/3, 4/5
Major Problems: Chapter 12 All Essays
Chapter 12 Documents:
- 4. The Supreme Court Rules That Segregation Causes Psychological Harm in Brown v. Board, 1954
- 6. Nation Horrified by Birmingham Church Bombing, 1963

Week 12—LBJ, Vietnam, and “The Sixties”
4/8, 4/10, 4/12
Major Problems: Chapter 10 Lawrence Essay
Major Problems: Chapter 13 Essays
Chapter 10 Documents:
- 2. Independence Leader Ho Chi Minh Pleads with Harry Truman for Support, 1946

Chapter 13 Document:
- 2. Students for a Democratic Society Advance a Reform Agenda, 1962
- 7. Rock Band “Country Joe and The Fish” Lampoons Middle Class Values and the Vietnam War, 1968

Week 13—Nixon and the Rise of Conservatism
4/15, 4/17, 4/19

Group 2 Paper Due 4/15

Major Problems: Chapter 14 All Essays
Chapter 14 Documents:
- 2. Senate Airs Dirtiest Secrets of Cold War, 1975
- 5. Reverend Jerry Falwell Summons America Back to the Bible, 1980

Week 14—The Cold War’s End and New Battles Begin
4/22, 4/24, 4/26

Major Problems: Chapter 15 All Essays
Chapter 15 Documents:
- 2. President George H. W. Bush Pronounces the Cold War Over, 1990
- 4. Two Workers Flee the Inferno in the Twin Towers, 2001
- 6. ACLU Warns Against the “Patriot Act,” 2002

Week 15—1990s and the War on Terror
4/29, 5/1, 5/3

Major Problems: Chapter 16 All Essays
Chapter 16 Documents:
- 1. A Unionist Blasts the Export of Jobs, 1987
- 3. Activists Demand “No Globalization Without Representation,” 1999
- Planet Money T-Shirt project reading. See Blackboard

Final Exams:
110, Monday, May 6, 8:00am
130, Wednesday, May 8, 8:00am
120, Monday, May 6, 10:30am