HISTORY 1302: United States History since 1865  
Angelo State University  
Course Syllabus, Summer II, 2019  
Time: MTWRF, 10-11:45 am  
Location: A221

Instructor: Dr. Jonathan Graham  
Office Hours: 9-10 am, MWF, and by appointment  
Office: 210C  
Phone: 325-942-2157  
email: jonathan.graham@angelo.edu

**Course Objective:** 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 end of the Civil War.
- Students will be able to analyze the relationship among American economics, politics, demography, and social structure in the above-stated period.
- 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.

**Suggested Texts:**

The bulk of the reading will come from primary and public domain sources, links to which will be made available on Blackboard.

There is no standard textbook for this course. A free online textbook, however, has been made available by the University of Houston. This could certainly help when preparing for exams, or for additional context. The text can be found at: [http://www.digitalhistory.uh.edu/index.cfm](http://www.digitalhistory.uh.edu/index.cfm).

If desired, another text that students can purchase and profit from reading is Divine, Robert A., Breen, T.H., et al., *The American Story: Since 1865, Vol. 2, 5th ed.*

**Course Requirements:**

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<tr>
<th></th>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>Midterm</td>
<td>A</td>
<td>90% or above</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>Class Participation/Attendance</td>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>(blue book, short identification, and essays)</td>
<td>F</td>
<td>below 60%</td>
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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 construction 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.

Rubric for Assessing Core U.S. History Essays for achieving desired student learning outcomes:

**Component 1: Thesis/Argumentation**

Points Criterion

1. There is no thesis, there are multiple theses, or what there is of an argument is not developed
2. There is the outline of a thesis or argument, but requires further elaboration.
3. There is a clearly developed argument

**Component 2: Supporting Evidence**

Points Criterion

1. There are no specific textual evidence provided and no evidence of having done any reading and assimilating of secondary or—if applicable—primary source.
2. There are few textual examples given, but more specific evidence and citation is needed to develop the paper fully.
3. There is ample textual evidence used where appropriate to bolster thesis
Component 3: Clarity/Quality of Composition

1. There is no indication that the student has command of the basic requirements of clear/quality composition. Three basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2. 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. The written work follows the basic requirements of clear/quality composition.

Component 4: Organization of Paper

1. The student cobbled together incoherent or rambling sentences and paragraphs with little consideration for organizing a clear, developed essay that could be easily followed by a reader.

2. The student partially succeeded in composing essay. More improvement in order and logic of flow is needed.

3. The student has written a well-organized, coherent, and logically-flowing paper.

Component 5: Historical Sense

1. 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. 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.

3. 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.
**Academic honesty.** Do your own work and don’t cheat. Not only does cheating blemish one’s character and diminish personal integrity, you will be found out and disciplined accordingly, in compliance with the ASU Student Handbook’s Academic Honor Code ([www.angelo.edu](http://www.angelo.edu)). Plagiarism will result in automatic failure of the class and a report to the administration.

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

**Attendance and class conduct**

*Excused and Unexcused Absences.** Attendance is mandatory. Each student is allowed two unexcused absences before points are taken from their participation grade. Excused absences, as defined in the Student Handbook, will not count toward the maximum allowable absences. However, **POWERPOINTS AND/OR NOTES WILL NOT BE PROVIDED.** I will discuss the general themes of the classes you missed, but I WILL NOT REDELIVER THE LECTURE TO YOU. Textbooks addressing these and other topics are available in the library; another traditional, but possibly less reliable, method is to make friends with your classmates and get notes from them.

*Student Absence for Observance of Religious Holy Day.** Students may request an absence in advance, as per Texas Education Code, §51.911, which states:

1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
2. 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.
3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

*In-class conduct.* A warm body in a chair does not attendance make. Preparation, punctuality, and presence of mind are also required. Several policies will be employed to facilitate informed engagement and minimize distractions. Doing both is especially important in this course, given that lecture will be the primary source of information.

- Except for occasions when the class is opened up for discussion, please refrain from talking.
- Turn off cell phones, and do not answer them while in class.
- LAPTOPS ARE NOT PERMITTED—writing is far superior for memory retention, and laptops are proven distractions.
• Please do not photograph Powerpoint slides. Once again, note-taking with pen and paper is far better than stopping to snap a picture of the slides; you’ll also miss important information from the lecture. THE SLIDES, MOREOVER, ARE INTENDED AS LEARNING AIDS/OUTLINES; MUCH OF WHAT IS ON THE EXAMS WILL NOT BE ON THE SLIDES.

Make-Up Exam Policy. Students must have a documented reason in order to miss or make up an examination. The make-up examination, differing significantly from that given to the rest of the students, will be administered in the instructor’s office. You must come to me within two class days to schedule a makeup exam, or you will receive a zero.

Questions? Please feel free to contact me via email, or stop by during my office hours.

Tentative Class Schedule

Week 1

7/8 Introduction
7/9 Civil War and Reconstruction
7/10 Westward Expansion
7/11 Western Culture and Society
7/12 Industrial Expansion

Week 2

7/15 An Urbanizing America
7/16 The Gilded Age
7/17 America and Empire
7/18 The Progressive Era
7/19 Midterm

Week 3

7/22 World War I
7/23 The Roaring Twenties
7/24 The Great Depression
7/25 The New Deal
7/26 The United States in World War II

*Written assignment due at the beginning of class

*Last day to drop or withdraw, 7/26

Week 4

7/29 The Cold War
7/30 The Eisenhower Years
7/31 Kennedy, LBJ, and the escalation of the Cold War
8/1 Civil Rights Movement
8/2 Politics and Social Change in the 1960s
**Week 5**
8/4 From Nixon and Watergate to the Reagan Revolution
8/5 Current Events
8/6 Final

*Final Exam:* Wednesday, August 7, 10-11:45 am.