Instructor: Dr. Jonathan Graham
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"A person who won't read has no advantage over one who can’t read." —Mark Twain

"Things ain’t what they used to be and never were.” —Will Rogers

Course Objective: The objective of this course is to provide an introductory-level survey 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 that synthesizes assigned readings and/or lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.

Texts:

OpenStax US history, an open-source, online textbook from Rice University. Links to the primary sources will be made available on Blackboard.

Course Requirements:

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<tr>
<th>Course Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
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<td>Exam 2</td>
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<tr>
<td>Final</td>
<td>20%</td>
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<td>Essay</td>
<td>15%</td>
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<tr>
<td>Primary Source Response Papers</td>
<td>15%</td>
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<tr>
<td>Class Participation/Attendance</td>
<td>20%</td>
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<tr>
<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>F</td>
<td>below 60%</td>
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Attendance and class conduct

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.

- 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 POWERPOINTS, MOREOVER, ARE INTENDED AS LEARNING AIDS/OUTLINES; WHAT IS ON THE EXAMS IS NOT LIMITED TO THE INFORMATION GIVEN IN THE SLIDES.

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

Excused and Unexcused Absences. Attendance is mandatory. Each student is allowed four unexcused absences before points are taken from their participation grade. Excused absences as defined in the Student Handbook, however, will not count toward the maximum allowable absences. In the event of an absence, 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 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

Make-Up Exam Policy. Students must have a documented reason in order to make up a missed 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.

*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.

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

**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.

**Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, you are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:
You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**Essay and primary source response papers**

Primary source response papers will be due roughly once every three weeks, as marked on the course schedule. The responses will be one typed page, double-spaced, for each of the documents provided, and are due by the beginning of class the day they are due.

One formal essay is required for this class, on a topic that will be provided. All essays must be formatted correctly—double-spaced, 12-point font (Times New Roman), normal tab indention to begin paragraphs, etc.—and submitted in paper format, as well as on [Blackboard](http://Blackboard) by the beginning of the class on the day it is due. The rubric I use to grade the essays is provided below:

**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
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.
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.

Course Schedule

Week 1
1/14 Introduction
1/16 The End of the Civil War and Reconstruction
Read: OpenStax, Chapter 15

Week 2
1/21 The Grant Years to the Compromise of 1876
1/23 Westward Expansion and Society
Read: OpenStax, Chapters 16 and 17

Week 3
1/28 Industrial Expansion
1/30 An Urbanizing America
First primary source responses due
Read: OpenStax, Chapters 18 and 19

Week 4
2/4 The Gilded Age
2/6 America and Empire
Read: OpenStax, Chapters 20 and 22

Week 5
2/11 The Progressive Era
2/13 Discussion and Review
Read: OpenStax, Chapter 21

Week 6
2/18 Exam 1
2/20 World War I
Read: OpenStax, Chapter 23

Week 7
2/25 World War I, continued
2/27 The Roaring Twenties and the Jazz Age
Second primary source response paper due
Read: OpenStax, Chapters 23 and 24
Week 8
3/3 The Great Depression
3/5 The New Deal
**Read:** *OpenStax*, Chapters 25 and 26

SPRING BREAK, NO CLASSES, MARCH 9-13

Week 9
3/17 World War II
3/19 The US at war: Mobilization to V-J Day
**Read:** *OpenStax*, Chapter 27

Week 10
3/24 Review/Film
3/26 **Exam 2**

Week 11
3/31 The Cold War
4/2 The Eisenhower Years
**Third primary source response paper due**
**Read:** *OpenStax*, Chapter 28

Week 12
4/7 Civil Rights Movement
4/9 Politics and Social Change in the 1960s
**Read:** *OpenStax*, Chapter 29

Week 13
4/14 Troubles foreign and domestic: Vietnam and the Global Cold War
4/16 Part II and Discussion
**Read:** *OpenStax*, Chapter 30

Week 14
4/21 Richard Nixon and Watergate
4/23 The Reagan Revolution
**Read:** *OpenStax*, Chapters 31 and 32

Week 15
4/28 Current Events
**Essay due by the beginning of class**
4/30 Review

**Final Exam:** Tuesday, May 5, 1-3 pm.