COURSE DESCRIPTION
History and the past are not the same thing. The past is everything that came before us, every war and every paper cut. History is the interpretation of that past, the sifting, organizing, and "making sense" of people, mostly dead, and events, mostly over.

Because this is a history class, then, it has an interpretative scheme, a set of principles that guided the sifting, the organizing, and the making sense—and I think it is only right that I lay such principles out at the beginning. I believe that history is composed, finally, of life stories.

We will spend considerable time in this course examining America's evolution from an atomized nation struggling to rebuild itself in the wake of the Civil War to its ascendance as the dominant global superpower of the twentieth century. We will examine major events like the Great Depression and the Civil Rights Movement. We will examine major trends like industrialization and globalization. But we will never forget that individual men and women lived in and through these events and trends, shaping them—shaped by them in turn—and teaching us one of history's most enduring lessons: The past may shape and constrain us—and we must therefore respect and understand it—but it cannot tell us who we are, much less who we will be. There is much that remains for us to decide.

READING LIST
The following books are required reading and will be available online. I will also add required supplemental readings throughout the semester at my discretion, all of which will be posted on our Blackboard class page.

*U.S. History from OpenStax* (abbreviated on the schedule as “OS”, [www.openstax.org/details/us-history](http://www.openstax.org/details/us-history)). *Available in web view and PDF for free. You can also choose to download on iBooks/Kindle, or get a print version from OpenStax on Amazon.com

*The American YAWP Reader, Volume II: After 1877* ([www.americanyawp.com/reader.html](http://www.americanyawp.com/reader.html)) (abbreviated on the schedule as “YAWP”)
COURSE OBJECTIVES

Texas Higher Education Coordinating Board Exemplary Educational Objectives for Social and Behavioral Sciences

The objective of a social and behavioral science component of a core curriculum is to increase student knowledge of how social scientists discover, describe, and explain the interactions among individuals, groups, institutions, events, and ideas. Such knowledge will allow you:

- To examine historical processes across a range of time periods and cultures
- To analyze the effects of social, political, economic, and global forces on this nation
- To understand the evolution and current role of the U.S. in the world
- To identify and understand differences and commonalities within diverse cultures

Learning Outcomes

Here are my primary goals for this course:

- To forge a connection between students and the complicated and messy history from which we’ve emanated. By doing so, students will gain new insights into the modern world around them.
- To assemble and improve on a toolbox of skills students will need to succeed in college (and life): how to take notes, how to study, and how to read secondary and primary texts with a discerning and critical eye.
- To understand the notion of “citizenship” in our nation’s history—how it has been defined, reshaped, and contested by various groups over time.
- To develop a rudimentary grasp of the major flashpoints and alterations that have shaped the modern United States.

COURSE REQUIREMENTS

Effort

Your experience in this class will be determined primarily by the amount of effort you put into it. If you do the required reading, attend class regularly, participate regularly in discussions, take good notes, review your notes, develop independent insights into the course material, and treat the in-class writing assignments as opportunities to think critically and carefully, you will receive a grade commensurate with your effort. Please note that on Blackboard I have posted helpful tips on how to take notes, improve your studying, and develop the skills needed to get an A in this class. (See: "Get an A" on our Blackboard “Content” page)

Things You Need To Do Outside Of Class

The online home for this class is on the Blackboard website. This is where I will post announcements, study guides, additional readings, and grades. It is your responsibility to check Blackboard at least once a day. You will also be expected to check your university email regularly. Speaking of email...
How To Get In Touch With Me

Email is the best way to get in touch with me. Of course, you may drop by during office hours, but I always prefer that you email me beforehand so I can better prepare for your questions. Between the hours of 9:00 a.m.-5:00 p.m. Monday-Friday, I aim to answer student emails within 24 hours. Generally, emails sent after 4:00 p.m. will be answered the followed day. Emails sent over the weekend (Saturday and Sunday) will be answered on Monday. I will not respond to email on university holidays. If you have not heard from me and 24 hours have passed, you may send the email again and in the subject line put “Second Notice”, “Second Attempt” etc.

Make Up Policy

All students are expected to turn in all assignments on time and attend all exams at their regularly-scheduled times. It is vitally important that, in the event you are absolutely unavailable to take an exam, that you inform me prior to the exam. Please note that make-up exams will never be given without a good reason. A “good reason” is essentially limited to University-sanctioned absences, certain overlapping exams, deaths in the family, and severe illness or injury. Additionally, I will require written evidence for a makeup exam which meets the above conditions, and I cannot allow make-ups to accommodate work or vacation schedules, “oversleeping” and missing part/all of an exam, non-functioning alarms, car trouble, etc.

Electronics Policy

There will be no laptop or cell phone usage allowed during class. If you have a disability that requires usage of a laptop computer, contact the Office of Student Affairs (studentaffairs@angelo.edu) and have them furnish written documentation stating your required need.

Disruptive Behavior

I have the right and responsibility to maintain classroom order and to make public or private requests that you refrain from any actions that I regard as disruptive behavior. If you disrupt class, I may ask you to leave, mark you absent, and penalize you for work missed as a result of that absence. This includes disruptions caused by devices such as laptops, tablets, and cell phones. Ask permission before using such devices in class, use them only in class-appropriate ways, and silence them while class is in session.

HELP OUTSIDE THE CLASSROOM

Office Hours

No one ever comes to office hours, it’s sad. And yet, they can be incredibly helpful. I’m in my office every day from 11am-12pm (and by appointment, just email me to find a different time), ready to answer any questions about course policies, help fill in the blanks from the notes you just took, provide a nudge in the right direction when you’re confused about a term on a study guide or a requirement on an assignment, to look at first, second, or third drafts of an essay, or to discuss how to improve on future test scores. Whatever it is, I’m here. I highly encourage every student to visit during office hours early on in the semester to introduce yourself so I can put a face with a name and answer any questions you may have about the course.
**Academic Tutoring**
Angelo State University provides free tutoring, writing support, and supplemental instruction to all ASU students. The ASU Tutor Center is located in the Library 3rd floor, Room 328, 325-486-6369. Students are seen on a walk-in basis, no appointments are necessary. If you cannot make it into the Tutoring Center, you can even schedule an online tutoring session.

The Writing Center (located in the Porter Henderson Library, Room 324) is staffed by specially selected and trained graduate assistants and peer tutors who offer one-on-one conferences about writing and reading. The Writing Center serves all ASU undergraduate and graduate students. They work with students from any discipline, at any skill level, and on any stage of the writing or reading process. The Writing Center tutors also provide feedback on scholarship, job, or graduate school applications.

Visit ASU’s [Academic Tutoring website](#) and the [Writing Center](#) website for more information.

**Academic Advising**
Angelo State University encourages you to attend an advising session to ensure that you are taking courses that will allow you to progress toward graduation.

Visit ASU’s [Undergraduate Academic Advising website](#) for more information.

In addition, ASU’s Students with a Goal (SWAG) promotes lifelong student success by providing innovative resources to ASU students. SWAG is committed to helping students picture, plan, prepare, and pursue their academic goals to become successful students and professionals. Visit the [SWAG website](#) for more information.

**First Generation Programs**
ASU’s First Generation Rams program helps students who will be the first in their family to graduate from college. The purpose of the program is to help them make a smooth transition from high school to college life as well as get adjusted to Angelo State University and San Angelo.

The program helps track students’ academic progress and addresses any needs that arise so they stay on the path to graduation. We promote campus involvement and encourage participation at campus events and activities.

Students have the opportunity to be paired with a mentor and have one-on-one or group meetings with the program coordinator. Student workshops are also held periodically to provide more information on academic success topics.

Visit their [website](#) and [program guide](#) for more information.

**Counseling Services**
Counseling Services at Angelo State University provides short-term therapy to ASU students. Whether you are suffering from issues like depression, anxiety, adjustment issues, relationship problems, academic concerns, emergencies or trauma, Counseling Services are here to help.

Visit their [website](#) for more information.
UNIVERSITY POLICIES

General Policies Related to this Course
All students are required to follow the policies and procedures presented in these documents:
- Angelo State University Student Handbook
- Angelo State University Catalog

Student Disability Services
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. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Ms. Dallas A. Swafford
Director of Student Disability Services
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center 112

Absences for Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The College of Science and Engineering adheres to the Statement of Academic Integrity
Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

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:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at 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.
GRADING

Breakdown

<table>
<thead>
<tr>
<th>Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Exam I</td>
<td>25%</td>
</tr>
<tr>
<td>Exam II</td>
<td>25%</td>
</tr>
<tr>
<td>Exam III</td>
<td>25%</td>
</tr>
</tbody>
</table>

Quizzes

There will be 7 “quizzes” given randomly throughout the semester. These quizzes may be given as in-class reading responses or as online quizzes via Blackboard. At the end of the semester, your two lowest quiz scores will be dropped. Because you are given these two “freebies,” there will be no make-up quizzes offered for any reason.

Exams

There will be three multiple-choice exams, each covering approximately one-third of the course material, each worth 25% of your final grade.

Attendance

I expect students to attend and participate at every class session and, accordingly, I will take attendance every day. I will call roll for the first several weeks of class. After that, an attendance sheet will be passed around at the beginning of each class session. Make sure that you sign the sheet, even if you arrive late, or you will be counted as absent for the day.

If you miss class, get notes from a classmate and come to me with any questions after you’ve reviewed the material. I will allow you to have up to FOUR absences without any penalty and you do not need to provide a note or reason that you did not come to class. After four absences, I will begin taking points off your final grade. On the other hand, should you have 2 or less absences this semester, you will be rewarded. Please consult the following chart for more details:

<table>
<thead>
<tr>
<th>Absences</th>
<th>Consequence for Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>1 percentage point added to final grade</td>
</tr>
<tr>
<td>3-4</td>
<td>Points neither added nor subtracted</td>
</tr>
<tr>
<td>5-8</td>
<td>5 percentage points subtracted from final grade</td>
</tr>
<tr>
<td>9+</td>
<td>1 full letter grade subtracted</td>
</tr>
<tr>
<td>Every 3 absences after your 9th</td>
<td>Another letter grade subtracted</td>
</tr>
</tbody>
</table>
Participation
You are expected to be an engaged and active member of the class. After each class period, I will make notes on that session’s participation. The sum total of these notes will determine your class participation grade (which accounts for 10% of your final grade). I will employ the following criteria when determining scores:

- A—especially thoughtful and insightful comments on a regular basis
- B—good comments and questions on a regular basis
- C—good comments and questions but only sporadically
- D—rarely offering comments or questions
- F—never vocally participating

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90.0</td>
</tr>
<tr>
<td>B</td>
<td>89.99-80.0</td>
</tr>
<tr>
<td>C</td>
<td>79.99-70.0</td>
</tr>
<tr>
<td>D</td>
<td>69.99-60</td>
</tr>
<tr>
<td>F</td>
<td>59.99-0</td>
</tr>
</tbody>
</table>

SCHEDULE OF CLASSES

*Changes to the Syllabus/Schedule*
The course syllabus and schedule are subject to change. When such changes occur, I will notify you as far in advance as practical and, if applicable, will explain how the changes will affect the calculation of your final grade. If you miss class time, it is your responsibility to get notes from a classmate and find out if you missed any announced changes to the syllabus or important deadlines while you were away.

*A Note on “Required Reading”*
When it says Required Reading underneath a particular date, that means you should have that reading done before class starts at the end of each week (in other words, Thursday)

**Week 1 (January 14, January 16): Reconstruction from the Top Down**
- Required Reading: OS 16.1-16.4

**Week 2 (January 21, January 23): Reconstruction from the Bottom Up**
- Required Reading: YAWP 15, “Reconstruction”
Week 3 (January 28, January 30): The New South and the American Wests
  • Required Reading: OS 17.1-17.5, YAWP 17, “Conquering the West.”

Week 4 (February 4, February 6): Workers, Immigrants, and Cities

Week 5 (February 11, February 13): Angry Farmers and Do-Gooder Reformers
  • Required Reading: OS 20.1-20.4, OS 21.1-21.4
  • **EXAM 1 ON THURSDAY, FEBRUARY 13TH**

Week 6 (February 18, February 20): The World Goes to War (and America joins in)

Week 7 (February 25, February 27): “All that Jazz” vs. “That Old Time Religion”
  • Required Reading: OS 24.1-24.4, YAWP 22, “The New Era”

Week 8 (March 3, March 5): America Gets Depressed (but makes a New Deal)

Week 9 (March 10, March 12)
  • NO CLASS, SPRING BREAK

Week 10 (March 17, March 19): The World Goes to War (Again?!)

Week 11 (March 24, March 26): America Gets a New Kitchen (and you get an exam)
  • **EXAM 2 ON THURSDAY, MARCH 26TH**

Week 12 (March 31, April 2): The Second Reconstruction (cause we didn’t get it right the first time)

Week 13 (April 7, April 9): Years of Hope, Days of Rage—The Sixties

Week 14 (April 14, April 16): The Future is Female—Rights Revolutions of the 1970s
  • Required Reading: OS 30.1-30.5, YAWP 28, “The Unraveling”

Week 15 (April 21, April 23): Jimmy Carter Says Yes! (And Ronald Reagan Says No)
  • Required Reading: OS 31.1-31.4, YAWP 29, “The Triumph of the Right”

Week 16 (April 28, April 30): From Gen-X to Gen-Z
  • Required Reading: OS 32.1-32.4, YAWP 30, “The Recent Past”

EXAM 3, THURSDAY, MAY 7, 10:30AM-12:30 PM (IN OUR REGULAR CLASSROOM)