HIST 1302: History of the United States since the Civil War

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Angelo State University

Course Description/Overview

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

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.

- 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 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.

Course Construction (Any changes to this outline will be posted in the announcements section of the course).
Course Textbooks

Required Texts:

*American Yawp: A Massively Collaborative Open U.S. History Textbook*, 2019-20 edition, text and primary sources as assigned, [http://www.americanyawp.com](http://www.americanyawp.com). This course operates through 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 Structure and Requirements

This course is an online course. It is not a lecture course. Each week, you will be assigned a body of reading, a reading quiz, assigned primary sources and analysis, a documentary and analysis, and a discussion board in which to talk with the instructor and classmates about your insights and difficulties with each week’s material. During the semester, you will complete these assignments and three exams as specified in the syllabus.

You must be prepared to complete and participate in all of the above in order to succeed in the course. The course is not self-paced and you must keep up. You will complete each week’s assignment before considering the next week. You will not be allowed to work ahead. *Read this syllabus carefully and ask any questions you might have about the course NOW. If an online class is not for you, you need contact your class teacher/proctor to discuss your options.*

Grading Policies

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Unless specified the Due Date: is 11:59 P.M. Central Standard Time on</th>
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<tbody>
<tr>
<td>Weekly Work:</td>
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<tr>
<td>Reading Quizzes</td>
<td>10%</td>
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<tr>
<td>Primary Sources Response</td>
<td>10%</td>
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<tr>
<td>Documentary Response Paper</td>
<td>10%</td>
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</tr>
<tr>
<td>Module Discussion Board</td>
<td>10%</td>
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</tr>
<tr>
<td>End of Module 1 Exam</td>
<td>20%</td>
<td><em>End of Module 1 During class at your school on Wednesday.</em></td>
</tr>
<tr>
<td>End of Module 2 Exam</td>
<td>20%</td>
<td><em>End of Module 2 During class at your school on Wednesday.</em></td>
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Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 59% and below.

**Reading and Reading Questions**

See course calendar below for weekly reading assignments.

Each week you will complete a short quiz on the assigned reading. Each quiz must be completed in 15 minutes, but you’ll have two chances to get the grade you want. You will earn the highest grade whether it’s your first attempt or your second.

**Primary Sources Documents**

See course calendar below for weekly primary source document assignments.

Primary sources are materials produced by historical actors in their historical moment. That is, they’re produced by people who lived through the events we’re considering. That makes these documents extremely valuable to our understanding of history. You will read and analyze them, trying to make sense out of a world very different from our by seeing that world through their eyes. You will write a weekly response to these primary sources, explaining their relevance to our studies. I will offer prompts to help you get started each week.

**Documentary**

Each week you will watch a video that helps you interpret events under consideration that week. They may or may not be about a topic covered in the reading, but they nonetheless are important to the material assigned in the reading. They provide context and depth of understanding. You will write a weekly response to these documentaries. I will offer prompts to help you get started each week. Please recognize that a few of them are found on YouTube. As I’m sure you know, YouTube videos can disappear at any time. I’ll will work to stay ahead of any such eventuality. If a video disappears, I will change to another video and notify you via e-mail and/or class announcements.

**Discussion Board**

The discussion board is where we learn from each other and work through the historical material together. On the board, you can raise questions, make comments, or bring up new ideas about the material. I will offer commentary and questions to which you can respond. You should also bring up your own topics in the thread I start as well as respond to fellow classmates’ comments. I will offer prompts to help you get started each week.
The discussion boards are organized by module—so there will be three of them. Your grade is based on the frequency, regularity, and quality of your posts during each module. There is a rubric available on the discussion board site on Blackboard to help you get an idea of what I am looking for from a good discussion participant. Note that regularity matters. Posting 10 comments the last day of the unit is not the same as posting twice a week throughout the unit. I’m also looking for substantive discussions. Posting “I agree with so and so” is better than nothing, but not worth very much. Posting “I agree, because of X, Y, and Z. I found that information in the book when it discussed A topic and made B point” is much better. Finally, this is a professional environment. You need to be respectful of other people's views. Discussion boards are not formal papers, but they are also not text messages. Use complete sentences, proofread, and follow basic grammar rules. It is imperative that you capitalize proper nouns and names. It is imperative, as well, that you avoid text syntax in all your written submissions. These are formal writing assignments and require you follow rules of English grammar and syntax.

Exams

There are three exams in this course. There is one per Module (the end of week 5, week 10 and during finals). Though the last exam will be completed during finals week, it is just like the other three exams—it is not a cumulative exam. Each exam covers a third of the class material.

You CANNOT use the Internet, your phone, your friend, your mom, your dad, the textbook, or ANY other person/material than your brain on the exams. Any of the above is cheating. You can of course use any source for studying, however, answering a question word for word from any of the above sources constitutes cheating. Use your own words when answering short answer exam questions. The exams are timed and you cannot have extra time (except in cases of disabilities. See section on accommodations). Cheating results in a zero. You will take these exams during your class period assigned by your school for this class.

You must take the exams on the assigned days. Plan ahead so you can do so. There are no penalty-free makeup exams except in the case of a serious, extended, and documented emergency, medical appointment, or school-sanctioned day off or event.

Exams are multiple-choice. They will feature 50 questions. You will have your entire class period to complete each of them. All you really need to do for a good exam grade is read the text and primary sources, watch the videos, and understand them. If you're having trouble with any of that, speak to your teacher or write to me. To succeed in college, you must learn how to take multiple-choice exams as well as essay exams.

Feedback

Some of your weekly work is graded automatically (multiple choice questions for instance) and some of it I read and grade (any short or long answer that you type). I hand grade all exams, primary source responses, documentary responses, and discussion boards. You should be able to see your grades on every assignment in the Blackboard
Grade Center. You should also be able to see feedback from me on anything I grade. I’ll grade weekly work within a week. If you do not see your grades after a week, feel free to get in touch.

I will grade your overall Module participation at the end of the Module via a rubric (see Blackboard). You can see your rubric scores and my comments by going to your grade center and clicking on “view rubric.” You can view your individual exam question scores and my feedback by going to your grade center and clicking on the exam. This will take you to a screen that gives you an overview of your score. Click on the actual number of your score (under calculated grade) and you can see how you did on each question, including specific feedback from me, if applicable. You can view my comments on your analyses and mid-term papers by going to your grade center, clicking on the assignment, and then clicking on the little icon for “my paper.” When you see your paper, you need to be in the “grademark” screen. You can change screens at the top left. You should see comments in the text and in a box to the right. In almost all cases, you can also get to the feedback by clicking on the blackboard assignment in the original module.

Please do take the time to look at my feedback on your assignments. Each unit follows the same format, so looking at the feedback can help you improve your approach to the next unit. Feel free to email, call, or come to my office hours to discuss any feedback you have questions about. I’m here to help!

Rubrics
Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

| Discussion Rubric | Writing Assignment Rubric |

Late Work

Late Weekly Work
There is no credit for completing weekly work late without an approved extension. If you have a legitimate, documented reason you need an extension, contact me ASAP with your documentation. Plan ahead though. Having to work at your job on Friday when the work is due is not a good reason if you could have done the work Monday through Thursday. What about technical difficulties, you might ask? That’s a good question and you should anticipate glitches from time to time, the internet being what it is and available unequally to all. If you encounter a problem, you need to take screen shots and call IT to document any technical problems. You need to make every effort to get your technology to work and you need to show me you have done so and prove you could not get it to work for a technological problem extension. You are responsible for making sure you have access to working internet and the other basic technical requirements to complete this course.
Late Discussion Board
The discussion board works because you interact with each other and discuss the material. It is also an ongoing assignment. You cannot complete this task late, and there are no make-ups.

Late/Make-up Exams
If you have a valid, documented reason you cannot take an exam on time, contact me ASAP. Below on the course calendar you can find the dates the exams are scheduled so, if you have a commitment the day it is due, you can take it the day before. If you have a last minute multi-day hospital stay leading up to the day it is due, on the other hand, you should get a doctor’s note and contact me. If you don’t take an exam on time and don’t have a good excuse, then what? You fail the exam. Period.

Course Organization:

Course Structure

Any changes to this outline will be posted in the announcements section of the course. Textbook reading is listed below. All other weekly assignments are outlined in Blackboard by week. Each week’s assignments are due by Sunday at 11:59pm. Exceptions are noted below and in Blackboard. The material will remain visible to you after the deadline so you can study long after you can complete it for credit, but you will be unable to submit assignments. Module 1 will open the first day of class. Modules 2 and 3 will open a week before the module’s start date.

Module 1: A New America after the Civil War

Week 1—Reconstructing the Union, 1865-1877
Due: January 17, 11:59 p.m.
Chapter 15: “Reconstruction”

Week 2—Industrialization and its Effects in the Gilded Age
Due: January 24, 11:59 p.m.
Chapter 16: “Capitol and Labor”

Week 3—Westward Migration and Economic Development
Due: January 31, 11:59 p.m.
Chapter 17: “Conquering the West”

Week 4—Urbanization and the Gilded Age
Due: February 7, 11:59 p.m.
Chapter 18: “Life in Industrial America”

Week 5—A New Empire? Political Turbulence at the Turn of the Century
Due: February 14, 11:59 p.m.
Chapter 19: “American Empire”

End-of-Module 1
Deadlines Discussion Forum Closes February 14, 11:59 p.m.
Exam: February 19 during class at your school

Module 2: Reform and The World Wars

Week 6—Reform and The Progressive Era
Due: February 21, 11:59 p.m.
Chapter 20: The Progressive Era
Week 7—Politics, Society, and World War I
Due: February 28, 11:59 p.m.
Chapter 21: “World War I and its Aftermath”
Week 8—Escapism and Unprecedented Prosperity—The Roaring ’20s
Due: March 6, 11:59 p.m.
Chapter 22. “The New Era”

March 7 - 15 Spring Break
Week 9—The Great Depression and The New Deal
Due: March 20, 11:59 p.m.
Chapter 23: “The Great Depression”
Primary Source Analysis Paper Due March 20, 11:59 p.m.
Week 10—World War II and America’s Rise to Global Power
Due: March 27, 11:59 p.m.
Chapter 24: “World War II”
End of Module 2
Deadlines Discussion Forum Closes March 31, 11:59 p.m.
Exam: April 1 during class at your school

Module 3: Post-War America and Beyond War

Week 11—The Cold War at Home and Abroad
Due: April 3, 11:59 p.m.
Chapter 25: “The Cold War”
Week 12—Money, Civil Rights, and the Politics of Race, Class, and Gender
Due: April 10, 11:59 p.m.
Chapter 26: “The Affluent Society”
Week 13—Vietnam and the 1960s
Due: April 17, 11:59 p.m.
Chapter 27: “The Sixties”
Week 14—“There was Music in the Cafés at Night and Revolution in the Air”
Due: April 24, 11:59 p.m.
Chapter 28: “The Unraveling”
Week 15—Ronald Reagan and the Fall of the New Deal Order
Due: May 1, 11:59 p.m.
Chapter 29: “The Triumph of the Right”
End of Module 3
Deadlines Discussion Forum Closes May 1, 11:59 p.m.
Exam Wednesday, May 6 during class at your school

Communication
Office Hours/Contacting the Instructor

Dr. David P. Dewar

Office: Blackboard Collaborate (virtual office)
Telephone: 325-942-2324 (this is the ASU history office. Leave a message with your phone number there and the office coordinator will contact me. I will then contact you.
e-mail: david.dewar@angelo.edu
Office Hours: By appointment in my virtual office via Blackboard
Collaborate, available in the topic bar to the left of the Blackboard course pages. Virtual office hours should be scheduled in advance via the Blackboard e-mail option or regular e-mail noted above.

University Policies

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Plagiarism is the worst of academic crimes and will not be tolerated. Plagiarism includes both copying another person’s work word for word without proper citation AND using the ideas of another person or source without proper citation. (This includes internet sources). Additionally, lightly paraphrasing someone else’s work does not make it your own. You may not “collaborate” with fellow students in the class. If I see substantially identical responses or submissions, I will consider that plagiarism, as well. History, for better or worse, is a lonely enterprise. Historians often work alone in archives trying to come to grips with the problems presented by primary sources. Such is the case in a history class, as well. The time for questions of classmates and me is on the discussion board, not on a Thursday evening at home when two of you are working on the same material. **The penalty for plagiarism is an F for the course on the first offense.** If you don’t know what plagiarism is or require clarification, please contact me. Please know that I take this as seriously as I would my own health. I do not allow plagiarism, and I will call you out merely on the suspicion of plagiarism.

Cheating on exams will not be tolerated either. Exams are to be completed by the enrolled student in the allotted time without assistance from another person, book, website, or any other outside source. Answers that are word for word from an internet or published source are unacceptable. Any cheating will result in an F for the course on the first offense.

Accommodations for Disability
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 Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays
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.