HIST 1302 Syllabus:  
History of the United States, 1865-Present

Fall 2020, Angelo State University  
Instructor: Dr. Rebekah O. McMillan, PhD  
E-Mail: rebekah.mcmillan@angelo.edu  
Office Location: Academic Building 210D

Virtual Office/Student Hours: Tuesday 2-4 PM; Thursday 10 AM -12 PM; or by appointment

General Information

Description
The study of history is not merely an accumulation of facts and dates; rather it is a complex tapestry of overlapping studies that examine every facet of human life. This is an introductory History class exploring American life from 1865 to the present. This survey encompasses the constitutional, political, social and economic development of the United States Since 1865. This course will likewise endeavor to demonstrate the exchange of political, social, cultural, intellectual, technological, economic and religious aspects of life in an increasingly globalized world.

As America continues its unparalleled growth, our multicultural society appears ever more diverse. There is, however, a common thread uniting each of us - our collective past. United States history is the link to our uniqueness as a society. The United States History course is an overview of that commonality.

Course Objectives

I. Student learning objectives: 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.

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

The tools you will acquire in the course include:

1. **Critical Thinking:** This skill is the process of examining assumptions, discerning hidden values, evaluating evidence, and assessing conclusions. Students will learn an essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others.

2. **Historical Thinking:** Students will learn how to consider broad themes in the nuances and complexities of their historical contexts and how to apply historical learning to contemporary issues and questions.

3. **Interpretation of Evidence:** Students will learn to analyze primary sources to think about how they reflect the culture, politics, and society from the time in which they were created, and to evaluate their relevance to present-day understanding of earlier periods.
Contacting the Instructor
I am happy to correspond with students at any time. While I prefer students to meet with me directly and discuss any issues or questions they may have, email is also an option. When emailing please identify yourself and indicate the nature of the email in your subject line.

Please feel free to call me Dr. McMillan or Professor McMillan. I will communicate a lot via e-mail and will expect you to check your e-mail at least once daily. I tend to not check my e-mail after 8 pm.

COVID-19 Policies and Protocols
Angelo State University is committed to the health, safety, and well-being of the entire Ram Family and is following protocols recommended by local and state officials and the Centers for Disease Control. As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

What does that mean practically for the 2020 - 2021 school year?
1. What are the requirements for being on campus?
   * Face coverings that cover both the nose and mouth are required and must be worn by the entire campus community (students, faculty, staff, visitors, vendors and contractors) while on campus or in university facilities.
   * Students requesting an exemption will wear a clear plastic face shield instead of a facemask. Students needing this accommodation should register with Student Disability Services and provide the appropriate documentation supporting this request. No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event. For religious or any other exemption-related questions, students should contact the Office of Student Affairs.
   * Daily wellness screenings are required and can be completed at ramport.angelo.edu.
   * After completing the daily wellness screening, a badge will be generated with today’s date. This badge may be necessary to enter certain areas of campus, so have it handy on your phone.
   * Some areas on campus (hallways, stairwells, etc.) may offer directional signage to keep traffic moving in the same direction.
   * Signage will be placed throughout campus, both reminding you to socially distance, as well as note six-foot markers between you and the person in front of/beside you.

2. How will classes work?
   * Classroom capacities have been reduced to maximize social distancing.
   * Masks will be required in the classrooms, and students will be required to follow a seating chart.
   * Most classes will involve some combination of on-campus and online instruction.
   * Students are required to follow any directions given by Professors concerning individually assigned class dates in a hybrid format.
   * Students are encouraged to stay home if they are not feeling well; online lectures will be made available.
3. What will happen if somebody tests positive for COVID-19?
   * If a student tests positive, the relevant medical authorities will alert the university and the department chair.
   * At that point, the student will be isolated and quarantined, and everybody who has been in contact with that student will be asked to quarantine as well.
   * Students who are isolated following a positive test or who are quarantined because of exposure to a positive case will be allowed to continue their courses online.
   * Should an instructor or professor fall ill, the course will immediately move online.

4. What do I do if I think I might be sick?
   * If you have been in contact with anybody who has tested positive for COVID-19 and/or if you feel unwell, please stay home; online lectures will be made available.
   * If you have been in contact with anybody who has tested positive for COVID-19 and/or if you feel unwell, input this information into the wellness screening app to help the university keep up-to-date information about the health of the Ram Family.
   * Students who need additional screening can download and use the Shannon on Demand app to receive medical advice and to determine whether or not they need to be tested.
   * If you are living on campus and you need to self-isolate, you may be moved from your current residence hall to a self-isolation location on campus until you have met the CDC recovery guidelines.

Students must regularly check email and Blackboard for any changes that arise. Should it become necessary, courses may have to go online, and the professors or department chairs will provide all relevant information in such a case. The most up to date information on COVID-19 policies and procedures at Angelo State can be found here.

Course Requirements and Grades

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Grade Breakdown

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**Exams:**
There will be three semester-exams, one at the end of each Module. Each exam will consist of multiple choice, matching, and true/false questions. Questions will be based upon ideas, concepts, and key terms obtained from the course, including lecture materials, reading assignments, class discussions, and so forth. Students will be given a study guide for each Module Exam. Exams are NOT comprehensive.

**Make-Up Exams:** Only permitted if previously arranged with the instructor before the date of the exam. They are not recommended. There are no make-up exams for the Module 3 Exam.

**Alternative Time Request for Final Exam:** Students with three or more finals in a single calendar day period have the right to an alternative exam date. They must submit a formal request for an alternative date in writing, along with an official copy of their class schedule for verification purposes. Requests must be submitted two weeks before our scheduled final exam.

This course requires the use of LockDown Browser for all exams. Watch this short video to get a basic understanding of LockDown Browser. We will not be utilizing the optional webcam feature (which may be required for some other courses).

Then download and install LockDown Browser from this link: https://www.respondus.com/lockdown/download.php?id=199844803

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF).

Finally, when taking an online exam, follow these guidelines:
- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

**Essays:**
During the course of the semester you will be required to submit one historical writing analyses based upon *Warriors Don’t Cry*, the required book for the course. I will provide the prompts for these assignments on Blackboard. You will submit the essay as a PDF or Word Doc under the designated assignment tab on Blackboard.

**InQuizitive Activities:**
Weekly grades are based upon the completion of the InQuizitive activities that correspond with our weekly assigned textbook chapters. They can be accessed via direct link from our course Blackboard page.

Students will complete InQuizitive assignments for each Chapter covered in a week.

For more information on InQuizitive see the following video:
https://www.youtube.com/watch?v=bEr2ah0dSok
Online Activities:
We will have a variety of online activities throughout the semester that will range from watching a documentary and writing a response to participating in a discussion board which will is where we learn from each other and work through the historical material together.

Extra Credit Opportunities
All Extra Credit opportunities will be announced via Blackboard an/or email. Any written requirements for these extra credit opportunities are due via e-mail by 11:59pm the Friday before your Module 3/Final Exam.

Late Work Policy:
All assignments are due at the beginning of class. Assignments will be docked 10% for each day that they are late (i.e. a paper turned in one day late can earn no higher than a “B”, a paper two days late can earn no higher than a “C”, and so on.) Assignments will no longer be accepted for credit after 5 days following its due date.

Assignment Submission:
All assignments MUST be submitted through the corresponding link in the Blackboard course site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me and attach a copy of what you are trying to submit.

Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Course Materials


Course Schedule

The weekly schedule begins each Monday at midnight and ends the following Sunday at 11:59pm. All weekly assignments are under the corresponding “Modules” tab on Blackboard.

Week 1 (August 17-23)
Course Introduction, Syllabus & Schedule Overview

Week 2 (August 24-30)
Themes: Reconstructing the Union, 1865-1877

Week 3 (August 31- September 6)
Themes: Industrialization and its Effects in the Gilded Age
Give Me Liberty! Chapter 16: America’s Gilded Age, 1870-1890
Week 4 (September 7-13)
Monday, September 7: Labor Day - NO CLASS MEETING
Themes: The Rise of Jim Crow and Building an Empire
Give Me Liberty! Chapter 17: Freedom's Boundaries, at Home and Abroad, 1890-1900

Week 5 (September 14-20)
Themes: Reforming the Nation
Give Me Liberty! Chapter 18: The Progressive Era, 1900-1916
Module 1 Exam: Covers Weeks 1-5; Must be completed by Sunday, September 20 at 11:59pm via Blackboard

Week 6 (September 21-27)
Module 2 Begins
Themes: America and The Great War
Week 7 (September 28-October 4)
Themes: Roaring Twenties?
Give Me Liberty! Chapter 20: From Business Culture to Great Depression: The Twenties, 1920-1932

Week 8 (October 5-11)
Themes: A New Deal for the American People
Give Me Liberty! Chapter 21: The New Deal, 1932-1940

Week 9 (October 12-18)
Themes: World War II and America’s Rise to Global Power
Give Me Liberty! Chapter 22: Fighting for the Four Freedoms: World War II, 1941-1945

Week 10 (October 19-25)
Themes: The Cold War at Home and Abroad
Give Me Liberty! Chapter 23: The United States and the Cold War, 1945-1953
Module 2 Exam: Covers Weeks 6-10; Must be completed by Sunday, October 25 at 11:59pm via Blackboard

Week 11 (October 26-November 1)
Module 3 Begins
Themes: Money, Civil Rights, and the Politics of Race, Class, and Gender

Week 12 (November 2-8)
Themes: The Turbulent 1960s

Week 13 (November 9-15)
Themes: America Turns Right
Due- Essay: Warriors Don’t Cry due by Sunday November 15 at 11:59pm via Blackboard

Week 14 (November 16-22)
Themes: Recent America
Give Me Liberty Chapter 27: From Triumph to Tragedy, 1989-2004 & Chapter 28: A Divided Nation
Module 3 Exam: Covers Weeks 11-14; Must be completed by November 24 at 11:59pm via Blackboard
Additional Information and Resources

Academic Dishonesty

Plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and, if instructed by me or in the assignment criteria, footnote/endnote citations should be utilized in order to note the source of a work or idea. If you are unsure about a citation, contact me with your question.

Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work, complete with proper citations. There is no excuse for plagiarizing. It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (Turnitin) will be used to check your work.

Academic misconduct is not limited to plagiarism. It also includes forgery, cheating, signing attendance sheets for another student, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct.

Plagiarism cases will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In-class forms of plagiarism, such as signing in for another student, will be considered on a case by case basis. All academic integrity violations will be referred to the Executive Director of Students. The Executive Director of Student Affairs will review the case and may impose additional sanctions if warranted as outlined in the Code of Student Conduct. Once a student has been notified of an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course.

As a core part of its mission, Angelo State University provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each student is required to be familiar with and abide by the University’s Honor Code. You can find a copy of the ASU Student Handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office (located in the University Center). You may view the university’s honor code at the following website:


Emergency Procedures & Inclement Weather:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found here.

It is the policy of the university to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and cancel classes. If the university remains open, students should make every attempt to get to class within the bounds of personal safety.

It is the student’s responsibility to ascertain whether the university will be open during class times in the event of inclement weather.

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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** www.angelo.edu/incident-form  
**Face to Face:** Mayer Administration Building, Room 210  
**Phone:** 325-942-2022  
**E-Mail:** michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

**Special Accommodations**

“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.”

You are encouraged to make this request within the first week of the semester so that appropriate arrangements can be made. Faculty members are not allowed to provide accommodation for a student’s disability needs without approval from the Office of Student Life and requests sometimes take a while to process.

**Recording and Course Content Restrictions**

Audio recording is permitted but requires email permission from the instructor. Video recording is expressly forbidden in any form.

All course content is the professor’s intellectual property and students are strictly prohibited from distributing in any form or fashion Power Points, course notes, study guides, etc. If you violate any of these rules, you will be immediately turned into the Executive Director of Student Affairs, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

**Course Aids**

1.) **One-on-One Meetings:** I am here to help you succeed in this class and in your education. I see my role as an educator to introduce you to historical material and show you ways to analyze it as a historian. It is your job to learn those skills and apply them. The assignments are not tricks. They are not designed to lower your grade or hurt you. They allow you to apply the skills you have learned in class. If at any time you need help or are wondering about anything, please talk to me! I want to help you succeed.
My office is the Academic Building 210D, if you cannot make my scheduled office hours I will be happy to set up an appointment. Office hours are a chance for you to get help on assignments, go over material covered in class, talk about some connections between class material and your other academic work or interests, and so on. They are generally student-directed, but I can help you formulate questions to ask based on my sense of your strengths and weaknesses. I strongly encourage you to take advantage of this time!

2.) 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 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. We 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.

3.) 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.

4.) 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.

Personal or Family Emergencies Affecting Academic Performance

If a personal tragedy arises that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact me immediately.

In case of an illness requiring an absence from class for more than one week, the student must notify his/her academic dean and/or the Executive Director of Student Affairs before I will allow for significant make-ups. Angelo State University Operating Policy 10.04, Academic Regulations Concerning Student Performance provides complete information regarding class attendance and reporting student illness and emergencies.

The well-being of students is of primary importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put you in the best possible position to succeed.
Inclusivity
Every student in this class, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

Undocumented Students
As an educator, I fully support the rights of undocumented students to an education and to live free from fear of deportation. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations.

E-mail Etiquette

Emails to the professor should follow good e-mail etiquette. Here are some tips.

How to compose a professional email:
There are a few important points to remember when composing an email, particularly when the email’s recipient is a superior and/or someone who does not know you.

• Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email
• Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith:. When e-mailing anyone in an academic position, assume they have a doctorate and address them as Dr. rather than Mr. or Ms. unless you are certain otherwise.
• Use standard spelling, punctuation, and capitalization. Do not write colloquially or in text message lingo - no ttyl or thnx
• Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business. Do not write unnecessarily long emails or otherwise waste the recipient's time
• Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)
• Allow for at least 72 hours over business days without a response to send a reminder e-mail. Pestering and insistent e-mails will only hurt your cause.

Note: Please note that I reserve the right to make changes to this syllabus, including the schedule of assignments, readings, and lecture topics. I recommend that you refer to the syllabus frequently and make careful note of any changes announced in class or via e-mail.

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1 Adapted from Purdue Writing Owl https://owl.english.purdue.edu/owl/resource/636/1/