Course Objective:
The objective of this course is to provide an introductory level survey of the second half of American history from 1865 to the present. The course will examine the emergence of the United States as a world power, as well as the various political, social, cultural and economic themes of a nation dealing with domestic and international issues of the twentieth century.

Student Learning Objectives and Outcomes:
- Students will develop general education skills and learn to think historically.
- Students will become acquainted with basic information about the historical period.
- Students will be able to analyze and discuss causes and effect in the history of the United States from 1865 to present.
- Students will be able to analyze and discuss the relationship among American economics, politics, demography, and social structure from 1865 to present.
- 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.

Required Textbook:

Grading and Evaluation
Throughout the course there will be several opportunities for students to demonstrate their abilities and comprehension of the subject matter.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
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<tr>
<td>80 – 89%</td>
<td>B</td>
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<tr>
<td>70 – 79%</td>
<td>C</td>
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<tr>
<td>60 – 69%</td>
<td>D</td>
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<tr>
<td>50 - 59%</td>
<td>F</td>
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Essay 10% of final Grade
Essay 1: Gilded Age / Progressive Era
Essay 2: World Power / Roaring Twenties
Essay 3: Great Depression / World War II
Essay 4: Cold War
Essay 5: 1970 - Present

Final Essay 25% of final grade
Discussion 25% of Final grade
**Discussion:** There will be an online discussion board once a week. Students will be required to discuss the topic with their peers. (More information in the discussion section of this syllabus)

**Essays:** There will be five essays over the semester, and a comprehensive essay will be given at the end of the semester. **Students are only allowed 25% of their work to be directly quoted.** Each essay will be due by Sunday night at 11:59PM of the week they are due. I will give a list of topics and guidelines when I assign the essays.

**Each discussion post and Essay must be in Turabian Format.**

**Discussion Board:**
Each week the student will be required to participate in an online discussion board over the readings assigned that week. The discussion topic will be posted on Mondays, and the student’s initial response must be posted by Wednesday at 11:59PM. After the initial post the student must then respond to at least two other students’ responses, or my response, by Sunday at 11:59PM. The initial post must be at least 100 words, and each response must be at least 50 words. The discussion question will be docked a letter grade for each day it is late.

- **Examples of answers to the possible discussion question:** On Dec 7, 1941, Pearl Harbor was attacked. Who attacked the harbor and why? Why is this significant in American history?
  - **Not a good answer:** The Japanese attacked and a lot of soldiers were killed.
  - **Better answer:** The Japanese attacked in order to draw America into a war with them.
  - **Good answer:** The Japanese attacked Pearl Harbor with the hopes of destroying the American fleet and drawing America into war. It brought the US into WW2.
  - **Great answer:** In the wake of oil embargos, the Japanese attacked Pearl Harbor with the hopes of destroying the American fleet and neutralizing the Americans in the Pacific while Japan completed its Pacific conquests. The result however would be to draw America into war with Japan and then in turn Germany and the rest of the Axis powers, making WW2 a truly world war. The surprise attack convinced most Americans that isolationism would no longer work and the country quickly turned into a war machine both within the military and on the home front.

**Online etiquette:**
In discussions, students are expected to be respectful of the thoughts and opinions of all participants.

**Late Work:**
Submission of assignments past due dates is not acceptable. Students are expected to complete assignments in a timely manner. All work is due on the date specified. Extenuating circumstances
will be evaluated at my discretion. If an assignment is accepted, teachers have the right to deduct points.

**Extra Credit:**
May be given by the instructor.

**Attendance Policy:**
Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. For more information on attendance, please consult the Student Handbook.

**Student Absence for Observance of 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.

**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](http://www.angelo.edu/ADA). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

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

**Title IX**
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
- Email: 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.

**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. This class 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.

**All students are required to follow the policies and procedures presented in these documents:**

- Angelo State University Student Handbook
Course Schedule:

**Week 1:** 1/25 – 1/31

**Week 2:** 2/01 – 2/07 Gilded Age  
**Read:** The New Philosophy of Materialism p.72 – 76

**Week 3:** 2/08 – 2/14 - Progressive Era  
**Read:** The Environmental Impact of Industrialization p. 95 – 99 & The Heyday of Muckraking p. 200 - 203

**Week 4:** 2/15 – 2/21 - Progressive Era (**Essay One Due**)  
**Read:** The Crusade for Women’s Suffrage p. 223 -- 231

**Week 5:** 2/22 – 2/28 - World Power  
**Read:** The Struggle over the Peace Treaty p. 267 – 274

**Week 6:** 3/01 – 3/07 – Roaring Twenties (**Essay Two Due**)  
**Read:** The Wets Versus the Drys p. 280 – 284

**Week 7:** 3/08 – 3/14 – Great Depression  
**Read:** The Depression Descends p. 296 - 300

**Week 8:** 3/15 – 3/21(Spring Break)

**Week 9:** 3/22 – 3/28 – World War Two (**Essay Three Due**)  
**Read:** Dropping the Atomic Bomb p. 391 – 396

**Week 10:** 3/29 – 4/04 – Cold War  
**Read:** The Truman Doctrine and The Marshal Plan p. 409 – 422

**Week 11:** 4/05 – 4/11 – Cold War (**Essay Four Due**)  
**Read:** The Promise and Problems of a Consumer Society p. 455 – 463

**Week 12:** 4/12 – 4/18 - Civil Rights  
**Read:** The Supreme Court and the Black Revolution p. 446 – 455

**Week 13:** 4/19 – 4/25 - 1970 – Present (**Essay Five Due**)  
**Read:** The Reagan “Revolution” in Economic Policy p. 558 – 565

**Week 14:** 4/26 – 5/02 – 1970 - Present  
**Read:** The Dilemmas of Deference in a Democratic Society p. 637 – 643

**Week 15:** 5/03 – 5/09 (EOC and Begin Final)

**Week 15:** 5/10 – 5/13 (**Final Essay Due**)