HISTORY 1302: History of the United States since 1865
Sections 010, 020, 030

Spring 2021
MWF 9:00 – 9:50 (Section 010)
10:00 – 10:50 (Section 020)
1:00 – 1:50  (Section 030)
Academic Building 233 (Section 010)
Academic Building 233 (Section 020)
Academic Building 225 (Section 030)

Dr. Bradley Cesario
Email: bradley.cesario@angelo.edu
Phone: 325-942-2324 x2227
Office: Academic Building 210H
Office Hours: 2:00 – 3:00 TWH (in person)
MWF via appointment (Zoom)

COURSE DESCRIPTION

This course provides a foundational survey of the central social, political, economic, and cultural histories of the United States of America from the nineteenth century until today—from Reconstruction through the end of the twentieth century. This course emphasizes the narratives of well-known and ordinary people, highlights the diversity of the American experience, and stresses the continuity and change across the period of study. By the end of the semester, students will demonstrate a clearer understanding of the eras and major events in U.S. history during the 150-year period covered in this course.

REQUIRED MATERIALS

The textbook for this course is a free digital online textbook called The American YAWP (http://www.americanyawp.com) published by Stanford University press. While the book contains chapters for both before and after 1877, we will focus on chapters 15 through 30. We will also use The Documentary Companion to the American YAWP (http://www.americanyawp.com/reader.html), which includes primary source documents that complement themes from your readings and from lecture.

Additionally, there are TWO books required for this course, both of which can be purchased at the bookstore or online (if purchasing online, make sure the ISBNs match).


ATTENDANCE

As everyone is aware, this semester is happening under some very unique circumstances. With that in mind, I do not plan on making attendance required in this course (with one very important exception: all students must either attend class in person or log on to the course Blackboard page at least once during the first two weeks of class so that I can certify attendance). All lecture materials and PowerPoint slides will be posted online; they will be posted the day of the scheduled lecture and will remain available throughout the semester.

DUE TO REDUCED CLASSROOM ATTENDANCE LIMITS STEMMING FROM COVID-19, THIS CLASS WILL BE MEETING ON A GROUP 1 / GROUP 2 SCHEDULE. If your last name begins with A – K, you are Group 1. If your last name begins with L – Z, you are Group 2. Group 1 meets in person on Mondays, and Group 2 meets in-person on Wednesdays. If your group is not meeting in class / in person on that day, you are still responsible for the lecture material (it will all be posted on Blackboard). There are also course days (listed as ‘online’ on the course schedule) where everyone will attend class virtually – in this section, those are every Friday. These are generally days when assignments are due, because that’s the most equitable way to ensure that everyone takes the same assignment at the same time on the same day. ALL ASSIGNMENTS IN THIS COURSE WILL BE TAKEN ON BLACKBOARD. If you are unable to take an assignment because of a university excused absence, you must notify me via email BEFORE the assignment date to communicate that you have a university excused absence and to make arrangements to make-up the assignment (for more information on what constitutes a university excused absence, including observation of religious holy days, please click here). All assignments missed due to a university excused absence must be made up within 30 days (the sooner the better). If a sudden extreme illness or emergency makes prior communication infeasible, you have two days after the due date to notify me of your situation.

ASSIGNMENTS AND GRADING

There will be three types of graded assignments during this course: quizzes, writing assignments, and exams.

QUIZZES (6): Students will take a total of SIX quizzes during the semester for ten points each. Quizzes are listed on the schedule of activities. The format of these quizzes may vary, and quiz questions might address reading assigned for a given week, lecture material, or classroom discussions. The lowest quiz grade will be dropped. This means that your five highest quizzes at ten points each will count for a total of 50 points.

WRITING ASSIGNMENTS (2): During the course, there will be TWO writing exercises worth 25 points each. These writings are listed on the schedule of activities. These writing exercises will be based on assigned monograph readings. Students will provide a written response in the form of a clear and well-written paragraph(s) that demonstrates their understanding of the materials.
EXAMS (2): There will be TWO exams during the course. Both exams will each consist of 35 multiple-choice questions (each question is worth two points, for a total of 70 points) and 3 short answer questions (each question is worth 10 points, for a total of 30 points). Exam questions will be drawn from assigned readings, documents, and lecture materials.

The first exam will take place on **FRIDAY, MARCH 12**. The second exam, the **FINAL EXAM**, will be scheduled based on what section you are enrolled in:

- **Section 010 (MWF 9:00):** Wednesday, May 12, 8:00 – 10:00 AM
- **Section 020 (MWF 10:00):** Monday, May 10, 10:30 AM – 12:30 PM
- **Section 030 (MWF 1:00):** Wednesday, May 12, 1:00 – 3:00 PM

Makeup exams will be given **ONLY** with a university-excused absence. Further details on these exams will be provided as the course progresses (the short-answer portion will be take-home).

The overall grade in the course will be calculated as follows:

- **Quizzes (5 @ 10pts each)** - 50
- **Writings (2 @ 25pts each)** - 50
- **EXAM 1** - 100
- **EXAM 2** - 100

**GRADING SCALE:**

- **A** = 270 – 300 points
- **B** = 240 – 269 points
- **C** = 210 – 239 points
- **D** = 180 – 209 points
- **F** = 0 – 179 points

**SPECIAL POLICIES & PROCEDURES RE: COVID-19**

All students are also able to take this class **entirely** online, using the provided material on Blackboard – if you choose this option, please let me know via email. If you feel sick, please stay home!

A seating chart will be required for those attending class in-person. This is so that contact tracing can be done if necessary.

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 for making 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.

Students must fill out the wellness check daily. It is available on RamPort or the ASU App. Please take a photo of your daily app, as you’ll be asked to display it to enter the buildings.

Depending on the situation, Angelo State may be required to move all courses online. The instructor may modify class requirements or format as necessary should this occur.

**IMPORTANT NOTE**

All materials generated for and/or used in this course are copyrighted, which include but are not limited to the syllabus, exams, lectures, and presentations. Because these materials are copyrighted, you do not have the right to reproduce them in any way, unless I grant permission directly to you. *Also, do not record the lectures or take notes for any outside note-taking company without my permission.*

**ELECTRONIC ETIQUETTE POLICY**

Please make sure that you turn off/silence all cell phones, iPods, iPads, and other similar devices.

**ADA: STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their implementation. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**COMMUNICATION**

Please feel free to contact me if you have a problem. It is always better to see me early in the semester rather than the last week. Please note my posted office hours given at the top of the syllabus. If this is inconvenient, make an appointment for another time. Email (also listed at the top) is by far the best way to contact me outside of class, and I will respond to emails by the next
business day. Please put the course number in the title of your email. Additionally (and very importantly), be sure that the question you’re asking cannot be easily answered by reading the syllabus. The syllabus might be amended. The current version of the syllabus will always be available on Blackboard.

SUPPLEMENTAL INSTRUCTOR / TUTOR

This course has an SI / tutor, Kamryn Alward. She can be reached at kalward@angelo.edu for questions regarding course material (I am the contact person for all questions regarding grades). Her availability is as follows:

MTWH 5:00 – 8:00 PM
Sundays 2:00 – 6:00 PM

She will be providing further information to the course via email / Blackboard.

ADDITIONAL USEFUL LINKS & INFORMATION

Advising: https://www.angelo.edu/dept/advising/

Counseling Services: https://www.angelo.edu/services/counseling/index.php

Student Handbook: https://www.angelo.edu/student-handbook/

Tutoring Center: https://www.angelo.edu/dept/freshman-college/academic-tutoring.php

Title IX at Angelo State University:

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.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Title IX Coordinator at:

Michelle Miller, J.D.
Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.miller@angelo.edu
You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

**PLAGIARISM AND ACADEMIC HONESTY**

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Plagiarism is literary theft. 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 or visit [this helpful website](http://studenthelpfulwebsite.com) to avoid common plagiarism pitfalls. *There is no excuse for plagiarism.* It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. Be intentional about submitting original work, complete with proper citations.

Academic misconduct is not limited to plagiarism. Academic dishonesty might also include copying somebody else's work, submitting somebody else's work as your own, failing to cite sources, or signing another student into class. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct.

*The History Department’s policy is that violations of the academic honor code 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, and I reserve the right to fail violators from this course on their first violation in egregious cases of misconduct. All academic integrity violations will be referred to the Executive Director of Student Affairs, who 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.

**COURSE 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.

- 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.

**STUDENT LEARNING OUTCOMES**

During the semester, students will:

1. enhance their ability to ask questions of, accurately evaluate, and effectively synthesize primary and secondary historical writings.

2. develop the ability to effectively express their own ideas in written and oral form.

3. expand their knowledge of the historical and social contexts that created diversity in past and present human cultures.

4. apply knowledge about the human condition—in the past and present—to their personal lives and studies.

**READING AND EXAM SCHEDULE**

**KEY:**
- **YAWP** - *The American YAWP* ([http://www.americanyawp.com](http://www.americanyawp.com))
- **Web** - Internet links
- **Group** - Which group is meeting *in class* today? (G1 = Group 1, G2 = Group 2, O = the lecture and lecture materials are entirely online)

**Week 1**

(G1) 1/25: Course Introduction

(G2) 1/27: Reconstruction

**YAWP**: Chapter 15 Sections I-VIII

(O) 1/29: Gilded Age: The New South & the Jim Crow Era

**YAWP**: Ch. 18 Section IV; Ch. 20 Sections VI-VII

**Weekly Primary Source Readings:**

**YAWP**: Mississippi Black Codes

**YAWP**: Freedmen Discuss Post-Emancipation Life (1865)

**YAWP**: Henry Grady, “The New South”

**YAWP**: Booker T. Washington & W.E.B. DuBois on Black Progress

**YAWP**: Dispatch from a MS Colored Farmers’ Alliance (1889)
Week 2

(G1) 2/1: Gilded Age: Industry & Cities
  **YAWP:** [Ch. 16 Sections I-IV; Ch. 18 Sections I-III](#)

(G2) 2/3: Gilded Age: The West (I)
  **YAWP:** [Ch. 17 Sections I-VIII](#)

(O) 2/5: Gilded Age: The West (II) (**QUIZ 1**)
  **YAWP:** Same as previous

**Weekly Primary Source Readings:**
- **YAWP:** [William Graham Sumner on Social Darwinism (ca.1880s)](#)
- **YAWP:** [Andrew Carnegie’s Gospel of Wealth (1889)](#)
- **YAWP:** [Chester A. Arthur on American Indian Policy (1881)](#)
- **YAWP:** [Chief Joseph on Indian Affairs (1877, 1879)](#)
- **YAWP:** “Significance of the Frontier in American History” (1893)

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Week 3

(G1) 2/8: Populism
  **YAWP:** [Ch. 16 Sections V-VII](#)

(G2) 2/10: Progressivism (I)
  **YAWP:** [Ch. 20 Sections I-V](#)

(O) 2/12: Progressivism (II)
  **YAWP:** Same as previous

**Weekly Primary Source Readings:**
- **YAWP:** [Woodrow Wilson and the New Freedom (1912)](#)
- **YAWP:** [James D. Phelan, “Why the Chinese Should Be Excluded” (1901)](#)
- **YAWP:** [The Omaha Platform (1892)](#)
- **Web:** [William Jennings Bryan, “Cross of Gold” (1896)](#)
- **YAWP:** Jane Addams, “The Subjective Necessity for Social Settlements (1892)”

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Week 4

2/15: **Discussion, Dixie’s Daughters**
  Writing Assignment 1
(G2) 2/17: Progressivism (III)
   YAWP: Same as previous

(O) 2/19: no class

Weekly Primary Source Readings: none

Week 5

(G1) 2/22: American Imperialism (I)
   YAWP: Ch. 19 Sections I-VII

(G2) 2/24: American Imperialism (II)
   YAWP: Same as previous

(O) 2/26: The Beginning of World War I (QUIZ 2)
   YAWP: Ch. 21 Sections I-IV

Weekly Primary Source Readings:
   YAWP: William McKinley on American Expansionism (1903)
   YAWP: William James on “The Philippine Question” (1903)
   YAWP: Woodrow Wilson Requests War (April 2, 1917)

Week 6

(G1) 3/1: World War I
   YAWP: Ch. 21 Sections V-IX

(G2) 3/3: The Roaring 20s
   YAWP: Ch. 22 Sections I-X

(O) 3/5: The Great Depression (QUIZ 3)
   YAWP: Ch. 23 Sections I-VI

Weekly Primary Source Readings:
   YAWP: The Sedition Act of 1918 (1918)
   YAWP: Warren G. Harding and the “Return to Normalcy” (1920)
   YAWP: Explanation of the Objects of the Universal Negro Improvement Association (1921)
Week 7

(G1) The New Deal (I)
   **YAWP:** [Ch. 23 Sections VIII - XIV](#)

(G2) The New Deal (II)
   **YAWP:** Same as previous

(O) **3/12: MIDTERM EXAM**

Weekly Primary Source Readings:
   **YAWP:** [Herbert Hoover on the New Deal (1932)](#)
   **YAWP:** [Huey P. Long, “Every Man a King” and “Share our Wealth” (1934)](#)
   **YAWP:** [Bertha McCall on Moving Americans (1940)](#)

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Week 8

3/15: **NO CLASS (grading time!)**

(G2) 3/17: Origins of World War II
   **YAWP:** [Ch. 24 Sections II-III](#)

(O) 3/19: U.S. Entry into World War II
   **YAWP:** Same as previous

Weekly Primary Source Readings:
   **Web:** [Franklin Roosevelt, ‘Four Freedoms’ Address (1941)](#)
   **Web:** [American Samuel Honaker Describes Kristallnacht (1938)](#)
   **YAWP:** [Charles A. Lindbergh, “America First” (1941)](#)
   **YAWP:** [The Atlantic Charter (1941)](#)

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Week 9

(G1) 3/22: World War II: Home Front
   **YAWP:** [Ch. 24 Sections VII-IX](#)

(G2) 3/24: World War II on the Battlefield
   **YAWP:** [Ch. 24 Sections IV-VI](#)

(O) 3/26: Origins of the Cold War **(QUIZ 4)**
   **YAWP:** [Ch. 25 Sections I-III](#)

Weekly Primary Source Readings:
   **YAWP:** [FDR, Executive Order No. 9066 (1942)](#)
Week 10

(G1) 3/29: The Korean War

YAWP: Ch. 25 Section IV

(G2) 3/31: The Affluent Society & the 1950s

YAWP: Ch. 26 Sections II, V

4/2: NO CLASS

Weekly Primary Source Readings:

YAWP: Dwight D. Eisenhower, “Atoms for Peace” (1953)
YAWP: Richard Nixon on the American Standard of Living (1959)

Week 11

(G1) 4/5: Politics of the 1950s

YAWP: Ch. 26 Section VI

(G2) 4/7: The Kennedy Years

YAWP: Ch. 27 Sections I-II

(O) 4/9: The Civil Rights Movement (I) (QUIZ 5)

YAWP: Ch. 26 Sections III & IV

Weekly Primary Source Readings:

YAWP: Joseph McCarthy on Communism (1950)
Web: Chester Bowles Argues Against the Bay of Pigs (1961)
Web: JFK Announces the Cuban Missile Crisis (1962)
YAWP: Rosa Parks on Life in Montgomery, Alabama
Web: MLK on the Montgomery Bus Boycott (1955)

Week 12

(G1) 4/12: The Civil Rights Movement (II)

YAWP: Ch. 27 Section III
Week 13

(G1) 4/19: The Vietnam War
**YAWP:** Ch. 27 Section V; Ch. 28 Section II

**4/21:** Discussion, *The Vietnam War: A Concise International History*
Writing Assignment 2

(O) 4/23: 1968: Year of Crisis
**YAWP:** Ch. 28 Sections III-IV

Weekly Primary Source Readings:

**YAWP:** John Kerry, *Vietnam Veterans Against the War* (1971)
**Web:** U.S. State Department, ‘Aggression from North Vietnam’ (1965)
**Web:** Department of the Army Review of My Lai (1970)

Week 14

*Last day for all students to drop or withdraw courses 4/30*

(G1) 4/26: Watergate & the Nixon Administration
**YAWP:** Ch. 28 Section V

(G2) 4/28: The Rise of the New Right
**YAWP:** Ch. 28 Sections VI, VIII; Ch. 29 Sections II-III

(O) 4/30: The Reagan Era (*QUIZ 6*)
**YAWP:** Ch. 29 Sections IV-X

Weekly Primary Source Readings:

**YAWP:** Nixon Announcement of China Visit (1971)
Week 15

(G1) 5/3: End of the Cold War
   YAWP: Ch. 30 Section II

(G2) 5/5: The Clinton Administration
   YAWP: Same as previous

(O) 5/7: The War on Terror
   YAWP: Ch. 30 Sections III-V

Weekly Primary Source Readings:

FINAL EXAM:

Section 010 (MWF 9:00): Wednesday, May 12, 8:00 – 10:00 AM
Section 020 (MWF 10:00): Monday, May 10, 10:30 AM – 12:30 PM
Section 030 (MWF 1:00): Wednesday, May 12, 1:00 – 3:00 PM

USE THIS HANDY CHART TO DETERMINE IF YOU SHOULD COME TO CLASS TODAY!

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