Instructor: Dr. Jonathan Graham  
Office Hours: Tuesdays and Wednesdays, 12:30-2:30 pm  
Office: Blackboard Collaborate Ultra  
Phone: 325-942-2157  
email: jonathan.graham@angelo.edu

Course Objective: The objective of this course is to provide an introductory-level survey 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:
- Students will be able to analyze cause and effect in the history of the United States since the end of the Civil War.
- Students will be able to analyze the relationship among American economics, politics, demography, and social structure in the above-stated period.
- Students will be able to construct an essay that synthesizes assigned readings and/or lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.

Required Texts:
- P. Scott Corbett, et al., OpenStax CNX U.S. History, an online, open-source textbook by Rice University.

Links to primary sources will be made available in the Content folder on the Blackboard course page.

Course Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
<tr>
<td>Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Primary Source Response Papers (X3)</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation/Attendance</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

“A person who won’t read has no advantage over one who can’t read.” —Mark Twain

“Things ain’t what they used to be and never were.” —Will Rogers
Course Structure and Schedule

This class is asynchronous, meaning that there are no scheduled meeting times. However, you will need to be aware of the general weekly schedule, and the corresponding deadlines:

- **Tuesdays**, by 5pm: Recorded lectures released
- **Tuesdays & Wednesdays**, 12:30-2:30: office hours
- **Thursdays**: discussion board posts (every week, by 11:59pm, beginning in Week 2)
- **Fridays**:
  - Exams 1 and 2 (available in the Content folder of Blackboard from 12:01am to 11:59pm when assigned. See the end of the syllabus for specific dates).
  - written assignments (submitted to Turnitin by 11:59pm on the due date. See the end of the syllabus).

In lieu of required live discussion this semester, there will be “study hall” sessions held on Blackboard Collaborate Ultra during office hours, at times designated throughout the semester. These are optional, but a great opportunity to get to know the professor and the expectations for the exams, as well as a possible source of extra credit.

Reading

Students will read the assigned sections from the OpenStax online textbook, following the weekly schedule (see the end of this syllabus), in addition to three open-sourced primary sources (see the section below on Written Assignments). Reading the materials in advance is critical, as they will prepare you for your written assignments, discussion board posts, and exams. In addition, students will be required to read Frederick Jackson Turner’s *The Frontier in American History* in preparation for an essay that will be turned in near the end of the semester (see the Written Assignments section below).

Lectures

Along with keeping up with your readings, watching the recorded lectures will be essential to success in the class. A lecture will be made available each week, a link to which will be placed in the Content folder of the Blackboard class page every Tuesday by 5pm.

Class Participation

A full two letter-grades of your final grade are derived from class participation and “attendance,” which will come from discussion board posts on Blackboard. **Beginning in Week 2**, students will post to a discussion board, which can be found by following the link under the “Course Material” header on the toolbar on the left-hand side of the window on the Blackboard class home page. The boards will be
opened on Tuesday, and close at the end of the night on Thursday. While there is no single formula for composition, the successful post should:

- Be at least a paragraph in length
- Use proper grammar and punctuation, and avoid fragment sentences and slang.
- Demonstrate comprehension of the reading and lecture for that week
- Highlight any points in the consulted materials that proved insightful or provoked curiosity

The discussion boards are designed to keep students on track with the readings and lectures, facilitate group learning and discussion, and sharpen their skills in formal writing. Full participation includes reading the posts of other students, and replying to any questions and comments made to their own posts and those of others. Your post(s), in other words, should be thought of as part of a class dialogue. As such, *makeup and late discussion board posts will not be accepted, except in cases of excused absences or extreme hardship, determined in a case-by-case manner by the professor.*

Participation in the discussion boards will be tabulated at the end of the semester, and, to repeat, will account for 20% of your final grade. This is intended to benefit those who have demonstrated that they have put in the work of reading and digesting the materials, yet have struggled with the exams; those who have done well on the tests and have opted to forego this portion of the coursework will see their final grades significantly reduced. Thus, it is strongly suggested that all students concentrate on submitting quality posts every week before the deadline.

**Written Assignments** Apart from discussion board posts, there are four written assignments due at various points throughout the semester: three primary source response papers and an essay.

*Primary source essays.* Students will be required to read all of the open-source, primary documents assigned in the corresponding Content subfolder (Primary source assignment 1, for example), and write one double-spaced page on each document. Therefore, for example, if three documents have been assigned, your written assignment will be at least three double-spaced pages in length, with one page dedicated to each document. Links to the materials will be made available in the Content section of the class Blackboard page. Together, the primary source essays constitute 15% of your overall grade.

*Book review essay.* The fourth written assignment will be a 5-7 page (double-spaced) review essay on Frederick Jackson Turner’s *The Frontier in American History,* one of the most famous—and debated—historical treatises written by a US author. Students will receive a handout with a full description of the requirements and tips on style and formatting. The essay will constitute 15% of your final grade.

**Exams** There will be three exams in this class: two during the semester, and a final. The first two are equally weighted, each constituting 15% of your grade, while the final
comprises 20%. Your exams, therefore, account for half of your final grade. Each will be administered on Blackboard, from a link in your Content folder. Exams 1 and 2 will be made available for 24 hours on the date indicated on the weekly schedule, which is found at the end of this syllabus. You will be notified by an announcement email when the exam is made available, and the link to the exam will disappear at the end of the 24-hour period.

**Make-Up Exam Policy** As stated above, Exams 1 and 2 will be available through a link on the Blackboard class page for a 24-hour period. In order to take a make-up examination, which will differ significantly from that given to the rest of the class, students must have a documented reason for missing the exam. Barring extreme circumstances, you will receive a zero if you do not notify me within two days of the reason for not taking the test at the scheduled time. It is always advisable to contact the professor as soon as possible—preferably in advance—if circumstances prevent you from taking the exam at the provided time.

**Academic honesty** Simply put, do your own work and don’t cheat. Not only does cheating blemish your character and integrity, you will be found out and disciplined accordingly, in compliance with the ASU Student Handbook’s Academic Honor Code (www.angelo.edu). Plagiarism or copying answers will result in automatic failure of the class and a required report to the administration. To be clear, plagiarism is a form of *intellectual theft*, ranging from lifting a phrase from a sentence and not attributing it to the original author, to full copying and pasting of someone else’s paper, article, or other work. As such, be forewarned that I am: a) absolutely intolerant of plagiarism, b) equipped with an array of tools to detect it, and will not suffer any student’s attempt to pass off another person’s thoughts and ideas as their own, and c), well aware of black-market essay sales online. Professors also know how to use Google; if you found it, we can too. Fortunately, virtually all such essays and websites are documented in plagiarism databases available to us, and Turnitin immediately flags essays with phrases or sentences that are nearly identical or verbatim with other texts. Though the majority of students will never have to confront the dilemma and moral quandary of deciding whether or not to plagiarize, for those who are tempted, know that the risk is not worth the reward.

**Persons with disabilities.** Persons with disabilities who require certain accommodations must contact the Student Life Office located in the UC, room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

**Attendance & class conduct**

*Excused and Unexcused Absences.* As this is an online class, **attendance will be assessed through your participation in the discussion boards.** If there is a conflict preventing you from taking an exam or submitting written work on time, let me know in advance so that other arrangements can be made.
Student Absence for Observance of Religious Holy Day. Students may request an absence in advance, as per Texas Education Code, §51.911, which states:

1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
2. 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.
3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

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

*Pandemic considerations* Please follow all state and local government mandates, as well as ASU policy, if you contract COVID-19 during the semester. Notify me as soon as possible if you receive a positive test result, as indicated by a doctor's note, test printout, or other form of medical documentation. Once received, a student will be provided options as to how to fulfill course requirements if the illness prevents them from standard participation.

In the event of a university shut-down or shelter-in-place order during the semester, please let me know promptly of any hardships this may cause you. Arrangements will be made on a case-by-case basis. Much remains to be known about how classes will function on practical level, so I will remain as flexible and accommodating as possible regarding changes in the status of COVID-19 responses. My ultimate aim is to see everyone succeed during these trying times.

*Email and Office Hour Policy* I will be available for virtual office hours on Blackboard Collaborate Ultra without an appointment anytime between noon and 12:30 and 2:30pm on Tuesdays and Wednesdays, and open for a meeting at any other time during the week, between 8am and 5pm, when arranged in advance. As to email correspondence, I will respond to you as promptly as possible between 8am and 5pm. Emails received outside of that time (after 5pm or on the weekend) will be answered by the following workday.

*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.

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 construction 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.

Rubric for Assessing Core U.S. History Essays for achieving desired student learning outcomes:
Component 1: Thesis/Argumentation

Points Criterion

1. There is no thesis, there are multiple theses, or what there is of an argument is not developed
2. There is the outline of a thesis or argument, but requires further elaboration.
3. There is a clearly developed argument

Component 2: Supporting Evidence

Points Criterion

1. There are no specific textual evidence provided and no evidence of having done any reading and assimilating of secondary or—if applicable—primary source.
2. There are few textual examples given, but more specific evidence and citation is needed to develop the paper fully.
3. There is ample textual evidence used where appropriate to bolster thesis

Component 3: Clarity/Quality of Composition

1. There is no indication that the student has command of the basic requirements of clear/quality composition. Three basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.
2. There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.
3. The written work follows the basic requirements of clear/quality composition

Component 4: Organization of Paper

1. The student cobbled together incoherent or rambling sentences and paragraphs with little consideration for organizing a clear, developed essay that could be easily followed by a reader
The student partially succeeded in composing essay. More improvement in order and logic of flow is needed.

The student has written a well-organized, coherent, and logically-flowing paper.

**Component 5: Historical Sense**

1. The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of history. The student is not able to analyze the relationship among politics, economics, and social change.

2. The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of history. More development, especially of the interplay between actors and events (societal forces), is needed.

3. The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.

**Course Schedule**

**Week 1**
- **1/25-1/29**
  - The End of the Civil War and Reconstruction
  - **Read:** *OpenStax*, Chapter 15

**Week 2**
- **2/1-2/5**
  - The Grant Years to the Compromise of 1876; Westward Expansion and Society
  - **Read:** *OpenStax*, Chapters 16 and 17

**Week 3**
- **2/8-2/12**
  - Industrial Expansion and an Urbanizing America
  - **Read:** *OpenStax*, Chapters 18 and 19

**Week 4**
- **2/15-2/19**
  - The Gilded Age
  - **Read:** *OpenStax*, Chapter 20
  - *First primary source responses due, 11:59pm on Friday, February 19*

**Week 5**
- **2/21-2/26**
  - The Progressive Era
  - **Read:** *OpenStax*, Chapter 21

**Week 6**
- America and Empire
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Read</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3/1-3/5</td>
<td>Read: <em>OpenStax</em>, Chapter 22</td>
<td><strong>Exam 1, available Friday, March 5, 12:01am-11:59pm</strong></td>
</tr>
<tr>
<td></td>
<td>World War I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/8-3/12</td>
<td>Read: <em>OpenStax</em>, Chapter 23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Roaring Twenties and the Jazz Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/15-3/19</td>
<td>Read: <em>OpenStax</em>, Chapter 24</td>
<td><strong>Second primary source response paper due, 11:59pm on Friday, March 19</strong></td>
</tr>
<tr>
<td></td>
<td>The Great Depression and the New Deal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/22-3/26</td>
<td>Read: <em>OpenStax</em>, Chapters 25 and 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World War II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/29-4/2</td>
<td>Read: <em>OpenStax</em>, Chapter 27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Cold War; the Eisenhower Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4/5-4/9</td>
<td>Read: <em>OpenStax</em>, Chapter 28</td>
<td><strong>Exam 2, available Friday, April 9, 12:01am-11:59pm</strong></td>
</tr>
<tr>
<td></td>
<td>Politics and Social Change in the 1960s; the Civil Rights Movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/12-4/16</td>
<td>Read: <em>OpenStax</em>, Chapter 29</td>
<td><strong>Third primary source response paper due Friday, April 16, by 11:59pm</strong></td>
</tr>
<tr>
<td></td>
<td>Troubles foreign and domestic: Vietnam and the Global Cold War</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/19-4/23</td>
<td>Read: <em>OpenStax</em>, Chapter 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From Watergate to the Reagan Revolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/26-4/30</td>
<td>Read: <em>OpenStax</em>, Chapters 31 and 32</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current Events</td>
<td></td>
<td><strong>Turner essay due on Monday, May 3, by 11:59 pm</strong></td>
</tr>
<tr>
<td>15</td>
<td>5/3-5/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Final Exam:</strong> Available on Blackboard from Monday, May 10, 12:01am, to Thursday, May 13, 5:00 pm.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>