

## HIST 1302-DM1: History of the United States, 1865 to Present

Winter Mini-Session 2021, Angelo State University

Instructor: Michael Shane Powers, PhD

Online, January 4 - January 22

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Virtual Student Hours: 2:00 - 4:00pm Tues & Thurs (or by appointment)

### **Course 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.

### **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

This course aims to help students place the historical past within a global and transnational context. By the conclusion of the course, students should not only be familiar with major historical developments, events, and global trends but also basic tools of learning and study. Students will move beyond traditional memorization of material to a sophisticated level of thinking, analysis, and synthesis. Students will be able to write well organized and grammatically correct papers that contain clear thesis statements and evidence to support their arguments. Students will be trained in the evaluation of primary and secondary source materials, weighing the impact of historical context on the

construction of documents. The course requires students to analyze the causes and processes of continuity and change across historical periods through the following themes:

1. **Interaction between humans and the environment:** Demography and disease, Migration, Patterns of settlement, Technology
2. **Development and interaction of cultures:** Religions, Belief systems, philosophies & ideologies, Science & technology, The arts and architecture
3. **State-building, expansion and conflict:** Political structures and forms of governance, revolutions, regional and global structures and organizations
4. **Creation, expansion and interaction of economic systems:** Agricultural production, trade and commerce, labor systems, industrialization, capitalism and socialism
5. **Development and transformation of social structures:** Gender roles and relations, Family and kinship, Racial and ethnic constructions, Social and economic classes

These five themes and many of their elements overlap with one another. As we build on each of the themes we will revisit previous ones to show the interconnectedness of the American past.

The tools you will acquire in the course include:

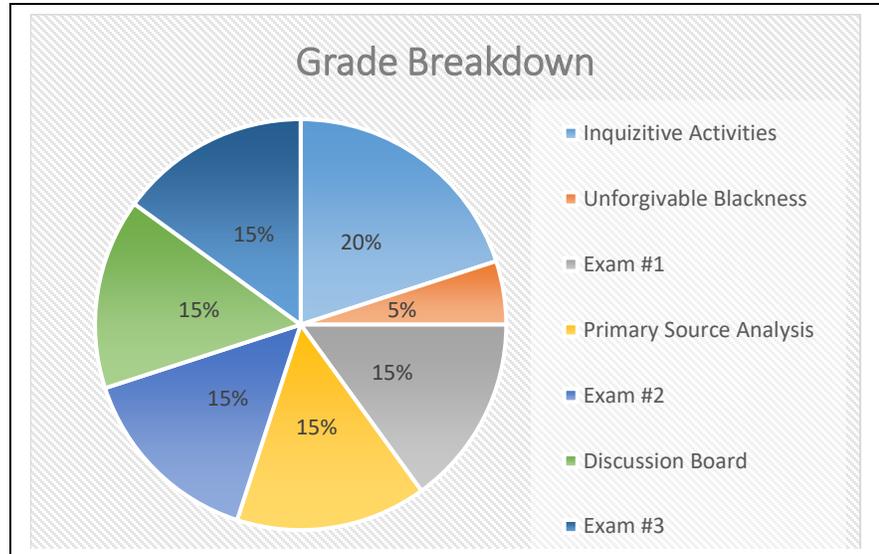
1. **Critical Thinking:** This skill is the process of examining assumptions, discerning hidden values, evaluating evidence, and assessing conclusions. Students will learn an essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others.
2. **Historical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

### Course Requirements

InQuizitive Assignments 20%  
*Unforgivable Blackness* Assignment  
 5%  
 Exam #1: 15%  
 Exam #2: 15%  
 Primary Source Analysis: 15%  
 Discussion Board: 15%  
 Exam #3: 15%

### Grade Scale

90 - 100% = A  
 80 - 89% = B  
 70 - 79% = C  
 60 - 69% = D  
 0 - 59% = F



### Course Materials

Required:

*Give Me Liberty! An American History*, Seagull 6<sup>th</sup> edition Vol. II. Eric Foner. W.W. Norton & Co., 2019. ISBN: 978-0-393-41827-9.

*Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*. Melba Pattillo Beals. New York: Washington Square Press, 1995. ISBN-13: 9780671866396

All other required readings will be posted on [Blackboard](#).

### History Department Statement on Plagiarism & 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](#) 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. A digital plagiarism detection program (e.g. SafeAssign or Turn-it-in) will be used to check your work. 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. If a student drops or withdraws, the student will be reinstated to the course.

**Assignments & Due Dates:** Due dates for assignments and exams can be found on the Course Schedule at the bottom of the syllabus. All assignments will be due by 11:59pm (Central Time) on their scheduled date.

**InQuizitives Activities - 20%**

Students will compete InQuizitive activities that correspond with our weekly assigned chapters from *Give Me Liberty!*

**Exam #1, #2, and #3 - 15% each**

Students will take an Exam that covers the material for the corresponding week. Exams will not be cumulative. Exams will be completed via Blackboard using the Respondus Lockdown Browser. Exams will be timed at 60 minutes. Additional instructions for Exams and how to download Respondus Lockdown Browser can be found under the “Exams” tab on Blackboard.

- Multiple Choice
- Matching & True/False
- Short Answer

**Primary Source Analysis - 15%**

1,000 - 1,250 words. This assignment will require students to interrogate major points/arguments of *Warrior's Don't Cry* AND put the document in the larger political, social, and economic context(s). Therefore, a strong analysis will incorporate ample evidence from the document, lectures, and previous readings to support your thesis while writing clear and concise with correct grammar. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. Writing skills will be integral to the assessment.

Papers below or over the word limit will be automatically penalized. Papers turned in after the due date will be docked one letter grade each 24 hours after the due date

***Unforgivable Blackness Assignment*** - 5%

Students will watch Part 1 of [Unforgivable Blackness: The Rise and Fall of Jack Johnson](#) and complete the corresponding assignment on Blackboard.

**Discussion Board** - 15%

Students will be prompted each week with a discussion question based on that week's material.

**Late Assignments**

Unless otherwise noted, no late assignments will be accepted.

**Extra Credit:**

All Extra Credit opportunities are due by 11:59pm Sunday, January 17. For .5% bonus percentage points each, students may listen to a historical podcast from [Backstory](#) of their choosing and/or learn about the Spanish Flu Pandemic. Students will then write a 300 - 350 word response. More info can be found in the 'Optional Extra Credit' tab on Blackboard.

**Virtual Student Hours:** I will hold 'virtual' office hours via e-mail and Blackboard Collaborate. Students can contact me via e-mail at any time and I will get back with them as soon as possible. Blackboard Collaborate office hours will be held Tuesday & Thursday 2 - 4pm. Simply click on the 'Office Hours' tab and enter the session during those times. Our virtual meetings will function as a phone call, so no video capabilities are needed. I am also available via appointment, please e-mail me to set a time.

**Special Accommodations:**

From the ASU accommodation website: "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](mailto: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)."

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.

### **Course Content Restrictions**

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 Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

### **Email Etiquette**

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

Emails to the instructor, or to anyone in a professional setting, should follow appropriate email etiquette. The following 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.

### **Course Aids**

- 1.) Student Hours

I am here to help you succeed in this class and in your education. 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. Student hours are a chance for you to get help on homework, go over class or reading material, and talk about some connections between class and other interests you may have. My office is the Academic Building 239B, if you cannot make my scheduled student hours I will be happy to set up an appointment.

### 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.

#### 5.) Counseling Services

Counseling Services at Angelo State University provides short-term therapy to ASU students. Whether you are suffering from issues like depression, anxiety, adjustment issues, relationship problems, academic concerns, emergencies or trauma, Counseling Services are here to help. Visit their [website](#) for more information.

Walk-in counseling hours are available at the University Health Clinic, appointments can be made by calling 325-942-2371, or students can contact the 24/7 ASU Crisis Helpline free of charge at 325-486-6345.

#### **Personal or Family Emergencies Affecting Academic Performance**

If issues arise 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.

#### **Religious Holy Days:**

Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19 so don't make stuff up!) must tell me 48 hrs prior to the absence and make up any scheduled assignments within an appropriate timeframe that I determine. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

#### **Undocumented Students**

I strive to uphold the educational rights of undocumented students. 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 as I equally do for students with disability accommodations.

### **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](http://www.angelo.edu/incident-form)

**Face to Face:** Mayer Administration Building, Room 210

**Phone:** 325-942-2022

**E-Mail:** michelle.boone@angelo.edu

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

### **University Policies:**

For additional general university policies, consult the university student handbook. Here is a handbook link for you:

<http://www.angelo.edu/student-handbook/>

### **Course Schedule**

*All Assignments/Exams are due by 11:59pm (Central Time) on the designated dates.*

Week 1: January 4 – 9

#### **Week 1 Assignments Due January 9, 11:59pm**

*Give Me Liberty!* History Skills: Analyzing Images

*Give Me Liberty!* Readings & InQuizitive Activities for:

Ch. 15 "What Is Freedom?:" Reconstruction, 1865-1877

Ch. 16 America's Gilded Age, 1870-1890

Ch. 17: Freedom's Boundaries, at Home and Abroad, 1890-1900

Ch. 18: The Progressive Era, 1900-1916

Ch. 19: Safe for Democracy: The United States and World War I, 1916-1920

*Unforgivable Blackness* Assignment (click [here](#) to watch the documentary)

Discussion Board

Exam #1

Read: *Warriors Don't Cry* (Chapters 1 - 10)

Week 2: January 10 - 15

**Week 2 Assignments Due January 15, 11:59pm**

*Give Me Liberty!* Readings & InQuizitive Activities for:

Ch. 20: From Business Culture to Great Depression: The Twenties, 1920-1932

Ch. 21: The New Deal, 1932-1940

Ch. 22: Fighting for the Four Freedoms: World War II, 1941-1945

Ch. 23: The United States and the Cold War, 1945-1953

Ch. 24: An Affluent Society, 1953-1960

Discussion Board

Exam #2

Read: *Warriors Don't Cry* (Chapters 11 - 20)

Week 3: January 16 - 22

**Reading Checkup for Primary Source Analysis Due January 19, 11:59pm**

**All Other Week 3 Assignments Due January 22, 11:59pm**

*Give Me Liberty!* Readings & InQuizitive Activities for:

Ch. 25: The Sixties, 1960-1968

Ch. 26: The Conservative Turn, 1969-1988

Ch. 27: From Triumph to Tragedy, 1989-2004

Ch. 28: A Divided Nation

Discussion Board

Primary Source Analysis

Exam #3

Read: *Warriors Don't Cry* (Chapters 21 - 28)

**DISCLAIMER**

**I reserve the right to make changes to this syllabus, including the schedule of assignments, readings, and lecture topics. Make careful note of any changes announced in class and via e-mail.**