

**HISTORY 1302: History of the United States since 1865**  
**Summer II 2021: Section D10**

Summer Semester II 2021

Time: Asynchronous (July 12 – Aug 13)

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**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.

**ATTENDANCE**

Since this course will be entirely online, there is no standardized attendance policy. Meeting times are asynchronous - you are not required to be online at any specific time. Lecture material will be divided by day, but slides and videos will be posted in weekly chunks on Blackboard – feel free to go over the material at your own pace, as long as all the material is covered before an assignment. **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 as soon as possible. If a sudden extreme illness or emergency makes prior communication unfeasible, you have **two days** after the due date to notify me of your situation.

## ASSIGNMENTS AND GRADING

There will be **two** types of graded assignments during this course: quizzes and exams.

**QUIZZES (4):** Students will take a total of **FOUR** quizzes during the semester for fifteen 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. Quizzes will be posted on Friday afternoons, and will remain open through the weekend.

**EXAMS (2):** There will be **TWO** exams during the course. Both exams will each consist of 30 multiple-choice questions (each question is worth two points, for a total of 60 points) and 4 short answer questions (each question is worth 10 points, for a total of 40 points). Exam questions will be drawn mainly from lectures.

The first exam will take place on **Wednesday, July 28**. The second exam, the **FINAL EXAM**, will take place on **Friday, August 13**. The final exam is **NOT** cumulative (it only covers material since the midterm).

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 (4 @ 15 pts each) -	60
EXAM 1 -	100
EXAM 2 -	100

### GRADING SCALE:

A =	234 – 260 points
B =	208 – 233 points
C =	182 – 207 points
D =	156 – 181 points
F =	0 – 155 points

### 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.*

### **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**

Email (listed at the top of the syllabus) 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.***

### **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: <https://www.angelo.edu/services/title-ix/>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:

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

Mayer Administration Building, Room 210  
325-942-2022  
[michelle.boone@angelo.edu](mailto: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](http://www.angelo.edu/title-ix).

### **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>)

#### Week 1

7/12: Course Introduction

7/13: Reconstruction

**YAWP:** [Ch. 15 Sections I-VIII](#)

7/14: Gilded Age: North and South

**YAWP:** [Ch. 16 Sections I-IV](#); [Ch. 18 Sections I-IV](#); [Ch. 20 Sections VI-VII](#)

7/15: Gilded Age: Transforming the West

**YAWP:** [Ch. 17 Sections I-VIII](#)

7/16: Gilded Age: Politics and Government (**Quiz 1**)

**YAWP:** [Ch. 16 Sections V-VII](#)

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#### Week 2

7/19: The Progressive Era

**YAWP:** [Ch. 20 Sections I-V](#)

7/20: American Imperialism

**YAWP:** [Ch. 19 Sections I-VII](#)

7/21: The First World War

**YAWP:** [Ch. 21 Sections I-X](#)

7/22: The New Era and the Great Depression

**YAWP:** [Ch. 22 Sections I-X](#); [Ch. 23 Sections II-VI](#)

7/23: The New Deal (**Quiz 2**)

**YAWP:** [Ch. 23 Sections VII-XIV](#)

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Week 3

7/26: Origins of the Second World War  
YAWP: [Ch. 24 Sections I-III](#)

7/27: The Second World War on the Home Front  
YAWP: [Ch. 24 Sections VII-IX](#)

7/28: **MIDTERM EXAM**

7/29: The Second World War on the Battlefield  
YAWP: [Ch. 24 Sections IV-VI, X, XI](#)

7/30: Origins of the Cold War (**Quiz 3**)  
YAWP: [Ch. 25 Sections I-VI](#)

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Week 4

**Last day for all students to drop courses 8/2**

8/2: Eisenhower and the 1950s  
YAWP: [Ch. 26 Sections I, II, V, VII](#)

8/3: The Kennedy Years  
YAWP: [Ch. 27 Sections I-II](#)

8/4: The Civil Rights Era  
YAWP: [Ch. 26 Sections III & IV](#); [Ch. 27 Section III](#)

8/5: Johnson, the Great Society, and the 1960s  
YAWP: [Ch. 27 Sections IV-VIII](#)

8/6: The Vietnam War (**Quiz 4**)  
YAWP: [Ch. 27 Section V](#); [Ch. 28 Section II](#)

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Week 5

8/9: Nixon, Ford, Carter, and the 1970s  
YAWP: [Ch. 28 Sections I-VI, VIII](#)

8/10: Reagan and the 1980s  
YAWP: [Ch. 29 Sections I-XI](#)

8/11: The 1990s

**YAWP:** [Ch. 30 Sections I, II](#)

8/12: The Global War on Terror

**YAWP:** [Ch. 30 Sections III-IX](#)8/13: **FINAL EXAM****USE THIS HANDY CHART TO REMEMBER WHEN ASSIGNMENTS ARE DUE!**

What day?	What Assignment?	When is it due?
Friday, 7/16	Quiz 1	Open until 8pm 7/18 on Blackboard
Friday, 7/23	Quiz 2	Open until 8pm 7/25 on Blackboard
Wednesday, 7/28	Midterm Exam ( <b>remember: this will have TWO PARTS</b> )	Short Answers: Open 5pm 7/27 until 8pm 7/28 on Blackboard Multiple Choice: Open 8am – 8pm on Blackboard
Friday, 7/30	Quiz 3	Open until 8pm 8/1 on Blackboard
Friday, 8/6	Quiz 4	Open until 8pm 8/8 on Blackboard
Friday, 8/13	Final Exam ( <b>remember: this will have TWO PARTS</b> )	Short Answers: Open 5pm 8/12 until 8pm 8/13 on Blackboard Multiple Choice: Open 8am – 8pm on Blackboard