

# HIST 1302

## History of the United States

### After 1865

### Fall 2021

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**Instructor:** Dr. Laurie Dickmeyer

**Email:** [laurie.dickmeyer@angelo.edu](mailto:laurie.dickmeyer@angelo.edu)

**Phone:** 325-942-2325

**Office:** Academic 239D

**Office Hours** (both in-person and virtual):

- Mondays & Wednesdays 9-9:50am; Tuesdays & Thursdays 1-2pm, or by appointment
- Zoom links will be posted to the Blackboard website.

## Course Information

### Welcome!

Welcome to HIST 1302! I am very excited to work with you this semester as we learn about the history of the United States since 1865. I look forward to hearing your ideas and the different perspectives you will bring. I know that you are all smart, capable people, and I will do everything I can to help you succeed in this course. If you have any questions, concerns, or just want to share something with me, please get in touch. –Dr. Dickmeyer



### Course Description

The survey focuses on the major themes, ideas, attitudes, institutions, and elements that are part of American national development following the Civil War and through the twentieth

century. Major themes will include industrialization, the development of the United States into a world power, civil rights movements, and major political and economic shifts.

A primary goal of this course is to introduce you to historical thinking, which is evidence-based critical thinking. We will be doing this mostly through the analysis of primary sources (documents created at the time under study). The techniques you will learn will serve you well in any situation that requires you to think critically about a text or image.

## **Course Credits**

3 credits

## **Prerequisite and Co-requisite Courses**

None

## **Prerequisite Skills**

Accessing Internet websites, using ASU Library resources, opening PDF files, and proficiency with Microsoft Word are expectations of this course.

## **Student Learning Outcomes**

By completing all course requirements, students will be able to:

- Gain a basic understanding of major time periods and themes in US history
- Analyze primary sources (documents and artifacts created at the time under study) and see historical events from multiple, diverse perspectives
- Identify the significance of specific historical events

## **Course Delivery**

This is a face-to-face course. The bulk of the material will be delivered during face-to-face meetings, so regular attendance and participation in class activities is vital to your success.

Slides from class, links to readings, and additional materials will be delivered online via Blackboard. All assignments excepting in-class exams will be submitted and assessed in Blackboard.

## **Texts and Materials**

I will provide you with materials to be analyzed during class meetings. For reference and for those unable to attend, all materials used in class will be uploaded to the week's page on Blackboard.

The recommended, optional textbook for the course is **American Yawp**. It is available for free online at <http://www.americanyawp.com/>. This textbook is intended as a reference to reinforce material covered in class meetings.

## Technology Requirements

To successfully complete this course, students need to have access to a computer to read emails and course announcements, view videos, open and read PDF files, and use a Word processor to compose assignments and exams.

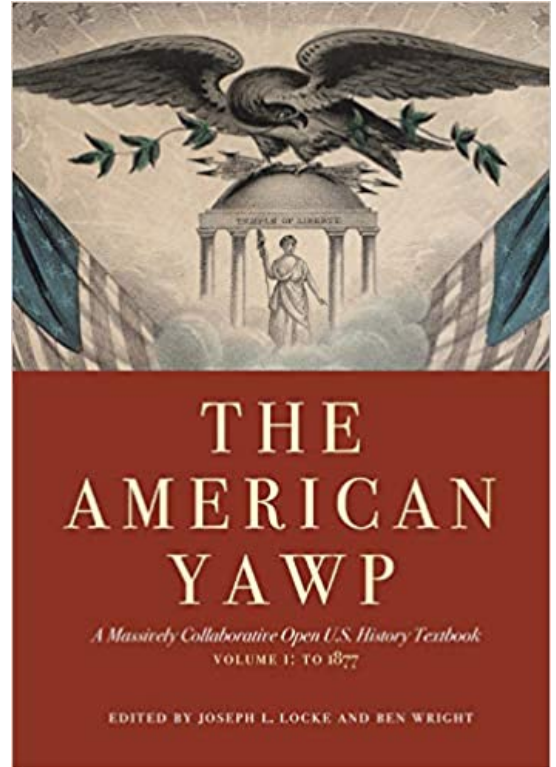
## Communication

I will respond to email and telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section in the subject line and/or body of your email.

**In-person office hours:** Appointments are not needed for regularly scheduled office hours. Feel free to drop in. Please see the time and place at the top of this document. If these times do not work for you, please do not hesitate to reach out and schedule a meeting for another time.

**Virtual communication:** If you prefer to meet virtually, please feel free to call my office phone (325-942-2325) or attend office hours virtually via Zoom. Links to Zoom office hours will be posted to Blackboard.



# Grading

## Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Exam 1	20%
Exam 2	20%
Exam 3	20%
Primary Source Analysis Paper	20%
Participation	20%
<b>TOTAL</b>	<b>100%</b>

## Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 89.5-100%

B = 79.5-89.4%

C = 69.5-79.4%

D = 59.5-69.4%

F = 0-59.4%

Please see the “Weighted Total” column on Blackboard for your updated grade in this course.

## Teaching Strategies

The bulk of the course will consist of class meetings. Come prepared to take notes and engage with material presented in class. You should review your notes at home regularly. It is also your responsibility to seek out additional instruction when needed -- through the optional textbook *American Yawp*, supplemental instruction (see below), and by asking me.

If you have questions about the content, please feel free to email those to me at [laurie.dickmeyer@angelo.edu](mailto:laurie.dickmeyer@angelo.edu) and/or raise them during in-person discussion.

## Assignment and Activity Descriptions

**\*Please note: Additional instructions and rubrics for all assignments and activities will be posted to Blackboard.**

**Exams (20% each x 3 exams):** There will be three exams throughout the semester. These exams will be based on the material covered in lectures and class activities. The best way to prepare for these exams is to review the learning goals of each lecture and discussion. Self-evaluate whether you can answer the main questions posed in each class meeting. Running study guides (updated weekly) will be provided on Blackboard. I will also provide occasional practice questions. The format of the exam will include both multiple-choice and essay questions. See the course schedule below for the exam dates.

**Primary Source Analysis Paper (20%):** We will be visiting the West Texas Collection, an archive located on campus in the Mayer Museum. The archivists will be introducing some of their collections and resources to us. Following this group visit, you will return individually to the West Texas Collection to choose one primary source (out of a selection of 5-6 sources set aside specifically for our HIST 1302 class). You will examine the source and analyze it using a specific set of questions to write a short 2-3 page paper. Further instructions and a rubric are available on the Blackboard website. Due Oct. 15.

**Participation (20%):** Participation is based on prompt attendance and active participation. If I am lecturing, you are expected to pay attention, take notes, and ask questions when you have them. If we are doing an activity in class, you are expected to work with your classmates to complete the activity and respond to questions posed to you. Lateness, unexcused absences, and/or failure to engage with class material will result in deductions to this grade. Please see the attendance policy below.

### Extra Credit

Extra credit may be offered for attending history-related events or completing additional assignments. All extra credit opportunities will be announced in class and via Blackboard.

### Assignment Submission

All assignments (except extra credit) must be submitted through the Assignment Submission link in the Blackboard site. This is for grading, documenting, and archiving purposes.

Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at [laurie.dickmeyer@angelo.edu](mailto:laurie.dickmeyer@angelo.edu) and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets me know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.



### **Late Work or Missed Assignments Policy**

All due dates are posted on this syllabus and any revisions to this schedule will be announced via email and will be changed on the Blackboard “Course Schedule” page.

If you believe you will be unable to complete an assignment on time, please email me, and we can arrange for an extension.

### **Supplemental Instructor (SI)**

Both HIST 1301 and 1302 are assigned supplemental instructors (SI), students who have successfully completed the course and are available for group and individual tutoring. While the HIST 1302 SI (Laura Jaime) is not assigned specifically to my sections, she is prepared to help you with HIST 1302 content. Her schedule will be posted on the Blackboard website.

If you have questions that relate to grading and assignments, please see me.

### **SUPPLEMENTAL INSTRUCTION**



**study smarter,  
not harder**

## **General Policies Related to This Course**

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

- [Angelo State University Student Handbook](https://www.angelo.edu/student-handbook/)<sup>1</sup>
- [Angelo State University Catalog](https://www.angelo.edu/catalogs/)<sup>2</sup>

### **Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Multicultural and Student Activities Programs center (multicultural@angelo.edu; 325-942-2729). The Multicultural and Student Activities Program Center has a food pantry and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

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<sup>1</sup> <https://www.angelo.edu/student-handbook/>

<sup>2</sup> <https://www.angelo.edu/catalogs/>

## Student Responsibility and Attendance

As regular attendance is necessary to achieve student learning outcomes it is the policy of the History Department that missing more than 20 percent of the course (6 absences in a 75 minute TTR course, 9 absences in a 50-minute MWF course) will result in a reduction of one full letter grade when calculating the final course grade. Every three absences after the limit will result in the reduction of another letter grade.

In the case of illness, emergency, or other unavoidable circumstances, please email me as soon as possible, and I can excuse your absence.

## 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.

## **Accommodations for Students with Disabilities**

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](#).<sup>3</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)  
Houston Harte University Center, Room 112

## **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](#)<sup>4</sup> for more information.

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<sup>3</sup> <https://www.angelo.edu/services/disability-services/>

<sup>4</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>





## 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](#)<sup>5</sup> for more information.

## 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.

## Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email and/or course announcements. It is the student's responsibility to look for such communications about the course on a daily basis.



## 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.

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<sup>5</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>

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

Email: [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 Schedule

### Notes:

- The topic titles for each week correspond to chapters from the optional textbook *American Yawp* (<http://www.americanyawp.com/>).
- Each class meeting has a guiding question to focus discussion, but we will also explore the broader context of each event and era. These questions will also be potential essay questions on the exams.

**Unless otherwise stated, all due dates have a deadline of 11:59pm.**

Week/Date	Topic/Readings/Assignments/Assessments DUE
1 Aug. 23/25/27	<b>Course Introduction; Reconstruction</b> <ul style="list-style-type: none"> <li>• Aug. 23: Course Introduction</li> <li>• Aug. 25: Were African Americans free during Reconstruction?</li> <li>• Aug. 27: What was sharecropping and what impact did it have on families?</li> </ul>
2 Aug. 30/Sept. 1/3	<b>Capital and Labor</b> <ul style="list-style-type: none"> <li>• Aug. 30: The Labor Movement - Why did the Homestead Strike turn violent?</li> </ul>

	<ul style="list-style-type: none"> <li>● Sept. 1: The Labor Movement - How did Chicago newspapers cover the Pullman Strike?</li> <li>● Sept. 3: Populism and the Election of 1896 - How did Populist leaders appeal to the people?</li> </ul>
<p><b>3</b> Sept. 8/10</p>	<p><b>The West</b></p> <ul style="list-style-type: none"> <li>● <b>Sept. 6: Labor Day (NO CLASS)</b></li> <li>● Sept. 8: What can photographs tell us about the lives of homesteaders on the Great Plains in the 1880s?</li> <li>● Sept. 10: What was the purpose of the Carlisle Indian Industrial School?</li> </ul>
<p><b>4</b> Sept. 13/15/17</p>	<p><b>Life in Industrial America</b></p> <ul style="list-style-type: none"> <li>● Sept. 13: Why was Chinese immigration restricted in 1882?</li> <li>● Sept. 15: What do oral histories reveal about the Triangle Shirtwaist Factory Fire? + Introduce the Primary Source Analysis Paper</li> <li>● <b>Sept. 17: Visit to West Texas Collection</b></li> </ul>
<p><b>5</b> Sept. 20/22/24</p>	<p><b>American Empire</b></p> <ul style="list-style-type: none"> <li>● Sept. 20: The Spanish-American War - Why did the United States invade Cuba?</li> <li>● Sept. 22: Why did the United States annex the Philippines after the Spanish-American War?</li> <li>● Sept. 24: Exam 1 Review</li> </ul>
<p><b>6</b> Sept. 27/29/Oct. 1</p>	<p><b>The Progressive Era</b></p> <ul style="list-style-type: none"> <li>● <b>Sept. 27: Exam 1</b></li> <li>● Sept. 29: Why did people oppose women's suffrage? Did anti-suffragists think men were superior to women?</li> <li>● Oct. 1: What were the attitudes of settlement house social reformers towards immigrants?</li> </ul>
<p><b>7</b> Oct. 4/6/8</p>	<p><b>World War I and Its Aftermath</b></p> <ul style="list-style-type: none"> <li>● Oct. 4: Why did the U.S. enter World War I?</li> <li>● Oct. 6: How did the 1918 influenza pandemic impact American society and life?</li> <li>● Oct. 8: Why did senators oppose joining the League of Nations in 1919?</li> </ul>
<p><b>8</b> Oct. 11/13/15</p>	<p><b>The New Era</b></p> <ul style="list-style-type: none"> <li>● Oct. 11: What were the arguments for prohibition?</li> <li>● Oct. 13: Were Mexicans welcome in the United States in the 1920s?</li> </ul>

	<ul style="list-style-type: none"> <li>● Oct. 15: The Great Migration - Why did African Americans migrate northward and westward at the beginning of the twentieth century?</li> <li>● <b>Oct. 15: Primary Source Analysis Paper due by 11:59 pm</b></li> </ul>
<p>9 Oct. 18/20/22</p>	<p><b>The Great Depression</b></p> <ul style="list-style-type: none"> <li>● Oct. 18: What caused the Dust Bowl?</li> <li>● Oct. 20: How did the Great Depression impact Americans?</li> <li>● Oct. 22: Was the New Deal a success or a failure?</li> </ul>
<p>10 Oct. 25/27/29</p>	<p><b>World War II</b></p> <ul style="list-style-type: none"> <li>● Oct. 25: What roles, at home and abroad, did Americans play in World War II?</li> <li>● Oct. 27: Why did the United States government incarcerate Japanese Americans during World War II?</li> <li>● Oct. 29: Exam 2 Review</li> </ul>
<p>11 Nov. 1/3/5</p>	<p><b>The Cold War</b></p> <ul style="list-style-type: none"> <li>● <b>Nov. 1: Exam 2</b></li> <li>● Nov. 3: Who was primarily responsible for the Cold War, the United States or the Soviet Union?</li> <li>● Nov. 5: Korean War - How did Americans respond to President Truman's decision to fire General MacArthur?</li> </ul>
<p>12 Nov. 8/10/12</p>	<p><b>The Affluent Society</b></p> <ul style="list-style-type: none"> <li>● Nov. 8: Is the image of the happy 1950s housewife accurate?</li> <li>● Nov. 10: Little Rock Nine - Why was Minnijean Brown expelled from school?</li> <li>● Nov. 12: Why did the Montgomery Bus Boycott succeed?</li> </ul>
<p>13 Nov. 15/17/19</p>	<p><b>The Sixties</b></p> <ul style="list-style-type: none"> <li>● Nov. 15: Cuban Missile Crisis - Why did the Russians pull their missiles out of Cuba?</li> <li>● Nov. 17: Was the Great Society successful?</li> <li>● Nov. 19: Why was the Vietnam War unpopular with many people in the United States?</li> </ul>
<p>14 Nov. 22</p>	<p><b>The Unraveling</b></p> <ul style="list-style-type: none"> <li>● Nov. 22: How did the New Right and New Left emerge in the 1960s and 1970s?</li> <li>● Nov. 24/26: Thanksgiving Break (NO CLASS)</li> </ul>
<p>15 Nov. 29/Dec. 1/3</p>	<p><b>The Triumph of the Right</b></p> <ul style="list-style-type: none"> <li>● Nov. 29: How did 1970s music reflect the politics and economics of the time?</li> <li>● Dec. 1: Were Reaganomics good for the United States? More broadly, what are the legacies of Ronald Reagan's presidency?</li> </ul>

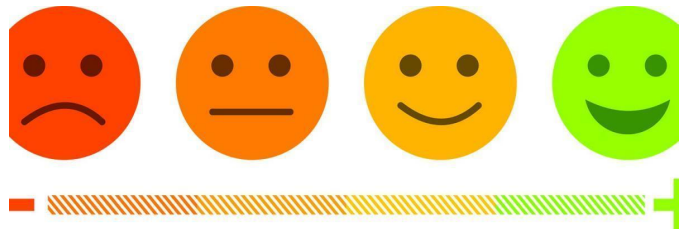
	<ul style="list-style-type: none"> <li>Dec. 3: Exam 3 Review</li> </ul>
<b>Final Exam Week</b>	<p><b>8 am section:</b> Dec. 6, 8-10am</p> <p><b>10 am section:</b> Dec. 6, 10:30am-12:30pm</p> <p><b>11 am section:</b> Dec. 8, 10:30am-12:30pm</p>

## Grading Rubrics

Grading Rubrics will be made available on the Blackboard website.

## Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course.



Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The evaluation for this course will be weighted to evaluate the success in acquiring the following skills:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

**End of Syllabus!**