

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

Fall 2021 2nd 8 weeks, Angelo State University

Dr. Michael Shane Powers

Online, October 18 - December 10

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Student Hours: Academic Bldg 239B Mon. & Wed. 10am - 12pm (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:

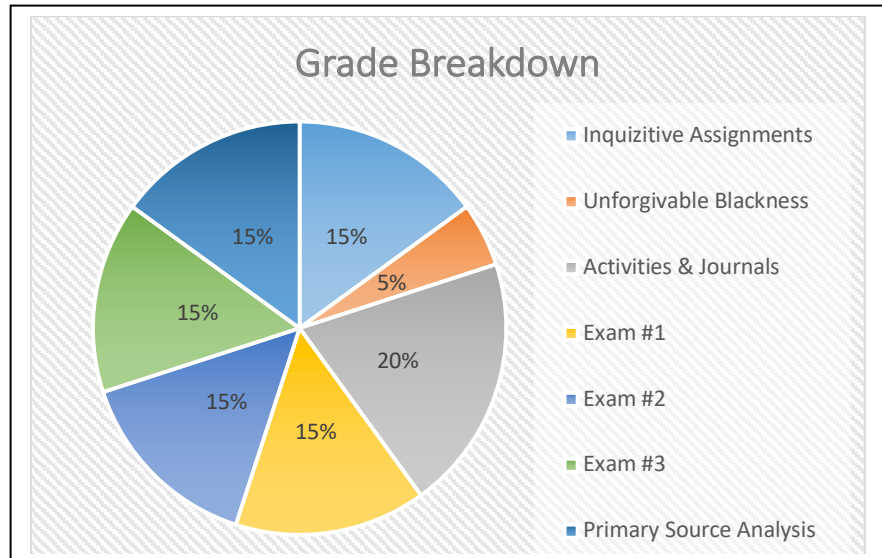
1. **Critical Thinking:** This skill is the process of examining assumptions, discerning hidden values, evaluating evidence, and assessing conclusions. Students will learn an essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others.
2. **Historical 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 15%
 Activities & Journals: 20%
Unforgivable Blackness Assignment
 5%
 Exam #1 15%
 Exam #2 15%
 Primary Source Analysis: 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 6th edition Vol. II Ebook. Eric Foner. W.W. Norton & Co., 2019. ISBN: 978-0-393-41827-9.

NOTE: Students must purchase the option that is "Ebook for Give Me Liberty!" that includes access to InQuizitive, History Skills Tutorials, and Student Site. It can be purchased through the Ebook link within the "Start Here" tab on our Blackboard site.

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](#).

Plagiarism & Academic Honesty

Plagiarism is utilizing someone else's writings, ideas, or works without providing due credit or proper citation. 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. Read [this helpful tool](#) to avoid common plagiarism pitfalls

Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work, complete with proper citations. *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 (SafeAssign) will be used to check your work.

Academic misconduct is not limited to plagiarism. It also includes forgery, cheating, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct.

Plagiarism cases 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. All academic integrity violations will be referred to the Executive Director of Student. The Executive Director of Student Affairs will review the case and 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.

As a core part of its mission, Angelo State University provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each student is required to be familiar with and abide by the University’s Honor Code. You can find a copy of the ASU Student Handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office (located in the University Center). You may view the university’s honor code at the following website:

http://www.angelo.edu/forms/pdf/Honor_Code.pdf

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 Assignments - 15%

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

Students must access and complete the InQuizitive Activities by using the links within our Blackboard site to ensure grades are entered properly.

Activities & Journals - 20%

Students will have a short weekly writing assignment and/or activity that corresponds with that week’s material.

Dr. Powers Lectures

Students are to watch Dr. Powers’ brief Lectures posted within each weekly tab. Dr. Powers Lectures will add to material covered in each week’s *Give Me Liberty!* chapter

readings. Content covered in each Dr. Powers Lecture will be in Exams, so paying full attention to and taking notes on each lecture is essential to succeed in the course.

Exams 1, 2, & 3 – 15% each

Exams will be based on content from assigned *Give Me Liberty!* chapters, Dr. Powers Lectures, and corresponding Activities & Journals. Exams will be completed via Blackboard using the Respondus Lockdown Browser. Exams will be timed at 60 minutes.

- Multiple Choice – 40 questions
- Matching & True/False – 10 questions
- Primary Source Interpretation – 1 @ 10 points

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.

Late Assignments

Unless otherwise noted, no late assignments will be accepted.

Extra Credit:

All Extra Credit opportunities are due via e-mail by 11:59pm Sunday, May 9. For .5% bonus percentage points each, students may listen to two historical podcasts from [Backstory](#) and write a 300 – 350 word response that relates to a course topic or theme.

Student Hours: I will hold 'virtual' office hours via Zoom or Blackboard Collaborate upon request. I will also hold in-person student hours on Mondays and Wednesdays from 10am – 12pm in my office (Academic Bldg 239B).

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. For more information about the application process and requirements, visit the Student Disability Services website at 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.

Recording and 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. 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. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

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.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic* at 325-942-2171, *Counseling Services* at 325-942-2371 or the *ASU Crisis Helpline* at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Emergency Procedures & Inclement Weather:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found [here](#).

It is the policy of the university to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and cancel classes. If the university remains open, students should make every attempt to get to class within the bounds of personal safety.

It is the student's responsibility to ascertain whether the university will be open during class times in the event of inclement weather.

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 Standard Time) on the designated dates.

Week 1: October 18 - 24

Week 1 Assignments Due October 24, 11:59pm

Give Me Liberty! Readings & InQuizitive Assignments for:

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

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

Give Me Liberty! History Skills: Analyzing Images

Dr. Powers Lectures

Flip Grid Self-Introduction

Activities & Journals

Week 2: October 25 - 31

Week 2 Assignments Due October 31, 11:59pm

Give Me Liberty! Readings & InQuizitive Assignments for:

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

Ch. 18: The Progressive Era, 1900-1916

Dr. Powers Lectures

Unforgivable Blackness Assignment (click [here](#) to watch the documentary, Part I only)

Activities & Journals

Week 3: November 1 - 7

Week 3 Assignments Due November 7, 11:59pm

Give Me Liberty! Readings & InQuizitive Assignments for:

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

Dr. Powers Lectures

Activities & Journals

Exam #1

Week 4: November 8 – 14

Week 4 Assignments Due November 14, 11:59pm

Give Me Liberty! Readings & InQuizitive Assignments for:

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

Ch. 21: The New Deal, 1932-1940

Dr. Powers Lectures

Activities & Journals

Week 5: November 15 – 21

Week 5 Assignments Due November 21, 11:59pm

Give Me Liberty! Readings & InQuizitive Assignments for:

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

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

Dr. Powers Lectures

Activities & Journals

Exam #2

Week 6: November 22 – 28

Week 6 Assignments Due November 28, 11:59pm

Give Me Liberty! Readings & InQuizitive Assignments for:

Ch. 24: An Affluent Society, 1953-1960

Ch. 25: The Sixties, 1960-1968

Dr. Powers Lectures

Activities & Journals

Week 7: November 29 – December 5

Week 7 Assignments Due December 5, 11:59pm

Give Me Liberty! Readings & InQuizitive Assignments for:

Ch. 26: The Conservative Turn, 1969-1988

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

Dr. Powers Lectures

Activities & Journals

Primary Source Analysis

Week 8: December 6 - 10

Week 8 Assignments Due December 10, 11:59pm

Give Me Liberty! Readings & InQuizitive Assignments for:

Ch. 28: A Divided Nation

Activities & Journals

Exam #3

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.