

HIST 1302 (Section D30)
History of the United States, 1865 to Present (ONLINE)

Fall 2021

Professor: Dr. James Wall
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Zoom Office Hours: By appointment

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COURSE DESCRIPTION

History and the past are not the same thing. The past is everything that came before us, every war and every paper cut. History is the interpretation of that past, the sifting, organizing, and "making sense" of people, mostly dead, and events, mostly over.

Because this is a history class, then, it has an interpretative scheme, a set of principles that guided the sifting, the organizing, and the making sense—and I think it is only right that I lay such principles out at the beginning. I believe that history is composed, finally, of life stories.

We will spend considerable time in this course examining America's evolution from an atomized nation struggling to rebuild itself in the wake of the Civil War to its ascendance as the dominant global superpower of the twentieth century. We will examine major events like the Great Depression and the Civil Rights Movement. We will examine major trends like industrialization and globalization. But we will never forget that individual men and women lived in and through these events and trends, shaping them—shaped by them in turn—and teaching us one of history's most enduring lessons: The past may shape and constrain us—and we must therefore respect and understand it—but it cannot tell us who we are, much less who we will be. There is much that remains for us to decide.

READING LIST

The following books are required reading and will be available online. I will also add required supplemental readings throughout the semester at my discretion, all of which will be posted on our Blackboard class page.

*U.S. History from OpenStax** (abbreviated on the schedule as *OS*,
(www.openstax.org/details/us-history).

*Available in web view and PDF for free. You can also choose to download on Apple Books/Kindle, or get a print version from OpenStax on Amazon.com

The American YAWP Reader, Volume II: After 1877
(www.americanyawp.com/reader.html) (abbreviated on the schedule as *YAWP*)

COURSE OBJECTIVES

Texas Higher Education Coordinating Board Exemplary Educational Objectives for Social and Behavioral Sciences

The objective of a social and behavioral science component of a core curriculum is to increase student knowledge of how social scientists discover, describe, and explain the interactions among individuals, groups, institutions, events, and ideas. Such knowledge will allow you:

- To examine historical processes across a range of time periods and cultures
- To analyze the effects of social, political, economic, and global forces on this nation
- To understand the evolution and current role of the U.S. in the world
- To identify and understand differences and commonalities within diverse cultures

Learning Outcomes

- To forge a connection between students and the complicated and messy history from which we've emanated. By doing so, students will gain new insights into the modern world around them.
- To assemble and improve on a toolbox of skills students will need to succeed in college (and life): how to take notes, how to study, and how to read secondary and primary texts with a discerning and critical eye.
- To understand the notion of "citizenship" in our nation's history—how it has been defined, reshaped, and contested by various groups over time.
- To develop a rudimentary grasp of the major flashpoints and alterations that have shaped the modern United States.

UNIVERSITY & DEPARTMENT POLICIES

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](#)
- [Angelo State University Catalog](#)

Student Disability Services

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. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

[Ms. Dallas A. Swafford](#)

Director of Student Disability Services

325-942-2047

dallas.swafford@angelo.edu

[Houston Harte University Center 112](#)

Absences for 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](#) for more information.

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.

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.

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](#) for more information.

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

COURSE EXPECTATIONS

WHAT I EXPECT FROM YOU

Hard Work

Your experience in this class will be determined primarily by the amount of effort you put into it. If you do the required readings, watch the required lectures, take good notes, review your notes, take all our required quizzes and exams, and treat our writing assignments as opportunities to think critically and carefully, you will receive a grade commensurate with your effort. Please note that on Blackboard I have posted helpful tips on how to take notes, improve your studying, and develop the skills needed to get an A in this class. (See: "How to Get an A" on our Blackboard "Content" page).

Stay Informed

The online home for this class is on Blackboard. This is where I will post announcements, study guides, required readings, and grades. It is your responsibility to check Blackboard at least once a day. You will also be expected to check your university email regularly.

Turn Things In On Time

All students are expected to turn in all assignments on time and attend all exams at their regularly scheduled times. It is vitally important that in the event you are absolutely unavailable to take an exam, you inform me prior to the exam. Please note that make-up exams will never be given without a good reason. A "good reason" is essentially limited to University-sanctioned absences, certain overlapping exams, deaths in the family, and severe illness or injury. Additionally, I will require written evidence for a makeup exam which meets the above conditions, and I cannot allow make-ups to accommodate work or vacation schedules, "oversleeping" and missing part/all of an exam, non-functioning alarms, car trouble, etc.

WHAT YOU CAN EXPECT FROM ME

A Welcoming Environment

I try to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official ASU records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns).
- If you prefer to speak with someone outside of the course, ASU Counseling Services is an excellent resource (<https://www.angelo.edu/current-students/counseling-services/>).
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

Open Lines of Communication

Zoom Office Hours

If you and I are going to be successful in this class, we're going to have to talk. To make sure we have every opportunity to do so, I will be holding office hours online via Zoom for 6 hours each week: Mondays and Fridays from 1-4pm. If you are not available during these hours, you may schedule an appointment with me for a different time. You can always find the office hours invite link under the "Office Hours" folder on our Blackboard "Welcome" page.

Anonymous Surveys

I will also send out anonymous surveys at regular intervals during the semester via Blackboard, so if you have any concerns or issues about the course, feel free to drop me an anonymous note.

Email

Email is the best way to get in touch with me. Of course, you may drop in during Zoom office hours, but I always prefer that you email me beforehand so I can better prepare for your questions. Between the hours of 9:00 a.m.-5:00 p.m. Monday-Friday, I aim to answer student emails within 24 hours. Generally, emails sent after 4:00 p.m. will be answered the followed day. Emails sent over the weekend (Saturday and Sunday) will be answered on Monday. I will not respond to email on university holidays. If you have not heard from me and 24 hours have passed, you may send the email again and in the subject line put "Second Notice", "Second Attempt" etc.

Hard Work

I hope you will find that I work hard to prepare for class, make a point of arriving on time, do my best to return graded assignments promptly, treat my students with respect, and maintain a sense of humor. I ask no more or less than the same from you.

GRADING

Breakdown

Documentary/Movie Responses	10%
Quizzes	50%
Midterm	20%
Final	20%

Quizzes

There will be 15 throughout the semester. These quizzes will be given as online quizzes via Blackboard. At the end of the semester, your five lowest quiz scores will be dropped. Each quiz is worth 5% of your total grade (so that's 10 quizzes x 5 = 50% of your final grade). Because you are given these five "freebies," there will be no make-up quizzes offered for any reason.

Exams

There will be a midterm and a final, both will be primarily multiple-choice exams given online through Blackboard. Each is worth 20% of your total grade.

Documentary/Movie Responses

You will be required to watch two historical documentaries or movies from a list of my choosing during the semester and write a 500-word response essay. Each is worth 5% of your total grade and they must be completed by the end of the course.

Grading Scale

A	100-90.0
B	89.99-80.0
C	79.99-70.0
D	69.99-60
F	59.99-0

COURSE SCHEDULE*

*The course syllabus and schedule are subject to change. When such changes occur, I will notify you as far in advance as practical and, if applicable, will explain how the changes will affect the calculation of your final grade.

COLOR KEY

Quizzes

Movie Reviews

EXAMS

WEEK 1 (Aug. 23-27)

Lectures

#1: Reconstruction From the Top Down

#2: Reconstruction From the Bottom Up

Required Readings

OS 16, YAWP 15 (“Reconstruction”)

Blackboard Quizzes

#1, due by Friday, Aug. 27 @ 11:59 PM

WEEK 2 (Aug. 30-Sep. 3)

Lectures

#3: The American “Wests”

#4: Immigration & Urbanization

Required Reading

OS 17 & 18, YAWP 17 (“Conquering the West”) & 18 (“Life in Industrial America”)

Blackboard Quizzes

#2 & #3, due by Friday, Sep. 3 @ 11:59 PM

WEEK 3 (Sep. 7-11)

Lectures

- #5: Angry Farmers
- #6: The Progressives

Required Reading

OS 20 & 21, YAWP 20 ("The Progressive Era")

Blackboard Quizzes

#4 & #5, due by Sat., Sep. 11 @ 11:59 PM

WEEK 4 (Sep. 13-17)

Lectures

- #7: American Imperialism
- #8: World War I & American Citizenship

Required Reading

OS 22 & 23, YAWP 19 ("American Empire") & 21 ("World War I & Its Aftermath")

Blackboard Quizzes

#6 & #7, due by Fri., Sep. 17 @ 11:59 PM

WEEK 5 (Sep. 20-24)

Lectures

- #9: Culture & Conflict in the New Era

Required Reading

OS 24, YAWP 22 ("The New Era")

Blackboard Quizzes

#8, due by Fri., Sep. 24 @ 11:59 PM

*****EXAM I DUE BY FRI., SEP. 24 @ 11:59 PM*****

WEEK 6 (Sep. 27-Oct. 1)

Lectures

#10: The Great Depression

#11: The New Deal

Required Reading

OS 25 & 26, YAWP 23 ("The Great Depression")

Blackboard Quizzes

#9, due by Fri., Oct. 1 @ 11:59 PM

WEEK 7 (Oct. 4-8)

Lectures

#12: World War II On the Homefront

#13: Forging the Postwar Order, Pt. I

Required Reading

OS 27 & 28, YAWP 24 ("World War II") & 25 ("The Cold War")

Blackboard Quizzes

#10 & #11, due by Fri., Oct. 8 @ 11:59 PM

WEEK 8 (Oct. 11-15)

Lectures

#14: Forging the Postwar Order, Pt. II/The Coils of Cold War, Pt. I

#15: The Coils of Cold War, Pt. II/Kitchen Politics

Required Reading

OS 29, YAWP 26 ("The Affluent Society")

Blackboard Quizzes

#12, due by Fri., Oct. 15 @ 11:59 PM

WEEK 9 (Oct. 18-22)

Lectures

- #16: The Civil Rights Movement, Pt. I
- #17: The Civil Rights Movement, Pt. II

Required Reading

TBA

Blackboard Quizzes

None

MOVIE REVIEW #1 DUE BY FRI., OCT. 22 @ 11:59 PM

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WEEK 10 (Oct. 25-Oct. 29)

Lectures

- #18: Rights Revolutions
- #19: Second Wave Feminism

Required Reading

OS 30, YAWP 27 ("The Sixties") & 28 ("The Unraveling")

Blackboard Quizzes

#13 & #14, due by Fri., Oct. 29 @ 11:59 PM

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WEEK 11 (Nov. 1-5)

Lectures

- #20: Jimmy Carter Says Yes!
- #21: The Reagan Revolution, Pt. I

Required Reading

OS 31, YAWP 29 ("The Triumph of the Right")

Blackboard Quizzes

#15, due by Fri., Nov. 5 @ 11:59 PM

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WEEK 12 (Nov. 8-12)

Lectures

#22: The Reagan Revolution, Pt. II

#23: The Clinton Revolution, Pt. I

Required Reading

TBA

Blackboard Quizzes

None

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WEEK 13 (Nov. 15-19)

Lectures

#24: The Clinton Revolution, Pt. II

#25: Bush v. Gore

Required Reading

TBA

Blackboard Quizzes

None

****MOVIE REVIEW #2 DUE BY FRI., NOV. 19 @ 11:59 PM****

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WEEK 14 (Nov. 22-26)

Lectures

#26: 9/11 and The War on Terror

#27: The Great Recession

Required Reading

OS 32, YAWP 30 ("The Recent Past")

Blackboard Quizzes

None

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WEEK 15 (Nov. 29-Dec. 3)

Lectures

#28: The Obama Revolution

#29: The Trump Revolution

Required Reading

TBA

Blackboard Quizzes

None

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WEEK 16 (Dec. 6-10)

*******EXAM I DUE BY FRI., DEC. 10 @ 11:59 PM*******