

## **HIST 1302: US History Since 1865 (online)**

Instructor: Dr. Kenna Archer  
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Phone: 325-942-2324  
Office hours: By appointment only

### **CONTACT INFORMATION**

Because this is an online class, the best way to contact me is via email (shown above). However, I am happy to speak with students over the phone and/or to meet with them in office hours. I hold office hours on Mondays – Fridays from 9:00 – 11:00 by appointment only, and I prefer virtual office hours, but I recognize that this might not work with everybody’s schedule. If you would like to meet in person or need to meet outside of that two-hour window, please let me know so that I can look into possible accommodations.

### **COURSE OVERVIEW**

As the Civil War ended, Americans could not imagine the ways in which this nation’s government, economy, and culture would change in the coming years. Slaves were transformed, by law if not in reality, into freedmen; immigrants brought their dreams to eastern cities; a series of wars erupted between American Indians, white settlers, and soldiers; and, industry changed the lives of working men and women. This course explores how these (and other) changes shaped this nation after 1865, beginning with Reconstruction and ending with the upheaval and changes of the late 20<sup>th</sup> century.

### **REQUIRED MATERIALS**

Eric Foner, *Give Me Liberty Volume 2* (Brief 6th Edition), ISBN: 978-0-393-41816-3

### **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

## EXPECTED LEARNING OUTCOMES

Students graduating from Angelo State University should demonstrate competency in Critical Thinking, Communication, Social Responsibility, and Personal Responsibility and be able:

- To demonstrate a basic understanding of major themes in U.S. History
- To identify the significance of specific historical events
- To analyze historical documents and understand their significance

## COURSE REQUIREMENTS

I will assess students using several types of assignments that engage different styles of learning.

- Exams: you will take three exams to test your understanding of the material; these exams will be non-cumulative and will include short answer, matching, and multiple-choice questions.
- Breaking Down the Chapter: each week, you will prepare a summary of the chapter in which you answer a reflection question, identify four important ideas/people, and write a short summary of the chapter; these assignments are intended to help students improve their reading comprehension and note-taking skills.
- Review Quizzes: each week, you will complete a short quiz that addresses important points from the week's chapter; students will be able to take these quizzes more than once, but the quiz grades will not count towards the final average (as long as students complete a quiz each week, they will receive full credit for these Review Quizzes).
- Student Journal: you will prepare a (personal) journal for each unit that invites you to reflect on important points that we have covered in the chapters; there will be a new prompt each week for students to include in their journals.

## GRADING

Exams (3) . . . . .	60%	A = 89.5 – 100
Breaking Down the Chapter . . . . .	10%	B = 79.5 – 89.4
Review Quizzes . . . . .	10%	C = 69.5 – 79.4
Journal . . . . .	20%	D = 59.5 – 69.4
		F = 59.4 – 0

## EXTRA CREDIT

Sometimes, students enter these history survey classes with the mindset that they “can’t do history,” and they often feel discouraged if they earn a lower grade than they expected on an assignment. I will offer extra credit assignments throughout the semester to help counter those worries and doubts, but if you have concerns, please talk with me. Every student in this course is competent enough, capable enough, smart enough, and I want to see every student succeed.

## **LATE WORK**

There will be no late work or make-up work accepted in this class as a rule. However, I do recognize that there are sometimes extenuating circumstances so please contact me if you think that you will be unable to meet the posted deadlines.

## **INCOMPLETE GRADE POLICY**

It is ASU policy that incomplete grades be reserved for student illness or personal misfortune. Please contact me if you are dealing with a 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.

## **COPYRIGHT POLICY**

Students 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.

## **MENTAL HEALTH RESOURCES**

Diminished mental health – including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping – can interfere with your learning experience. So, too, can problems with relationships, family worries, loss, or a personal struggle or crisis.

Mental health issues are often stigmatized, but I encourage you to explore and make use of the mental health services available to students. It's okay to reach out for help. [ASU Counseling Services](#) provides free, short-term therapy to ASU students. Appointments can be made by calling 325-942-2371 or visiting Counseling Services, at 1901 Johnson St, Monday through Friday, 9:00 – 3:00.

If you are dealing with mental health issues or significant life events that are interfering with your ability to participate in my course, I also encourage you to let me know. I am an advocate for mental health, and I will be happy to provide accommodations as I can.

## **ACCESS TO MEDICAL CARE**

The University Health Clinic is based in the [University Sports Medicine Clinic, Shannon Clinic - Jackson](#). The Health Clinic provides confidential services to ASU students who have paid the current Medical Services Fee. Students who are registered, attending classes, and have paid the medical services fee also have access to unlimited visits to all Shannon Urgent Care locations.

## **RAM PANTRY**

If you have difficulty affording groceries or accessing sufficient food to eat every day, please contact the Multicultural and Student Activities Programs center ([multicultural@angelo.edu](mailto:multicultural@angelo.edu); 325-942-2729). The Multicultural and Student Activities Program Center maintains an on-campus food pantry and can offer other resources as well.

## **ACADEMIC HONESTY**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

Plagiarism is a serious topic covered in ASU's Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. In homework assignments or papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin.

Cheating, plagiarism, misrepresentation, or any other violation of the code will not be tolerated, and I reserve the right to fail violators from this course on their first violation. For less egregious violations of the honor code, you will receive a zero (0) on the assignment and will lose ten (10) points from their final grade; you will fail this course with a second violation. Examples of academic dishonesty include (but are not limited to): copying somebody else's work, submitting somebody else's work as your own, and consulting outside sources in your work or on exams.

## **PERSONS WITH DISABILITIES**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of a 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 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). The employee charged with reviewing and authorizing accommodation requests is Dallas Swafford ([dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu), 325-942-2047).

## TITLE IX

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 Miller, J.D. You may submit reports in the following manner:

- Online: [angelo.edu/incident-form](https://angelo.edu/incident-form)
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- Email: [michelle.miller@angelo.edu](mailto:michelle.miller@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. If you wish to speak to someone about an incident in confidence, you may contact the University Health Clinic, Counseling Center at 325-942-2173 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, please contact the Office of Title IX Compliance utilizing the information above.

## COURSE SCHEDULE

- The course is broken down more completely on Blackboard (where you will find weekly summaries, links to the assignments, and reminders about the due dates), but here is the general schedule for this class.
- Weekly work must be submitted by Friday at 11:59 pm.
- You have two days after the last week of the unit to complete end of unit work (e.g. tests, reflection journals), which must be submitted by Sunday at 11:59 pm. For example, the assignments for week 5 are due by February 18 at 11:59 pm, and the work for Unit 1 (which ends with week 5) is due by February 20 at 11:59 pm.
- Students will be responsible for keeping up with the assignments with relatively little oversight from the professor. That self-pacing offers students quite a bit of flexibility in how and when they engage with the course, but it can also be problematic for students who struggle with time management or organizational skills. I recommend that you contact me promptly if you have questions or concerns.

### TOPIC

### DUE DATE

<b>Week 1: Reconstruction (Chapter 15)</b>	January 28
<b>Week 2: The Gilded Age (Chapter 16)</b>	January 28
<b>Week 3: Freedom's Boundaries (Chapter 17)</b>	February 4
<b>Week 4: The Progressive Era (Chapter 18)</b>	February 11
<b>Week 5: World War I (Chapter 19)</b>	February 18
<b>Test 1 Journal 1</b>	February 20

<b>Week 6: The Roaring Twenties (Chapter 20)</b>	February 25
<b>Week 7: The New Deal (Chapter 21)</b>	March 4
<b>Week 8: World War II (Chapter 22)</b>	March 11
<b>Week 9: Spring Break</b>	
<b>Week 10: The Cold War at Home and Abroad (Chapter 23)</b>	March 25
<b>Test 2 Journal 2</b>	March 27

<b>Week 11: Post-War Affluence (Chapter 24)</b>	April 1
<b>Week 12: The Sixties (Chapter 25)</b>	April 8
<b>Week 13: The Rise of Conservatism (Chapter 26)</b>	April 15
<b>Week 14: The Triumph and Tragedy of the Nineties (Chapter 27)</b>	April 22
<b>Week 15: Review Week</b>	
<b>Test 3</b> <b>Journal 3</b>	May 3