

HISTORY 1302: United States History since 1865  
 Angelo State University  
 Course Syllabus, First 8-Week Semester, Spring, 2022  
 Time: Asynchronous  
 Location: Blackboard

Instructor: Dr. Jonathan Graham  
 Office Hours: T and W, 12:30-2:30pm,  
 and by appointment  
 Office: Blackboard Collaborate Ultra  
 Phone: 325-942-2157  
 email: [jonathan.graham@angelo.edu](mailto:jonathan.graham@angelo.edu)

*"A person who won't read has no advantage over  
 one who can't read."* —Mark Twain

*"Things ain't what they used to be and never were."*  
 —Will Rogers

**Course Objective:** The objective of this course is to provide an introductory-level survey of United States history from the end of the Civil War to the present. The course will examine the various political, social, cultural and economic themes that have contributed to the development of the United States as a nation, people, and society.

**Student Learning Objectives:**

- Students will be able to analyze cause and effect in the history of the United States since the end of the Civil War.
- Students will be able to analyze the relationship among American economics, politics, demography, and social structure in the above-stated period.
- Students will be able to construct an essay that synthesizes assigned readings and/or lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.

**Required Text:**

P. Scott Corbett, et al., *OpenStax U.S. History*, an online, open-source textbook by Rice University. Follow the link to the text in the course Content folder.

**Grading Rubric:**

Primary Source Response Papers (X2)	30%
Midterm	30%
<u>Final</u>	<u>40%</u>
Total	100%

Grade	Percentage
A	90% or above
B	80-89%
C	70-79%
D	60-69%
F	below 60%

## *Course Structure and Schedule*

This class is asynchronous, meaning that there are no scheduled meeting times. Due to the brevity of the course, moreover, the consultation of texts and lectures is also largely self-paced. While following the weekly schedule for reading and listening to lectures (see the end of the syllabus) is strongly suggested, all of the required text and lectures for the midterm and final will be available in advance, and can be consulted any time before the examinations when the student is ready. Therefore, for the midterm, the student will be responsible for all sections (1-6, see the schedule) assigned up to the end of Week 4, but can determine how best to divide the workload. This is designed to motivate students to go through the materials early, giving them the opportunity to review, not to push them off. Procrastination is highly discouraged; waiting until the week of the exam to consult the materials will invariably cause your grade to suffer.

*While the lecture and reading schedule is essentially self-paced, the submission and test deadlines are not.* Students will be responsible for submitting written assignments and taking tests in the timeframe laid out in the course schedule at the end of this syllabus. These deadlines, which you will receive reminders about, will be strictly adhered to; late submissions will not be accepted and makeup exams will not be given without a *documented* reason, as discussed below.

## ***Course Requirements***

***Written Assignments*** There are two primary source response papers due during the course. In these, students will be required to read all of the open-source, primary documents assigned in the corresponding Content subfolder (e.g., Primary source assignment 1), and write one double-spaced page on *each* document. Therefore, for example, if three documents have been assigned, your written assignment will be at least three double-spaced pages in length, with one page dedicated to each document. Each of these assignments constitutes 15% of your overall grade. Otherwise put, written assignments in this course comprise 30% of your final grade, so approach them seriously. I will be grading not only for content; spelling, grammar, and format will also influence your score.

***Exams*** There will be two exams in this class: a midterm and a final. The midterm is worth 30% of your final grade, while the final comprises 40%. Your exams, therefore, account for **70%** of your overall grade. Each will be administered on Blackboard, from a link in your Content folder, and you will be given a review before each. The midterm will be made available for 24 hours on the date indicated on the weekly schedule at the end of this syllabus. You will be notified by an announcement email when the exam is available, and the link to the exam will disappear at the end of the 24-hour period. The final exam will be available from 12:01am to 4:00pm on March 11.

**Make-Up Exam Policy** In order to take a make-up examination, which will differ significantly from that given to the rest of the class, students must have a *documented* reason for missing the exam. Barring extreme circumstances, as determined by the instructor, you will receive a zero if you do not notify me within 24 hours after the deadline of the reason for not taking the test at the scheduled time. It is always advisable to contact the professor as soon as possible—preferably in advance—if circumstances prevent you from taking the exam at the provided time.

**Academic honesty** Simply put, do your own work and don't cheat. Not only does cheating blemish your character and integrity, you *will* be found out and disciplined accordingly, in compliance with the ASU Student Handbook's Academic Honor Code ([www.angelo.edu](http://www.angelo.edu)). Plagiarism or copying answers will result in automatic failure of the class and a required report to the administration. To be clear, plagiarism is a form of *intellectual theft*, ranging from lifting a phrase from a sentence and not attributing it to the original author, to full copying and pasting of someone else's paper, article, or other work. *Be forewarned that I am absolutely intolerant of plagiarism, and equipped with an array of tools to detect it. As such, I will not suffer any student's attempt to pass off another person's words and/or ideas as their own.* Professors also know how to use Google, and are well aware of black-market essay sales; if you found it, we can too. Fortunately, virtually all such essays and websites are documented in plagiarism databases available to us, and Turnitin immediately flags essays with phrases or sentences that are nearly identical or verbatim with other texts. Though the majority of students will never have to confront the dilemma and moral quandary of deciding whether or not to plagiarize, for those who are tempted, know that the risk is not worth the reward.

**Persons with disabilities.** Persons with disabilities who require certain accommodations must contact the Student Life Office located in the UC, room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

### **Attendance & class conduct**

*Excused and Unexcused Absences.* As an asynchronous course, no attendance will be taken. Consequently, there are no "absences." However, if there is a conflict preventing you from taking an exam or submitting written work on time, let me know *in advance* so that other arrangements can be made.

*Student Absence for Observance of Religious Holy Day.* students may request an absence *in advance*, as per Texas Education Code, §51.911 , which states:

1. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to

take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily

**Email and Office Hour Policy** I will be available for virtual office hours on Blackboard Collaborate Ultra without an appointment anytime between noon and 12:30 and 2:30pm on Tuesdays and Wednesdays, and open for a meeting at any other time during the week, between 8am and 5pm, when arranged in advance. As to email correspondence, I will respond to you as promptly as possible *between 8am and 5pm*. Emails received outside of that time (after 5pm or on the weekend) will be answered by the following workday.

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

Face to Face: Mayer Administration Building, Room 210

Phone: 325-942-2022

E-Mail: [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).

## **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 construction 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.

### **Rubric for Assessing Core U.S. History Essays for achieving desired student learning outcomes:**

#### **Component 1: Thesis/Argumentation**

##### Points Criterion

- |   |   |
|---|---|
| 1 | There is no thesis, there are multiple theses, or what there is of an argument is not developed |
| 2 | There is the outline of a thesis or argument, but requires further elaboration.                 |
| 3 | There is a clearly developed argument   |

#### **Component 2: Supporting Evidence**

##### Points Criterion

- |   |  |
|---|--|
| 1 | There are no specific textual evidence provided and no evidence of having done any reading and assimilating of secondary or—if applicable— primary source. |
| 2 | There are few textual examples given, but more specific evidence and citation is needed to develop the paper fully.  |
| 3 | There is ample textual evidence used where appropriate to bolster thesis   |

### **Component 3: Clarity/Quality of Composition**

- 1        There is no indication that the student has command of the basic requirements of clear/quality composition. Three basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.
- 2        There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.
- 3        The written work follows the basic requirements of clear/quality composition

### **Component 4: Organization of Paper**

- 1        The student cobbled together incoherent or rambling sentences and paragraphs with little consideration for organizing a clear, developed essay that could be easily followed by a reader
- 2        The student partially succeeded in composing essay. More improvement in order and logic of flow is needed
- 3        The student has written a well-organized, coherent, and logically-flowing paper.

### **Component 5: Historical Sense**

- 1        The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of history. The student is not able to analyze the relationship among politics, economics, and social change.
- 2        The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of history. More development, especially of the interplay between actors and events (societal forces), is needed.
- 3        The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.

## Course Schedule

<b>Week 1</b> <b>1/18-1/21</b>	Section 1: The End of the Civil War and Reconstruction <b>Read:</b> <i>OpenStax</i> , Chapter 15 <b>Watch:</b> Lecture 1
<b>Week 2</b> <b>1/24-1/29</b>	Section 2: The Grant Years to the Compromise of 1876 <b>Read:</b> <i>OpenStax</i> , Chapters 16 and 17 <b>Watch:</b> Lecture 2 Section 3: Industrial Expansion, Politics, and Unions <b>Read:</b> <i>OpenStax</i> , Chapters 18 and 19 <b>Watch:</b> Lecture 3
<b>Week 3</b> <b>1/31-2/4</b>	Section 4: The Gilded Age <b>Read:</b> <i>OpenStax</i> , Chapter 20 <b>Watch:</b> Lecture 4 Section 5: The Progressive Era <b>Read:</b> <i>OpenStax</i> , Chapter 21 <b>Watch:</b> Lecture 5 <b><u>Primary Source Paper 1 due February 4, by 11:59pm.</u></b>
<b>Week 4</b> <b>2/7-2/11</b>	Section 6: America and Empire <b>Read:</b> <i>OpenStax</i> , Chapter 22 <b>Watch:</b> Lecture 6 <b><u>Midterm, available Friday, February 11, 12:01am-11:59pm</u></b>
<b>Week 5</b> <b>2/14-2/18</b>	Section 7: World War I <b>Read:</b> <i>OpenStax</i> , Chapter 23 <b>Watch:</b> Lecture 7 Section 8: The Roaring Twenties and the Jazz Age <b>Read:</b> <i>OpenStax</i> , Chapter 24 <b>Watch:</b> Lecture 8
<b>Week 6</b> <b>2/21-2/25</b>	Section 9: The Great Depression and the New Deal <b>Read:</b> <i>OpenStax</i> , Chapters 25 and 26 <b>Watch:</b> Lecture 9 Section 10: World War II <b>Read:</b> <i>OpenStax</i> , Chapter 27 <b>Watch:</b> Lecture 10 <b><u>Primary Source Paper 2 due March 4, by 11:59pm</u></b>

**Week 7**  
**2/28-3/4**

Section 11: Prosperity and Cold War

**Read:** *OpenStax*, Chapter 28

**Watch:** Lecture 11

Section 12: The Eisenhower Era

**Read:** *OpenStax*, Chapter 29

**Watch:** Lecture 12

**Week 8**  
**3/7-3/11**

Section 13: The Turbulent '60s

**Read:** *OpenStax*, Chapter 30

**Watch:** Lecture 13

**Final Examination, available, 12:01 am to 4:00pm, March 11**