

**HISTORY 1302**  
**UNITED STATES HISTORY FROM 1865**

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Class meeting: Online  
Office hours: by appointment

**COURSE OBJECTIVES**

This course will examine American history from the Reconstruction period through the present.

**STUDENT LEARNING OUTCOMES**

After this course, students should:

- have a basic understanding of the history of the United States from the Civil War to the present
- have a basic understanding of the relationship between American economic evolution and politics
- have a basic knowledge of synthesizing the assigned readings and lecture information

**TEXT BOOKS**

**REQUIRED:** George B. Tindall and David E. Shi, *America: A Narrative History*.

**COURSE REQUIREMENTS**

This class is online. You are responsible for completing assignments in a timely manner and meeting deadlines. The format of the class will be a combination of reading, discussion and tests. There will be a test each week with at least 24 hours to complete it.

**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.

I will take attendance and the final course grade will be weighted for improvement and attendance.

**ONLINE CLASSROOM POLICY**

Students are expected to exhibit appropriate classroom behavior. Be courteous to your classmates and instructor and do not be disruptive. You will be asked to leave.

**ASU STUDENT HANDBOOK**

The ASU Student Handbook contains important information about campus services, programs, policies, and procedures, including such areas as the campus disciplinary rules and the Academic Honor Code with which all students are expected to be familiar with and comply. The ASU Student Handbook is available at [www.angelo.edu](http://www.angelo.edu).

**PERSONS WITH DISABILITIES**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**EXCUSED ABSENCE FOR RELIGIOUS HOLIDAYS**

A student may miss a class with no penalty in order to observe a religious holiday, however, that does not exempt the student from completing assignments or making up a missed test or quiz. "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. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.

**ASU COVID Information**

For the latest policy, please refer to [www.angelo.edu/covid-19/](http://www.angelo.edu/covid-19/)

**TITLE IX:** <https://www.angelo.edu/services/title-ix/>

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: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form), Mayer Administration Building, Room 210, 325-942-2022, [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. 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).

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**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 constitutions 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.
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# **HISTORY 1302 - UNITED STATES HISTORY AFTER RECONSTRUCTION**

## **SCHEDULE**

Week 1 - March 21 – Reconstruction; The New South; The New West

Week 2 – March 28 – Big Business, Labor and Urban America

Week 3 – April 4 – Gilded Age Politics and the Progressives

Week 4 – April 11 – American Imperialism; the Great War (WWI)

Week 5 – April 18 – Roaring Twenties; Great Depression

Week 6 – April 25 – WWII and the Cold War

Week 6 – May 2 - The 50s, 60s & 70

The above schedule is typically how we will approach the class. Each week you will have reading, discussion and a test. Each week will follow the same pattern. You need to have each chapter read by the date it is listed. A test over the week's topic will be posted by Wednesday evening and you will have until Saturday at midnight to complete it. On Tuesday, you will need to post two questions from the reading. Try to find something that you find interesting and others might as well. More details are included below about what types of questions to ask. All questions must be posted by noon on Wednesday to receive credit. Starting at noon on Wednesday, answer four questions. Questions are due by midnight on Saturday. Sunday is a good day to get started on the next week.

A few rules:    You can't respond to your own questions.  
                     Do not repeat questions.  
                     No more than four responses to any one question.  
                     And do not simply repeat what others write.  
                     Don't pose yes/no questions, or answer with yes or no.

You can ask and/or answer more than that if you wish. Answering or asking more questions will not garner extra points but will garner good graces. By that I mean if, when we reach the end, you are borderline between grades your extra participation can push you up to the higher grade, i.e. if you score a 78 but participate a bit more than others, I would probably give you a B.

Questions and responses should be thoughtful and meaningful. I reserve the right to not award points for answers that are flippant, trite or meaningless. And do not simply repeat what others write. Don't pose yes/no questions, or answer with yes or no. Being thoughtful is not the same as being wordy, but do answer with a complete thought. If you introduce material from somewhere other than the textbook, cite it. If you use Wikipedia, memes or any other user generated site (including quizlet), you won't get points. Each question/answer will be scored up to 10 points.

Examples:

Not a good question: When was Pearl Harbor?

Better question: What happened at Pearl Harbor on Dec 7, 1941?

Good question: What was the significance of the attack on Pearl Harbor?

Great question: On Dec 7, 1941, Pearl Harbor was attacked. Who attacked the harbor and why?  
Why is this significant in American history?

Not a good answer: The Japanese attacked and a lot of soldiers were killed.

Better answer: The Japanese attacked in order to draw America into a war with them.

Good answer: The Japanese attacked Pearl Harbor with the hopes of destroying the American fleet and drawing America into war. It brought the US into WW2.

Great answer: In the wake of oil embargos, the Japanese attacked Pearl Harbor with the hopes of destroying the American fleet and neutralizing the Americans in the Pacific while Japan completed its Pacific conquests. The result however would be to draw America into war with Japan and then in turn Germany and the rest of the Axis powers, making WW2 a truly world war. The surprise attack convinced most Americans that isolationism would no longer work and the country quickly turned into a war machine both within the military and on the home front.