

Sul Ross State University  
Course Syllabus  
History 1302  
U.S. History Since 1877  
MTWRF 1:30-3:05

**Instructor:** Matt Lynn

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**Office Hours:** Due to other obligations on campus, office hours will vary throughout the semester. Should you need to meet for any reason, please do so after class or contact me via phone or email.

**Course Objectives**

The objective of this course is to provide an introductory level survey to the second half of American History; from the end of Civil War Reconstruction era to the present.

**Course Requirements**

There are a number of various requirements for this course. They are as follows:

1. Consistent and Punctual Attendance
2. Classroom Courtesy at all times
3. Five Exams worth 100 points each.

**Course Readings**

American Horizons: U.S. History in a Global Context volume II: Since 1877/ Concise Edition. 2013 publication date, by Michael Schaller, et. Al.

ISBN 978-0-19-973991-2

**Course Grading**

- There will be five exams in this course. Each exam will be worth 100 points. At the end of this course, I will add up your four highest grades and drop the lowest test grade. Therefore, your exams will count for a possible 400 points.
- This course also has an attendance policy. The attendance grade accounts for a total of 50 points of the final grade and is as follows:
  - 0-1 Absences = 50 points
  - 2 Absences = 40 points
  - 3 Absences = 30 points
  - 4 Absences = 20 points

5+ Absences = Dropped From The Course With An F

- A numeric key with the equivalent letter grade is below.

### **Classroom Courtesy and Civility**

- Regular Attendance and punctuality is expected.
- A tardy will be given to any student who is more than 5 minutes late and it is the student's responsibility to inform the instructor of the tardy.
- 3 tardies will constitute 1 absence. A total of 5 absences will result in an immediate instructor's drop from the class with an F.
- Cell phone use will not be tolerated. It is a distraction to you personally and those around you. All phones are to be turned off or placed on airplane mode. Any student caught using their phones will be dismissed from class with an absence for the day. Persistent cell phone usage will result in the student being dropped from the class with an F.

### **Course Objectives**

The teacher understands significant political, economic, and social developments in the United States from 1877 to the present, including historical events and developments related to the emergence and role of the United States as a world power and the effects of major decisions and conflicts in the United States.

1. Understands the political, economic, and social changes in the United States from 1877 to the present (e.g. in relation to political parties, transportation, labor unions, agriculture, business, race, gender).
2. Demonstrates knowledge of the effects of reform and third party movements and their leaders on U.S. society (e.g. populism, progressive era reforms, New Deal legislation, Susan B. Anthony, W.E.B. DuBois, Robert LaFollette, Eugene Debs, George Wallace, H. Ross Perot).
3. Analyzes the causes and effects of industrialization in the United States.
4. Demonstrates knowledge of significant individuals who shaped political, economic and social developments in the United States from 1877 to the present (e.g. Jane Adams, Henry Ford, Franklin D. Roosevelt, Martin Luther King Jr., Cesar Chavez, Betty Friedan, Malcolm X).
5. Demonstrates knowledge of events and issues that shaped political, economic, and social developments in the United States from 1877 to the present (e.g. ratification of the Nineteenth Amendment, Great Depression, passage of the G.I. Bill, passage of the Civil Rights Act of 1964, growth in cities, antitrust legislation, immigration restriction).

6. Analyzes the impact of civil rights movements in the United States, including African American, Hispanic, Native American, and women's rights movements).
7. Understands factors and events that contributed to the emergence of the United States as a world power between 1898 and 1920 (e.g. imperialism, Panic of 1893, acquisition of Hawaii, Spanish-American War, U.S. involvement in World War I).
8. Analyzes how national and international decision and conflicts from World War II to the present have affected the United States (e.g. the Fourteen Points, isolationism, reasons for U.S. involvement in World War II).
9. Analyzes how national and international decision and conflicts from World War II to the present have affected the United States (e.g. decision to use the atomic bomb, Cold War).
10. Demonstrates knowledge of significant individuals who have shaped U.S. foreign policy from 1898 to the present (e.g. Alfred Thayer Mahan, Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt, Henry Kissinger).
11. Demonstrates knowledge of significant events and issues that shaped U.S. foreign policy from 1898 to the present (e.g. Berlin Airlift, Korean War, Sputnik, Vietnam War, Marshall Plan, North Atlantic Treaty Organization, McCarthyism, Cuban Missile Crisis, the Gulf War).
12. Understands the origins of major foreign policy issues facing the United States and the challenges of changing relationships among nations.

### **Primary Learning Outcomes**

The graduating student in history will be able to:

1. The student will be able to develop an informed, critical, and articulate approach to the study of history.
2. The student will be able to demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
3. The student will be able to demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
4. The student will be able to write effectively, logically, and persuasively about topics in history.

The Primary Learning Objectives (PLO) shall be measured by the administration of five exams and one term paper. Each exam will consist of 25 multiple choice questions which shall measure objectives one and two of the PLO. Each exam will also consist of two essays which shall measure objectives three and four. The term paper over a figure in United States History will also measure objectives three and four.

## **The Americans with Disabilities Act**

Sul Ross State University is committed to equal access and compliance with Americans Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Grace Duffy in Counseling Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone (432) 837-8203.

## **TEexas Domain Competency 020 History**

The teacher understands and applies knowledge of significant historical events and developments. These actions will be assessed through multiple historical interpretations and ideas and relationships between the past, present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

The beginning teacher:

- A. Demonstrates an understanding of historical points of reference in the history of Texas, the United States, and the world.
- B. Analyzes how individuals, events, and issues shaped the history of Texas, the United States, and the world.
- C. Demonstrates an understanding of similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization.
- D. Demonstrates an understanding of the causes and effects of European exploration and colonization of Texas, the United States and the Western Hemisphere.
- E. Analyzes the influences of various factors (e.g., geographic contexts, processes of special exchange, science and technology) on the development of societies.
- F. Demonstrates an understanding of basic concepts of culture and the processes of cultural adaptation, diffusion and exchange.
- G. Applies knowledge and analyzes the effects of scientific, mathematical and technological innovations on political, economic, social, and environmental developments as they relate to daily life in Texas, the United States, and the world.
- H. Demonstrates an understanding of historical information and ideas in relation to other disciplines.
- I. Demonstrates an understanding of how to formulate historical research questions and use appropriate procedures to reach supportable judgments and conclusion in the social sciences.

- J. Demonstrates an understanding of historical research and knows how historians locate, gather, organize, analyze and report information by using standard research methodologies.
- K. Knows the characteristics and uses of primary and secondary sources used for historical research (e.g. databases, maps, photographs, media services, the internet, biographies, interviews, questionnaires, artifacts), analyzes historical information from primary and secondary sources and understands and evaluates information in relation to bias, propaganda, point of view and frame of reference.
- L. Applies and evaluates the use of problem-solving processes, gathering of information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions and assessing the effectiveness of solutions.
- M. Applies and evaluates the use of decision-making processes to identify situations that require decisions by gathering information, identifying options, predicting consequences and taking action to implement the decisions.
- N. Communicates and interprets historical information in written, oral and visual forms and translates information from one medium to another (e.g. written to visual, statistical to written or visual).
- O. Analyzes historical information by categorizing, comparing and contrasting, making generalizations and predictions and drawing inferences and conclusions (e.g. regarding population statistics, patterns of migration, voting trends and patterns).
- P. Applies knowledge of the concept of chronology and its use in understanding history and historical events.
- Q. Applies different methods of interpreting the past to understand, evaluate and support multiple points of view, frames of reference and the historical context of events and issues.
- R. Demonstrates an understanding of the foundations representative government in the United States, significant issues of the Revolutionary era and challenges confronting the government in the early years of the Republic.
- S. Demonstrates an understanding of westward expansion and analyzes its effects on the political, economic, and social development of the United States.
- T. Analyzes ways that political and social factors led to the growth of sectionalism and the Civil War.
- U. Understands individuals, issues and events involved in the Civil War and analyzes the effects of reconstruction on the political, economic, and social life of the United States.
- V. Demonstrates an understanding of major U.S. reform movements of the nineteenth and twentieth centuries (e.g. abolitionism, women's suffrage, temperance).
- W. Demonstrates an understanding of important individuals, issues and events of the twentieth and twenty-first centuries in Texas, the United States and the world.

- X. Analyzes ways that particular contemporary societies reflect historical events (e.g. invasion, conquests, colonization, and immigration).

These competency variables will be assessed through multiple choice questions, essay questions short answers and assigned readings.