

Sul Ross State University  
SPRING 2017

**HISTORY OF THE UNITED STATES SINCE 1877**

**Course Syllabus**

**HIST 1302; Sec. 002**

**Monday, Wednesday, Friday: 11:00 to 11:50**

**LH 300**



Lawrence Textile Strike in 1912.

**Instructor:** Kendra K. DeHart

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**Office:** LH 212

**Office Hours:** MW 9:00 to 9:50; T, Th. 11:00 to 12:00; or by appointment

**Course Description**

This course explores modern U.S. history and concentrates on the social, economic, and political developments from Reconstruction to the late 1990s. The course will examine how individuals and organized groups sought to reform public policy and social conditions according to deeply held moral values and political commitments. We will focus on the people of the United States—their responses to modern life in the Industrial Era and post-Industrial Era and the transformations they engendered in both domestic policies and international affairs. Much of the course content will also focus on the significance of gender, race, ethnicity, and class in the development of American identity, culture, and institutions. We will explore how these groups worked to expand the nation's notions of freedom and democracy as well as how individuals responded to increasing cultural diversity and technological innovations.

### **REQUIRED READINGS:**

- Rebecca Sharpless. *Cooking in Other Women's Kitchens: Domestic Workers in the South, 1865-1960*. Chapel Hill: University of North Carolina Press, 2013. ISBN: 978-1-4696-0686-6
- Supplemental readings will be announced in class. These readings will be uploaded to Blackboard for you to download, or they can be found online.

### **RECOMMENDED READING:**

- Schaller, et. al. *American Horizons: U.S. History in a Global Context*. Volume 1: To 1877. Concise Edition. ISBN 978-0-19-974015-4

### **COURSE OBJECTIVES:**

At the end of this course, the student should have a greater appreciation of the contemporary history of the United States and be prepared to act as mindful citizens in American democracy. More specially, the student will learn the historical events and developments related to the emergence of the United States as a world power and to how citizens fought to enlarge the concepts of freedom and liberty for all. In completing HIST 1302 with at least a 70% (C), the student will be able to:

1. Understand the political, economic, and social changes in the United States from 1877 to the present in relation to political parties, transportation, labor unions, agriculture, business, race, and gender.
2. Demonstrate knowledge of the effects of reform and third party movements including their leaders in U.S. society.
3. Analyze the causes and effects of industrialization in the United States.
4. Demonstrate knowledge of significant individuals who shaped political, economic, and social developments in the United States from 1877 to the present.
5. Demonstrate knowledge of events and issues that shaped political, economic, and social developments in the United States from 1877 to the present.
6. Analyze the impact of civil rights movements in the United States, including the African American, Hispanic, Native American, and women's rights movements.
7. Understand the factors and events that contributed to the emergence of the United States as a world power.
8. Analyze how national and international decisions and conflicts from World War II to the present have affected the United States.
9. Demonstrate knowledge of significant individuals who have shaped U.S. foreign policy from 1898 to the present.
10. Understand the origins of major foreign policy issues facing the United States and the challenges of changing relationships among nations.

### **STUDENT LEARNING OUTCOMES:**

The graduating student in history will be able to:

1. Develop an informed, critical, and articulated approach to the study of history.
2. Demonstrate knowledge of historical events, movements, major turning points, and personalities of the past.
3. Demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
4. Understand how historical events shaped the choices and lives of individual people. This will allow students to recognize how choices and actions have consequences and will encourage students to engage in ethical decision-making.
5. Write effectively, logically, and persuasively about topics in history.

The Student Learning Outcomes (SLO) will be measured by the administration of weekly quizzes, exams, a critical book review, and an oral history project. Course assessments for the SLOs are as follows: Examinations assess SLOs 1, 2, and 5. Quizzes assess SLOs 2 and 3. The critical book review assesses SLOs 3 and 5. The oral history project assesses SLO 4.

### **COURSE POLICIES:**

1. **Attendance at class meetings: You are expected to attend every class!** Regular attendance and punctuality are vital to academic success. Examination material will come solely from lectures. Students whose work schedules or personal obligations prevent regular attendance should enroll in a section with more convenient meeting times.

I will take attendance at the beginning of every class. Please make every effort to be on time. Arriving late and leaving early are very disruptive to your fellow colleagues as well as to the professor. If you are more than five minutes late to class, do not attend class that day as you will already have received an absence. If you leave class early, you will also be counted absent for that day unless you have cleared your early departure with me beforehand.

Responsibilities for notifying faculty of absences and for arranging potential make-ups rest with the students. If you miss class due to illness, car trouble, a death in the family, etc., you must contact me directly via email or in person with an explanation of your absence. Even in the case of documented emergencies, I reserve the right to not excuse the absence. If you are going to be absent from class while traveling on a university-sponsored trip, you must complete a travel authorization form and turn that in to your sponsor or coach at least three days prior to the actual trip; this is required so that you may be listed on the "Explained Absence List" which the Student Life Office prepares and sends out to all faculty.

**Three unexcused absences are acceptable.** If you miss more than three excused or unexcused classes, it will affect your grade. Students with excessive unexplained absences will be dropped from the class with the grade of "F."

2. **Contacting the Instructor:** The instructor's email is the preferred method of contact. Students should use the phone number only for emergency situations. Student phone message will normally not be returned due to the problem of "phone tag."

All email messages to the instructor should include your name, your class section number, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time. Questions such as "What did we cover in class?" will normally not be answered.

3. **Make-Up Policy:** I will give make-up exams only in extreme cases. Make-up exams are allowed only in cases of documented, unavoidable events that prevent attendance. Students who are unable to attend the regular exam session must notify the professor by email or phone within 48 hours and provide documentation of their emergency. Students who do not give such notification and provide documentation will not be allowed to make-up the exam.
4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor or teaching assistant receives the assignment.
5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and reading the assigned books.

- a. **Mutual courtesy and respect:** Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.
- b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,
- i. **PLEASE** silence all cellphones or place them in airplane mode before class. If your phone disrupts class, I reserve the right to ask you to leave.
  - ii. Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the web, etc. is absolutely forbidden in this class. If I find a student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom should I find students abusing the privilege.

- iii. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.
  - iv. No use of any technological device is allowed during exams.
  - c. **Academic calendar and course information:** Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).
6. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F.” Specific examples of academic misconduct include, but are not limited to:
- a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
  - b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
  - c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
7. **Disclaimer:** This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students.

**\*\*NOTICE TO STUDENTS\*\*:** At certain times this semester, we will be discussing historical events that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I am happy to discuss any concerns you may have before

the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. Please remember I do not expect or require students to hold the same opinions as one another (or as me) about controversial topics.

### **ASSIGNMENTS:**

1. **Introductory Essay:** On the second day of class, come with a short essay telling me a little about who you are and where you are from. Have you declared a major? If not, what are your general interests? Specifically, I would like the essay to address a little bit about your experiences with history courses in the past. You can draw from your experiences in elementary school, middle school, high school, or college. I encourage your honesty and welcome your input on what you found most rewarding or most discouraging with your experiences in history courses to date. Since this is an informal essay, you may either type or write this essay by hand. This will count toward your quiz grade. Please limit the essay to one to two pages.
2. **Critical Book Review:** All students will read Rebecca Sharpless's *Cooking in Other Women's Kitchens: Domestic Workers in the South, 1865-1960* and write a three to five, double-spaced review summarizing and analyzing the book's arguments. A handout will be provided for tips on how to write a successful book review. You will also be required to submit the paper through SafeAssign on Blackboard to check for plagiarism. The book review is due at the beginning of class on April 10<sup>th</sup>.
3. **Quizzes:** Quizzes will be given randomly over supplemental readings and films. These quizzes will **NOT** be announced prior to their administration. Always come to class prepared with the expectation that you will be quizzed. That said, you will be allowed to use notes on quizzes, so I encourage you to take notes while you read. You cannot refer to the textbook or supplemental readings during quizzes. There is no make-up policy for these quizzes. I will drop your lowest quiz grade.
4. **Exams:** There will be four exams, and at the end of the semester, I will drop your lowest test grade. Exams will cover both readings and lecture material, but they will not be cumulative. Exams will consist of a multiple-choice section and an essay question. Study guides with specific guidelines for preparing for each exam will be provided in advance.

**Exam Book/ Bluebook:** Bluebooks are available for sale at the bookstore. Please bring an exam book prior to exam day and write your name on it. I will pass them out on the day of the exam. Exam essays must be written in black or blue ink. Exam essays written in pencil or other colored ink are not allowed. Scantrons will be provided by the professor.

5. **Oral History Essay:** Students will conduct an oral history interview with an individual born before 1970. The goals of this assignment are to make the general specific, to understand the choices that individuals made in their lives, to reflect on national and international events that happened over the course of the twentieth century, and to give the interviewee an opportunity to reflect too on their choices and lives.

You will turn in a prospectus of who you are planning to interview and what questions you intend to ask on February 15<sup>th</sup>. Some questions you might ask and analyze are: What does your interviewee remember about World War II, the Vietnam War, the Civil Rights Movement, or the Women’s Rights Movement? What major national or international event had the most influence on their individual’s life? What progress have Americans made over the last fifty years? Are there any challenges/limitations that American citizens still face?

After conducting the interview, you will write a three to five page, double-spaced paper analyzing this interview alongside the material we have covered in class.

**GRADES:**

Students can earn a possible 1,000 points by the end of this course.

Final grades will be determined as follows:

|                                    |                 |
|------------------------------------|-----------------|
| Exams (3 Counted at 200 pts. each) | 600 pts.        |
| Critical Book Review               | 200 pts.        |
| Oral History Interview Prospectus  | 10 pts.         |
| Oral History Interview Paper       | 90 pts.         |
| <u>Quizzes</u>                     | <u>100 pts.</u> |
| Total                              | 1000 pts.       |

Grade Breakdown:

|                   |   |
|-------------------|---|
| 1,000 to 900 pts. | A |
| 899 to 800 pts.   | B |
| 799 to 700 pts.   | C |
| 699 to 600 pts.   | D |
| 599 <             | F |

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an “A.”

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor’s approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

**Students with Disabilities:**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C, in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: mschwartz@sulross.edu.

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their professor as soon as possible.

**NONDISCRIMINATION POLICY/EQUAL EDUCATIONAL OPPORTUNITY POLICY:**

Sul Ross State University is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Sul Ross State University to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status.

**Texas Essential Knowledge and Skills (TEKS) Requirements:**

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

## SEMESTER SCHEDULE

*Note: Students will have prior notification of any necessary changes in the semester schedule.*

| <u>DATE</u>    | <u>TOPIC</u>   |
|----------------|--|
| Jan. 18        | Introduction & Overview: Why Study History?  |
| Jan. 20        | An Unfinished Revolution<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 15            |
| Jan. 23        | The Strange Career of Jim Crow   |
| Jan. 25        | The New Industrial Order<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 16            |
| Jan. 27        | The Pursuit of Equality vs. the Pursuit of Profit  |
| Jan. 30        | The “Old” & the “New” Immigrant  |
| Feb. 1         | Labor Strife & Nativist Discontent<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 17  |
| Feb. 3         | Winning the West   |
| Feb. 6         | Taming the West  |
| <b>Feb. 8</b>  | <b>EXAM I</b>  |
| Feb. 10        | The New South<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 18                       |
| Feb. 13        | The Populist Challenge   |
| <b>Feb. 15</b> | Northern Workers Rise Up<br><b>Due: Oral History Prospectus</b>  |
| Feb. 17        | The New Imperialism<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 19.                |
| Feb. 20        | An Overseas Empire   |
| Feb. 22        | Reforming the System: Progressivism<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 20 |
| Feb. 24        | Progressive Purity   |
| Feb. 27        | Labor Activism & the Triangle Fire   |

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|----------------|---|
| Mar. 1         | Progressives Go to War  |
| Mar. 3         | The Collapse of Progressivism   |
| Mar. 6         | The Legacies of World War I<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 21  |
| <b>Mar. 8</b>  | <b>EXAM II</b>  |
| Mar. 10        | The Capitalist Promise<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 22   |
| Mar. 13-17     | SPRING BREAK  |
| Mar. 20        | Consumerism, Modernity, and Tradition   |
| Mar. 22        | The Capitalist Betrayal   |
| Mar. 24        | The New Deal: Part I<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 23   |
| Mar. 27        | The New Deal: Part II   |
| Mar. 29        | The World in Crisis   |
| Mar. 31        | World War II: Abroad & At Home<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 24   |
| Apr. 3         | The Coming of the Cold War  |
| Apr. 5         | The Cold War Consensus<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 25   |
| Apr. 7         | The Affluent Society<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 26<br><b>Note: Last day to drop with a grade of "W."</b> |
| <b>Apr. 10</b> | The Civil Rights Revolution<br><b>DUE: Critical Book Review</b>   |
| Apr. 12        | The Search for the Great Society<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 27   |
| Apr. 14        | GOOD FRIDAY HOLIDAY   |

|                |  |
|----------------|--|
| <b>Apr. 17</b> | <b>Exam III</b>  |
| Apr. 19        | The Vietnam Era<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 28               |
| Apr. 21        | The Rights Revolution: Second-wave Feminism  |
| Apr. 24        | It's Morning Again in America<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 29 |
| Apr. 26        | Culture Wars & the New Right   |
| Apr. 28        | The Reagan Revolution  |
| May 1          | The Clinton & Bush Years<br><u>Recommended Reading:</u> <i>American Horizons</i> , Chapter 30      |
| May 3          | Postindustrialism & the Terrible Price of Power  |
| <b>May 9</b>   | <b>Final Exam: Tuesday, 10:15 to 12:15</b>   |