

SYLLABUS - HISTORY 1302.005 – SPRING 2021
History 1302-ALP, 1302-FTD, 1302-HF, 1302-VAL

Sul Ross State University

Tue & Thu, 8:00-9:15am, MAB 205

MATT WALTER

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Office Hours: Monday through Friday, 10am to noon and 2-5pm

Course Description:

This course is designed to introduce the student to the second half of a university-level course in U.S. History. The focus will be on the geographic, social, political, military, economic, racial, ethnic, and demographic components of the American mosaic, but will also put the American “story” in context by integrating it with the broader themes of history.

Goals of this Course:

At the end of this course, the student should have a greater appreciation of the history of the U.S. and be prepared to move on to the study of the history of the world at large. In completing this History 1302 course, the student should have acquired the following competencies and abilities:

STUDENT LEARNING OUTCOMES:

1. Understand the post-Civil War “New South.” (via Journal, Quiz & Exam)
2. Describe the impact on the Native Americans in particular and the country at large of the Indians Wars in the West and the Reservation system. (via Journal & Exam)
3. Explain the impact and the importance of the Transcontinental Railroad (via Journal, Quiz & Exam)
4. Identify the major inventions and innovations which took place in the post-Civil War period (via Journal, Quiz & Exam)
5. Evaluate the development and impact of the labor movement in U.S. society. (via Journal, Quiz & Exam)
6. Determine how the nineteenth century saw the end of the America’s long tradition of isolation from world affairs and the roles that the Spanish-American War, The Mexican Revolution, Theodore Roosevelt, and World War I played in this movement (via Journal, Quiz & Exam)
7. Recognize the social and economic climate of the nation following World War One and the effects of the stock market crash of 1929. (via Journal, Quiz & Exam)
8. Summarize the impact of the New Deal and of World War Two on the nation. (via Journal, Quiz & Exam)
9. Explain the role that the Unites States played in World War Two and how the post-war world was divided by the Iron Curtain. (via Journal, Quiz & Exam)

10. Evaluate the role of the US in Cold War, including the Korean War, the Space Race, and the Vietnam War. (via Journal, Quiz & Exam)
9. Critique the developments of the Civil Rights Movement and their impact on the nation. (via Journal, Quiz & Exam)
10. Conclude how the Cold War ended and the quest for a New World Order. (via Journal, Quiz & Exam)
11. Become more adept at reading a map (Life skill, via class)
12. Utilize data from a variety of sources to write a logically organized paper (Marketable skill, via Journal)
13. Utilize data from a variety of sources to generate ideas (Marketable skill, via Journal)
14. Identify Primary and Secondary sources (Marketable skill)
15. Place a smaller historical event into a larger, multicultural context (via Journal timeline)

Objectives to meet Texas Essential Knowledge and Skills (TEKS) Requirements

By the end of the semester, any student with an 80% attendance record and a passing grade will have, via class participation, class projects (Journal), and class exams, demonstrated the following skills:

01. An understanding of the major historical points of reference in Texas, US and World history.
02. Knowledge of how individuals, events and issues helped change history.
03. Similarities and differences in Native American culture prior to European contact.
04. Causes of and effects from European contact with the New World.
05. How social, political, economic, geographical, scientific and military advances can impact society, both at large and in the daily life of the individual.
06. How cultures can change and adapt over time.
07. How historical knowledge relates to other disciplines.
08. How to ask historical questions.
09. How to locate, gather, organize, analyze, prioritize, save and communicate historical research data, not limited only to written matter but also maps, photographs, museum artifacts, oral histories and other historical primary and secondary sources.
10. Understand the difference between and the relevancy of primary and secondary research documents and material.
11. Analyze historical data, using methods such as compare and contrast, making generalizations, drawing inferences, and coming to conclusions.
12. Use historical chronology to place historical events in context.
13. Understand how different frames of reference can lead to different historical interpretations.
14. Demonstrate an understanding of the major events shaping Texas and US history: settlement, wars of Independence, the challenges in establishing representative government and writing state and federal constitutions, westward geographical expansion, slavery and sectionalism, the US Civil War, Reconstruction, the Industrial Revolution and the Gilded Age, the Progressive Era and the various accompanying social movements such as temperance and women's suffrage, the impact of wars such as the Spanish-American War, World War One, World War II, and the Cold War on Texan and American societies.
15. Use historical knowledge to understand and evaluate contemporary society.

Required Text: None.

Recommended Texts:

- a) Rand McNally Atlas of American History (any edition).
- b) Rand McNally Road Atlas (current).

Sul Ross Library:

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

ADA Compliance:

The instructor and the University are committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Notify the instructor and contact the Accessibility Services Coordinator (ASC) on campus for further information on what assistance is available in order to ensure that students with disabilities can fully participate in all university classes, programs, and activities. Students seeking accessibility services must contact Rebecca Greathouse Wren, M.Ed., LPC-S, Counseling & Accessibility Services, telephone: 432-837-8203, or E-mail: rebecca.wren@sulross.edu.

Course Requirements:

Attendance policy: You are expected to attend every class! Regular attendance and punctuality are vital to academic success. As per university requirements, **roll call will be taken every class session**, at the beginning of the class, and you will be marked absent if you are there to answer the roll call. 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 it to your sponsor or coach at least three days prior to the actual trip, so that you may be listed on the "Explained Absence List" which the Student Life Office prepares and sends out to all faculty. If you miss class due to illness, car trouble, a death in the family, etc., you must email me directly with an explanation of your absence and find out if you missed any quizzes.

Notes: You are expected to take notes in class, since your Journal entry and the questions on the quizzes and final exam will come from the lectures.

Academic honesty: All work handed in must be written in YOUR OWN WORDS. Plagiarism will not be tolerated.

Student conduct: By enrolling at Sul Ross State University and in this class, you are assuming the responsibility for your personal and social conduct while on campus and in class. Students who disrupt a class in any way, such as arriving late, using their cell-phone or talking loudly may be directed to leave the class and could face disciplinary action which can include being withdrawn from the class.

Contacting the instructor: The instructors' EMAIL address is listed on the first page of this syllabus and is the PREFERRED METHOD OF CONTACTING THE INSTRUCTOR. My office phone number is provided for emergency situations only. All messages to the instructor should include your name, your class title, and a simple message stating the reason you are contacting the instructor. Messages will normally be answered within 24 hours; however, questions such as "what did we cover in class?" will normally not be answered. Student phone messages will normally not be returned, due to the problem of "phone tag."

QUIZZES: There will be a series of small quizzes throughout the semester.

JOURNAL PROJECT

This will be your main project for this semester, and will count for 60% of your total grade. The JOURNAL is something that you will need to work on every week, outside of the classroom, and can be either handwritten or done electronically and then printed out. You will need to bring the hard copy of your JOURNAL to every class meeting, and be ready to show it to the professor at any time. Essentially, your journal will consist of a weekly entry composed of three separate elements. The first element will be a **TIMELINE**, marked by either a vertical or horizontal line on the middle of the page. At each end of the TIMELINE, mark the year starting and ending year dates given to you by the professor for that week. Then, on one side of the TIMELINE, you will note 5 different U.S. HISTORY events, with the appropriate year, that were covered in class. Then, on the other side of the TIMELINE, you will research and insert, in the appropriate location, 3 separate WORLD HISTORY events that may or may not have been covered in the class. Next, as the second element of your JOURNAL for that week, you will select one entry from the US History/Class notes side of the timeline, you will do some research about entry, and then you will write a 300-word (minimum) **ESSAY** on that subject, event or person. This essay should be printed out and then neatly incorporated into your JOURNAL. Thirdly, and accompanying your **ESSAY**, you will find and print out a **MAP** associated with what you have written about. This map can be downloaded from the internet or can be something that you hand-draw yourself. Along with the MAP, which is required, you may also incorporate a image into your JOURNAL. Note that every TIMELINE ESSAY, MAP and IMAGE must be properly documented. Your JOURNAL must be something that you make that is separate from your class notes, and must be kept in a manner that can be show or handed in to the professor at a moment's notice, and twice (for both the mid-term and final grades), the professor will physically collect those JOURNALS and grade them over a weekend. You WILL get your JOURNAL back before the Final Exam.

FINAL EXAM: No students will be exempt from taking the final exam.

COURSE GRADING

1. Attendance will be worth one grade-point average at the end of the semester.
2. Quizzes are worth 10 to 20 points each
3. Each WEEKLY JOURNAL ENTRY will be graded as follows: 10 points for the TIMELINE, 20 points for the ESSAY, and 10 points for the MAP. Images could potentially add bonus points to that particular JOURNAL entry. NOTE: This is the main way to accumulate points during the semester, and must be done WEEKLY. So do not let yourself get behind!
4. Class participation and timeliness are also worth one grade-point average during the semester.
5. The comprehensive final exam is worth 100 points total.

Grades: Grades at the end of the semester will be broken down as follows:

- A 90% or above
- B From 80 to 89 %
- C From 70 to 79 %
- D From 60 to 69 %
- F 59% and below.

Class Schedule:

Post-Civil War United States

WEEK ONE - Syllabus. Review of US history at the end of Reconstruction. The Industrialized North. The New South. The Wild West. Mountain Men. Homestead Act of 1862. The Navajo Long Walk. Sand Creek Massacre. Bureau of Indian Affairs. Indian Schools. Buffalo slaughter. Little Big Horn. Indian Wars. Buffalo Soldiers. Dawes Act. Ghost Dance. Wounded Knee. John Wesley Powell.

The Transcontinental Railroad

WEEK TWO – The building of the Transcontinental Railroad. Economic linkage of the nation. Telegraph.

The Gilded Age

WEEK THREE – Industrial expansion. Price of industrialization. Workers and the new industrial order. Urbanization. Bridges. Transportation. Electricity. Skycrapers. Slums. Tenements. Rise of the political machines. Boss Rule. Victorianism. Urban culture. Immigration. Nativism. Political parties and political realignments. Public Education. Middle Class. Farmers Revolt. Grange. Battle of the Standards. Populists. Jim Crow politics. Racial divisions. *Plessy v. Ferguson*. Social Darwinism. Alaska.

The Spanish-American War

WEEK FOUR - American Imperialism. *USS Maine*. Spanish-American War. Hawaii. Progressive Movement. Muckrakers. Naturalism. Women's Sphere. Suffrage. Nineteenth Amendment. Theodore Roosevelt.

Theodore Roosevelt

WEEK FIVE - Theodore Roosevelt. Square Deal. Conservation Movement. Big Stick. Panama Canal. Great White Fleet. Election of 1912.

World War One

WEEK SIX – Mexican Revolution. Punitive Expedition. World War I. Zimmerman telegram. Trench warfare. Selective Service Act. Houston riot. Mobilizing the economy. Immigration. CPI. Fourteen Points. Treaty of Versailles. Influenza Pandemic. League of Nations. Red Scare.

The Roaring 20's and the Depressing 30's

WEEK SEVEN – Roaring 20's. Automobile. Consumer Society. Women in Society. Radio and mass media. Lindbergh. Jazz. Harlem Renaissance. Nativism. Sacco and Vanzetti. Mexican Americans. Prohibition. KKK. Kellogg-Briand Pact. Great Crash. Hoovervilles. Dust Bowl. Exodusters. Bonus Army. FDR. New Deal. First Hundred Days. Second Hundred Days. Fascism. Communism. Hitler.

World War II

WEEK EIGHT – World War II. Blitzkrieg. Lend-lease. Pearl Harbor. War in the Atlantic. War in Europe. War in the Pacific. Manhattan Project. The Home Front. Women Workers. Minority workers. Arsenal of Democracy. D-Day. The Holocaust. Defeat of Germany. Hiroshima and Nagasaki.

The Beginning of the Cold War

WEEK NINE – Beginning of the Cold War. Communist Expansion. Containment. Marshall Plan. Truman Doctrine. NATO. Berlin airlift. Senator McCarthy. Korean War. Truman versus MacArthur. GI Bill. Baby Boom. Suburbia. The Automobile. Levittown. Interstate Highway Act. Television. Teenage culture. Nationalism. Taiwan. China. Vietnam. Peace Corps. Berlin Wall. Bay of Pigs. Cuban Missile Crisis.

The Space Race

WEEK TEN – Sputnik. The Space Race as part of the Cold War. Mercury, Gemini and Apollo.

Civil Rights

WEEK ELEVEN – World War II and racial equality. Desegregation. Civil Rights movement. NAACP. *Brown v. Board of Education*. Latino Civil Rights. Rosa Parks. MLK. Little Rock. Sit-ins. Freedom Riders. James Meredith. March on Washington. Black Panthers. LBJ and the Great Society. Civil rights Act of 1964. Voting Rights Act of 1965. Malcolm X. Native Americans. Medicare. Medicaid. Feminism. Abortion. *Roe v. Wade*. Gay Rights. Affirmative Action.

Vietnam War

WEEK TWELVE – 1960's counterculture. Hippies. Woodstock Kent State. Domino Theory. Gulf of Tonkin. Vietnam War. Rolling Thunder. Body counts. The war at home. Tet Offensive. World Radicalism. Vietnamization. Cambodia. Detante. Peace Treaty. King and Kennedy killed. George Wallace.

End of the Cold War

WEEK THIRTEEN – Ralph Nader. Environmentalism. Earth Day. Watergate. Three Mile Island. Panama Canal. Iranian hostage situation. Detante. The Middle East. Conservatism. Ronald Reagan. Reaganomics. The Military buildup. The Cold War in Central America. Grenada. Iran-Contra. Oliver North. Mikhail Gorbachev. Glasnost. Berlin Wall. Fall of Communism. End of the Cold War. Persian Gulf War.

A New Century

WEEK FOURTEEN - Immigration around the world. Multiculturalism. The Clinton Presidency. Impeachment. Globalization. NAFTA. Internet and the world-wide web. The Middle East. Terrorism. Afghanistan. Iraq. Iran. North Korea.

Order or Disorder?

WEEK FIFTEEN - Looking to the future. Review for the final exam.

WEEK SIXTEEN- FINAL EXAM.