

Sul Ross State University
Spring 2022
HISTORY OF THE UNITED STATES SINCE 1877
Course Syllabus
HIST 1302; Sec. 002
MWF: 10 to 10:50 am
LH 309



Instructor: Dr. Kendra K. DeHart

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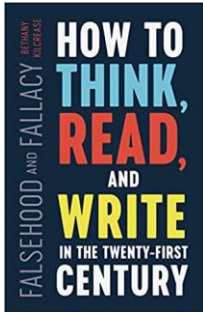
Office: LH 212

Office Hours: Monday & Wednesday, 11 am to 12 pm; or by appointment. *Note: During the first week of the semester, office hours will be online; once we resume face-to-face classes, I will be in my office unless I have required meetings or unforeseen emergencies. Scheduling office hours ahead of time is always encouraged.*

Course Description

This course explores modern US 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:



Kilcrease, Bethany. *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*. Toronto: University of Toronto Press, 2021. *Note on how to get this text: Amazon offers it at \$21, but you might find other venues that offer it cheaper. You can also get a Kindle version for \$10. It is NOT available at the Library.*

Primary and secondary readings will be announced in class. These readings will be uploaded to Blackboard, provided by the professor, or found online.

RECOMMENDED READING:

Schaller, et. al. *American Horizons: U.S. History in a Global Context*. Volume II: Since 1877. Concise Edition. ISBN 978-0-19-974015-4. **Available on Reserve at the SRSU Library.**

You can also access this free online textbook to supplement your understanding of lectures:
<http://www.americanyawp.com/>

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.

This course complies with the Texas Essential Knowledge and Skills (TEKS) requirements. Instruction in the Core Objectives (critical thinking, communication, teamwork, and social responsibility) will be given and reinforced throughout the semester.

In completing HIST 1302, the student should 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. The history student will demonstrate historical research skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content.
 - Marketable Skills:
 - Students will learn the importance of meeting deadlines in a successful manner.
 - Students can identify the differences between primary and secondary sources, a crucial step in developing critical thinking skills.
 - Students can learn to select and organize data in a relevant manner.
 - Students can hone their writing skills.
2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
 - Marketable Skills:
 - Students can learn how ideas and interpretations change over time.
 - Students can learn how to evaluate different interpretations and ideas.
 - Students can learn how to use evidence to persuade various audiences.
3. The history student will demonstrate knowledge of American History, World History, and Non-American History.
 - Marketable Skills:
 - Students can develop a better understanding of the development of various cultures, political and economic systems, gender and race relations, and environmental change.
 - Students can develop a multicultural perspective necessary for an increasing globalized world.
 - Students can learn how to manage and absorb various perspectives and information.

The Student Learning Outcomes will be measured by the administration of daily quizzes, exams, book reviews, research papers, and group presentations.

COURSE POLICIES:

1. **Attendance at class meetings:** You are expected to attend every class if possible! Regular attendance and punctuality are vital to academic success. **However, due to the pandemic, this will not be strictly enforced.** If you feel ill, **please do not come to class.** Send me an email explaining your situation and symptoms. If you need to be quarantined for any reason, the schedule below will remain flexible so that you can finish the assignments and course.

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.

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. If you are going to be absent from class while traveling on a university-sponsored trip, you are responsible for notifying the professor beforehand.

****NOTE:** If you are a student athlete and need a progress report, it is your responsibility to notify the professor before class.

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.

ASSIGNMENTS:

1. **Quizzes/ Reflections:** Supplemental readings and films will be delivered during this course, and quizzes/ reflections will count toward your attendance grade. These quizzes/ reflections will **NOT** always be announced prior to their administration and will often be delivered in class. You will be allowed to use notes on quizzes/reflections. There is no make-up policy for these quizzes/ reflections.
2. **Exams:** There will be three exams. Exams will cover lecture material, but they will not be cumulative. Exams will consist of a multiple-choice section and a short essay question (except the final). Study guides with specific guidelines for preparing for each exam will be provided in advance.
3. **Content Notebooks:** Prior to each exam, students will complete a “Content Notebook” of key terms. The terms and guidelines will be posted on Blackboard, and students will upload their notebooks to Blackboard.
4. **Falsehood & Fallacy Reflections:** The one required book for this class is Bethany Kilcrease’s *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*. For each part, you will be required to write a three-page reflection to be posted on Blackboard. Guidelines (along with questions) will be provided to you in advance.

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 April 13th. 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 lives? 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. More guidelines will be provided. This will count as part of your final exam grade.

GRADES:

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

Final grades will be determined as follows:

<u>Exams</u>	Total Points: 500 pts.
• Exam I	150 pts.
• Exam II	150 pts.
• Exam III (with Oral History Essay)	200 pts.
<u>Content Notebooks</u>	Total Points: 150 pts.
• Unit I	50 pts.
• Unit II	50 pts.
• Unit III	50 pts.
<u>Reading Reflections</u>	Total Points: 150 pts.
• Introduction; Part I: Falsehoods	50 pts.
• Part II: Fallacies	50 pts.
• Part III: Bringing It Together	50 pts.
<u>Attendance/ Reflections & Quizzes</u>	Total Points: 200 pts.
Total Possible	1,000 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.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Classroom Climate of Respect

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is

entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Library Information

The Bryan Wildenthal Memorial Library in Alpine 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 LobolD 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).

****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 me) about controversial topics.

SEMESTER SCHEDULE

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

The first week of the semester will be online. Make sure to check Blackboard and your SRSU email regularly for assignments and announcements.

Week 1: Jan. 10 to Jan. 14—Introduction (Classes online)

Tasks:

- Read syllabus
- Watch THREE Videos:
 - “WHY DO WE LEARN HISTORY?—THE SONG”
 - <https://www.youtube.com/watch?v=VMqoIZqpZAc>
 - “Why do we HAVE to Study HISTORY?”
 - <https://www.youtube.com/watch?v=wq8Wu1erCFU>
 - “HOW WILL YOU BE REMEMBERED?”
 - <https://www.youtube.com/watch?v=otrLfsU9sgA>

DUE FRIDAY 1/14:

- Introductory Essay (post on Blackboard)
 - **For my eyes only:** By Friday, post 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. Also, tell me anything you would like me to know about you and your learning preferences.
- Syllabus Quiz (take on Blackboard)
- Videos Reflection: What is History? Why should we study History? (Post on Blackboard)
 - Write a two-to-three page reflection after watching the three videos posted on Blackboard. Consider these questions: What is History? Is it just names and dates? Why should we study History? What lessons does studying the past offer? Consider the three points covered in the video “Why do we HAVE to study History?” Do you agree or disagree? What can History do for you? What professions/ degrees require an understanding of History? This is an informal essay. You can (and are encouraged) to use first person and your own personal experiences/ reflections.

Week 2: Jan. 17 to Jan. 21—An Unfinished Revolution & A New Industrial Order

Jan. 17

No Class—MLK Holiday

Jan. 29 **Face-to-Face Classes Resume** (tentatively)
Recommended Reading: *American Horizons*, Chapter 15

Week 3: Jan. 24 to Jan. 28—Winning & Taming the West/ The Populist Challenge

Recommended Reading: *American Horizons*, Chapter 17 & 18

Week 4: Jan. 31 to Feb. 4—The New Imperialism & Reforming the System

Recommended Reading: *American Horizons*, Chapter 19

Week 5: Feb. 7 to Feb. 11—Progressives Go to War

Recommended Reading: *American Horizons*, Chapter 20

DUE 2/9: Introduction & Part I Reflection in *Falsehood and Fallacies* on Blackboard

Week 6: Feb. 14 to Feb. 18— Exam I & the Roaring 20s

Feb. 16 **EXAM I**
DUE: Content Notebook Unit I Before the Exam (post on Blackboard)

Week 7: Feb. 21 to Feb. 25—The Capitalist Promise & Betrayal

Recommended Reading: *American Horizons*, Chapter 21 & 22

Week 8: Feb. 28 to Mar. 4—Toward a New Deal

Recommended Reading: *American Horizons*, Chapter 23

Week 9: Mar. 7 to Mar. 11—SPRING BREAK

Week 10: Mar. 14 to Mar. 18—The World in Crisis (WWII)

3/2 **DUE: Oral History Prospectus: Post on Blackboard who/how you are going to interview as well as a list of questions you intend to ask.**

Recommended Reading: *American Horizons*, Chapter 24

Week 11: Mar. 21 to Mar. 25—The Cold War Consensus

Recommended Reading: *American Horizons*, Chapter 25-26

Mar. 30 **Exam II**
DUE: Content Notebook Unit II Before the Exam (post on Blackboard)

Week 12: Mar. 28 to Apr. 1—The Civil Rights Revolution & The Vietnam War

Recommended Reading: *American Horizons*, Chapter 27 & 28

Week 13: Apr. 4 to Apr. 8—The “Rights Revolutions” & a Search for a “Great Society”

Recommended Reading: *American Horizons*, Chapter 29

DUE 4/4: Part II Reflection in *Falsehood and Fallacies* on Blackboard

Week 14: Apr. 11 to Apr. 15—“It’s Morning Again in America”

Apr. 15 **No Class**

Week 15: Apr. 18 to Apr. 22—Postindustrialism & the Costs of Power

Apr. 27 **Last Day of Class**
DUE 4/27: Part III in *Falsehood and Fallacies* on Blackboard

Tuesday, May 3 **Final Exam *8 am to 10 am**

- **DUE: Content Notebook Unit III Before the Exam (post on Blackboard)**
- **Oral History Essay (post on Blackboard)**

Competency Objectives for US History 1302:

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 on the United States.

1. Understands 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. Du Bois, 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 of cities, antitrust legislation, immigration restriction).
6. Analyzes the impact of civil rights movements in the United States, including the 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 One).
8. Analyzes how national and international decisions 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 decisions 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 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.