

**HIST 1302: United States History since 1877**  
**Course Syllabus**  
**Spring 2022**

**Course Title:** HIST 1302: U.S. History since 1877  
**Meeting Location:** Morlock Academic Building (MAB) 205  
**Meeting Dates:** Tuesday and Thursday  
**Meeting Times:** 8:00 am to 9:15 am  
**Course Credits:** 3 hours

*A university is a place where the universality of the human experience manifests itself.*  
*Albert Einstein*

**Instructor:** Kayla Waggoner  
**Instructor Email:** [kayla.waggoner@sulross.edu](mailto:kayla.waggoner@sulross.edu)  
**Instructor Office Number:** 432-837-8720  
**Instructor Cell Number:** Available upon request and where appropriate  
**Instructor Office Location:** Briscoe Administration (BAB) 210  
**Instructor's Office Hours:** Office hours will also be offered by appointment

**Course Description:**

This course will cover the history of the United States from the post-Civil War era (roughly the 1860s) to the present day. The course will introduce major social, political, economic, and cultural events and it will address how those events affected the development of American society. Particular attention will be devoted to the role of popular culture, political struggles, technological advancements, as well as the emergence of the United States as a world power.

**Required Texts:**

*The American Yawp: A Free and Online, Collaboratively Built American History Textbook*, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019).  
<http://www.americanyawp.com>. This is a free resource, please don't buy a print copy unless you want one.

**Assumed Prior Knowledge:**

This course is the second part to the required United States History courses required for all Sul Ross State University undergraduate degree programs. It is assumed that students who are enrolled in this course have taken HIST 1301 (U.S. History pre-1877) prior to the start of this course. Though it is assumed, it is not necessarily required.

**Course Objectives:**

- The student will think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- The student will gain empirical and quantitative skills through primary and secondary source analysis and research.
- The student will communicate effectively by developing and expressing ideas through written and visual communication.

- The student will gain intercultural competence, a knowledge of civic responsibility, and an awareness of how humans in the past have engaged effectively in regional, national, and global communities.
- The student will understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.
- The student will improve reading comprehension, argumentative and research writing, and interpersonal communication skills.

**Student Learning Objectives:**

HIST 1302 is part of the university's Core Curriculum and as such strives towards both the general goals of the core and the specific objectives for classes designated for inclusion in the American History Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

HIST 1302 includes instruction in the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role. In addition to surveying the important themes of American history from roughly 1877 to the present, this course will introduce you to the practice of history. We will focus on critically interpreting both primary sources (documents from the period being studied) and secondary sources (historians' analyses of a period or event). Above all, you will learn that history is an analytical discipline. While facts and dates are indeed important, alone they do not allow us to understand the past in a meaningful fashion. Among other things, history is the art of mustering evidence to make an argument or arguments about the past in as compelling a manner as possible.

This semester you will be joining an ongoing and constantly evolving debate about American history. If you engage the course material in a meaningful way, this class will help you to read more carefully, think more critically, and write more eloquently.

**Personalized Required Texts:**

There is a book review assignment which will require the students to read a fictional novel during this time period being taught this semester. The books will be available at the Wildenthal Memorial Library (page 7), through InterLibrary Loan, or free online. However, students may purchase the book they choose to review if they'd like.

## Instructor and University Policies

### **Mutual Respect:**

Class rosters are provided to the instructor with the student's legal name. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

You are expected to treat your instructor, classmates, and/or moderators in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). It's the instructor's goal to create a friendly, warm, cooperative, respectful environment for all. How will you help achieve this goal over the course of the semester?

### **Course Content Note:**

At times this semester we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be 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 the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, you should arrange to get notes from another student or see the professor.

### **Attendance:**

Students are responsible for coming to class during the designated times and dates which the course is offered. Students will receive 5 points for each lecture that they attend, in full. With 28 lectures scheduled, students will receive 140 points for attendance.

If a student knows that they will miss a lecture/class date it is their responsibility to let the instructor know as soon as possible. If the instructor hasn't heard from the student prior to the lecture/class date, it will be assumed that the student chose to skip class that day and will not receive the 5 points towards attendance.

### **Classroom Demeanor:**

1. Students should not engage in any behavior that disrupts class: talking during the lectures, passing notes, reading materials unrelated to the course, and the like. Persistent disruptive behavior will result in a failure for the course.
2. Be respectful of your classmates and the course instructor. This means that all electronic devices must be silent during class. Watching videos, checking your phone, texting, and similar behaviors disrupt the class and are not allowed.

3. Value the time and effort of your instructor and your classmates. Be a nice person.
4. Students who appear to be sleeping in class or refuse to turn on their camera (if taking this course remotely) will not receive the 5 points for attendance on that day. Exemptions will not be made.
5. Students are responsible for **checking their emails and the Blackboard site regularly**. The instructor will send announcements, updates, and other communication through these services. Don't say you missed something if it was sent via email or on Blackboard.
6. If you are having any problems with this course, it is your responsibility to let the instructor know. I want you to not only pass but succeed in your understanding of the course materials. My door is always open.
7. Students may not haggle or pressure the instructor into changing their grades. Grades given are based off of the grading rubrics and are carefully reviewed. The instructor uses the rubrics to ensure that all assignments are graded objectively. If you find that the instructor made a mathematical error, please respectfully bring this up privately.

#### **Grading:**

All assignments will be graded using a grading rubric. These rubrics will be given to the students along with each assignment instruction. Attendance, introductions, and self-assessments are exempt from the grading rubric pattern. These will be graded as pass/fail. In other words, if you do the assignment, you'll get the points. Remember: that's only on assignments that a rubric is not provided.

Students can expect the instructor to grade the assignments within one-week of the due date. However, if that will not be possible, the instructor will inform the students as early as possible as to when they may expect a completed grade. If feedback, comments, or suggestions are not provided, students may request that information from the instructor.

"If you disagree with a grade you received, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the Chair of the Department (Dr. Mark Saka). If it is not resolved at that point, you should meet with the Dean of the School (Dr. Laura Payne). Any grievance regarding a grade must be filed within one year of receiving the grade." (Student Handbook, 2019-2020)

#### **Late Work:**

Students may submit late work but for each week the assignment is late the student will lose a letter grade. The letter grade deductions will stop at C and if the student submits the assignment, the highest they'll be able to receive is a 75.

Students will not be able to make up points for the lecture/class attendance. Also, some assignments have restrictions on late submissions (i.e. discussion boards). Students should read the instructions closely.

Students may request a small extension from the instructor if they will not be able to submit the assignment on time. All requests must be made 24-hours in advance of the due date. If student's ask for an extension 1-hour before the assignment is due, it will not be honored. All extensions will be for another 24-hours only.

**Academic Integrity:**

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. "Cheating" includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.
12. "Falsification of Data" means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

Please read the complete policy here: [https://d3a91t18e953uk.cloudfront.net/wp-content/uploads/2020/09/student\\_handbook\\_2019-2020\\_revision\\_12.7.2020.pdf](https://d3a91t18e953uk.cloudfront.net/wp-content/uploads/2020/09/student_handbook_2019-2020_revision_12.7.2020.pdf) starting on page 88.

**Diversity, Equity, and Inclusion:**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let your instructor know so adjustments may be made.

**Student Support Services and Resources**

**Student Wellness:**

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do --for yourself and for those who care about you.

**Counseling & Psychological Services:**

The Counseling and Accessibility Office is here to provide face-to-face sessions in a supportive environment that helps facilitate positive change and promote mental health and emotional well-being. The office is staffed with licensed professional counselors who provide confidential services at no cost to Sul Ross students. Services include:

- Brief, short-term individual and group counseling
- A comprehensive referral network to off-campus providers
- Accommodations for students with disabilities

Mary Schwartze Grisham  
M.Ed., LPC  
Counselor  
[mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

Erzulie Clarke  
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Danielle Pertuso  
Administrative Specialist  
[danielle.pertuso@sulross.edu](mailto:danielle.pertuso@sulross.edu)  
(432) 837-8203

**Wildenthal Memorial Library:**

The SRSU Librarians and library staff are here to help you succeed in your academic goals. Here's a few things that you can expect from the Wildenthal Memorial Library (WML).

- Borrow Items
  - Check out books, DVDs, and more with your SRSU Photo ID. Browse popular magazines and daily newspaper subscriptions from around the region. Access and download eBooks to your devices.
- Access Technology
  - Use desktop computers, print, scan, copy, fax, and laminate.
- Go beyond the Library
  - Use InterLibrary Loan (books and resources borrowed from other libraries in Texas and the U.S.) and Document Delivery services to gain access to even more resources.
- Access virtual resources 24/7
  - Use your LoboID and password to log in and research anytime, anywhere with internet connection.
- Get help from SRSU Librarians
  - Librarians are available to help with your research in person, by phone, or by email

Students may request a tutorial from the instructor on navigating the Sul Ross Library's databases and catalog.

Wildenthal Memorial Library  
[srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)  
(432) 837-8123

**The Americans with Disabilities Act:**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received.

You can make an appointment by calling the Counseling and Accessibility Services office at (432) 837-8203 to request an appointment with Mary Schwartze Grisham, Counselor.

**You can do this! I'm looking forward to a wonderful semester with all of you!**

The instructor remains the right to make changes to this syllabus at any time in the semester, so long as the students are given notice in enough time to adapt to the changes.

**HIST 1302: United States History since 1877**  
**Course Syllabus**

**Course Requirements:**

<b>Assignment</b>	<b>Possible Points (per assignment)</b>	<b>Total Possible Points</b>
<b>Self-Assessment Activities</b>		
Learning Styles Self-Assessment	10	10
Study Skills Activity	10	10
Library Instruction and Research Activity	20	20
<b>Introductions &amp; Interaction with Classmates</b>		
Introduction post on Blackboard (200 words with photo)	10	10
PechaKucha Presentation (5 components)	300	300
Attendance (28 lectures, points for attendance)	5	140
<b>Quizzes and Writing Assignments</b>		
5 Reading Quizzes	20	100
Notebook: Lecture Notes (Midterm and Final Check)	30	60
6 Diary Entry: A Day in the Life...	50	300
1 Book Review (750 words)	100	100
Musical Impact Essay	100	100
Final: Historical Proposal (4 components)	500	500
<b>Total:</b>		<b>2,000</b>

<b>Course Grading</b>		
<b>Letter Grade</b>	<b>Points Earned</b>	<b>Percentage Breakdown</b>
<b>A</b>	2000 – 1,800	100% - 90%
<b>B</b>	1,799 – 1,600	89% - 80%
<b>C</b>	1,599 – 1,400	79% - 70%
<b>D</b>	1,399 – 1,200	69% - 60%
<b>F</b>	1,199 and lower	59% and lower



**HIST 1302: United States History since 1877**  
**Tentative Schedule**

**January 2022**

Reconstruction, Gilded Age, New Imperialism, and Progressive Era Politics

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	5	6	7	8
9	10	11 <b>ONLINE</b> Syllabus & Assignment Overview Introductions Post (5pts)	12	13 <b>ONLINE</b> What is History? Introductions Response Due (5pts)	14	15
16	17 American Yawp Chapter 15, 16, and 18	18 Reconstruction and Industrialization Learning Styles Self-Assessment (10pts)	19	20 Urbanization and the Gilded Age	21	22
23	24 American Yawp Chapter 17, 19, and 20	25 Imperialism and Building an Empire Study Skills Activity Due (10pts)	26	27 The Progressive Era PK Presentation Topic Due in-class (10pts)	28 Reading Quiz due (20pts)	29
30	31	See February for details.				

**Key:**

Orange is suggested reading for the week. These readings come from the American Yawp, required online textbook for the semester.  
 Black is the tentative lecture for the day or other pertinent information.  
 Red is the assignments due that day. All assignments, unless specified, are due on Blackboard at midnight on the day that they're due.

**HIST 1302: United States History since 1877**  
**Tentative Schedule**

**February 2022**

The Great War (WWI), the 1920s, the 1930s, World War II

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	31 American Yawp Chapter 21	1 World War I	2	3 Review: 1850-1919	4 Final Project Topic Due (25pts)	5
6	7 American Yawp Chapter 22	8 1920s: Prohibition, Crime, and Parties!	9	10 1920s: Classism, Discontentment, and The Crash	11 End of Six Weeks	12
13	14 American Yawp Chapter 23	15 1930s Depression & New Deal	16	17 <b>ONLINE</b> Library Instruction and Research Activity Due (20pts)	18 Reading Quiz due (20pts)	19
20	21 American Yawp Chapter 24	22 World War II A Day in the Life... Dust Bowl due (50pts)	23	24 Aftermath of WWII PK Presentation Sources Due (25pts)	25 Final Project Sources Due (25pts)	26
27	28	See March for details.				

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**HIST 1302: United States History since 1877**  
**Tentative Schedule**

**March 2022**

The Cold War, 1950s, 1960s, Civil Rights, 1970s, 1980s

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	28 American Yawp Chapter 25 and 26	1 The Affluent Society: 1950s A Day in the Life... The Atomic Bomb due (50pts)	2	3 Communism & The Korean War Notebook: Lecture Notes (30pts)	4	5
6	7	8 <b>No Class – Spring Break</b>	9	10 <b>No Class – Spring Break</b>	11	12
13	14 American Yawp Chapter 27	15 Review: 1919-1959 Cold War Book Review Due (100pts)	16	17 Vietnam War	18 Reading Quiz due (20pts)	19
20	21	22 The 1960s A Day in the Life... Vietnam due (50pts)	23	24 Civil Rights: BIPOC	25 PK Presentation Outline: Timeline due (75pts)	26
27	28 American Yawp Chapter 28 and 29	29 Civil Rights: Women & LGBTQ+ Reading Quiz due (20pts)	30	31 Conservatism and the Reagan Era A Day in the Life... Civil Rights due (50pts)		

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**Tentative Schedule**

**April 2022**

War on Terrorism, Globalization, Technology, and the Last 10 Years

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 End of Six Weeks	2
3	4 American Yawp Chapter 30	5 War on Terrorism Final Project Timeline Due (250pts)	6	7 Technological Age	8 PK Presentation Outline: Script due (100pts)	9
10	11	12 The Last 10 Years Reading Quiz due (20pts)	13	14 Review: 1950 to the Present A Day in the Life... Covid-19 due (50pts)	15	16
17	18	19 PechaKucha Presentations In-Class due (95pts) days will vary	20	21 PechaKucha Presentations In-Class due (95pts) days will vary	22	23
24	25	26 Instructor's Choice Notebook: Lecture Notes (30pts)	27	28 <b>DEAD DAY</b>	29 Musical Impact Essay due (100pts)	30

**Key:**

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**HIST 1302: United States History since 1877**  
**Tentative Schedule**

**May 2022**

Final – You did it!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 <b>FINAL:</b> Completed Final Project Due (200pts)	5	6 Missing Assignments Due by midnight	7
8	9	10	11	12	13	14
15	16	17	18	19 End of Six Weeks	20	21

**Key:**

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## TEXAS Domain Competency 020 History

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. 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 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.

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