

## HIST 1302.003: United States History Survey, 1000-1877



**CLASS DATE/TIME:** TR 9:30AM-10:45AM

**LOCATION:** LH 300

**PROFESSOR:** DR. WILLIAMSON

**EMAIL:** [savannah.williamson@sulross.edu](mailto:savannah.williamson@sulross.edu)

**OFFICE HOURS:**

Day	Time	Location
<b>Mondays</b>	10am-1pm	UC 212
<b>Tuesdays</b>	12:30-2pm	LH 211
<b>Wednesdays</b>	9am-1pm	UC 212
<b>Thursdays</b>	12:30-2pm	LH 211
<b>Fridays</b>	<i>By appointment</i>	

### **I. Course Introductions**

This class surveys the major social, cultural, and political developments occurring from the exploration of North America to the aftermath of the Civil War. As you will see, the American past is not a simple story of progress. American history is instead populated by both heroes and villains, and often seems to have as many moments of glory as it does instances of injustice. Americans have often disagreed mightily and often violently over an array of important issues tied to the nation's history. This is what makes the past so fascinating and important to recall. In addition to these sweeping concerns, we will pay special attention to the many ways in which a diverse cast of seemingly ordinary women and men participated in the founding and changing fortunes of the American Republic. As we are covering a vast historical terrain, our coverage of the American past is selective rather than comprehensive. This course satisfies Texas state requirements for all graduates. Instruction in the Core Objectives (critical thinking, communication, teamwork, and social responsibility) will be given and reinforced throughout the semester.

### **II. Student Learning Outcomes**

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.

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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.

### III. Course Objectives

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- 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.

#### REQUIRED ASSESSMENTS FOR CORE CURRICULUM, 2022-2023

1. **Personal Responsibility** Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
2. **Social Responsibility** Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

In this course, we are going to disprove the idea that learning history is just: read, regurgitate, repeat. The world of education is changing rapidly, and technology allows us to experiment in ways previously impossible, and therefore to emphasize some additional aspects of an experience doing history.

**First:** in college level history, the impetus is on you, the student, to be responsible for content. High school should have taught you at least how to read a textbook and memorize information. In college, the idea is that you take this to the next level.

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**Second:** With the first point established, college history courses are designed to take your thinking to the next level. You are supposed to learn about history thematically, and to be able to express change over time. It's not enough to know that an event happened, or that a person lived and did something; you should be able to explain WHY that event or person was important, or symbolic of an era, and how what that event or person represented or did to shape the world afterwards. What are the legacies? What are the controversies? What are the paradoxes?

**Third:** An education in history should not only teach you to WRITE but should also teach you how to ASK EFFECTIVE QUESTIONS both of sources from the past and of the arguments made about them. This is called critical thinking and, well, it's basically why you're here in college, and why we ground higher education in the liberal arts.

**That is why this semester, you will vote for and select one thematic development, based on a contemporary problem, in American history to study.**

### IV. Requirements & Grades

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- This course utilizes an online textbook at no cost to students. To access the textbook, go to: <http://www.americanyawp.com>
- **Attendance:** Students are required to attend class regularly. Attendance does not simply mean occupying a seat but active listening, note-taking, preparation, and participation. If you are not going to attend class, please drop this course as soon as possible.
- **Discussion & Participation (25%):** Most weeks, we will spend a portion of a class period working, usually collaboratively, on an exercise or project focused on either “doing history” or “different ways of seeing the past.” Students are expected to read the assigned materials before the start of class and contribute to discussions of course materials.
- **Two Written Responses (10% each, 20% of the semester grade):** Prompts and guidelines will be posted on Bb.
- **Book Review (10%):** Assignment and guidelines will be posted on Bb. The required text will be available for free through the SRSU library as an a-book.
- **Midterm Exam (15%):** Students must be prepared to answer short and long essay prompts and questions.
- **“Doing” History Project (30% of the semester grade):** To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical event in United States history from the period before 1877.
  - **Final Term Essay (20%):** Each student will be provided a selection of primary and/or secondary sources to interpret and evaluate, place in historical context, and utilize to construct an analytical essay. The essay will require that students think critically about the sources, examine how individual choices and decisions influenced the

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- course of history, and consider the ways in which people engage with regional, national, or global communities.
- *Group Presentation* (10%): In their groups, students must use the information from class and work together to create a short film, minimum 3-5 minutes in length, to link course materials and teach that topic to the course. Completion of this assignment is an important component in the successful completion of this course. Further instructions will be provided at the appropriate time in the semester. Each group must also give feedback on each person's contributions to the project and each person's role in the project presentation.

### Course Grading

A 90-100%    B 80-89%    C 70-79%    D 60-69%    F 59% or lower

## V. Course Policies

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### **Objectionable Materials Warning**

- At times this semester we may 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 coursework.
- If you ever feel the need to remove yourself from 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, please arrange to get notes from another student or see me individually to discuss the situation.

### **Climate of Respect**

- Importantly, 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.

### **Classroom Demeanor**

- Think of this course like joining a gym—you get out what you put in. As your professor, it is my responsibility to make sure you know how to use the equipment and to assist you when you need a spotter. Meanwhile, it is your responsibility to engage with the course materials, put in the work, and complete the assignments by the designated due dates. The grade you earn is determined by the quality of your effort, not necessarily the time you spend.
- 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

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disruptive behavior will result in a failure for the course. The professor also reserves the right to drop disruptive students from the class.

- Be respectful of your classmates and the course instructor. This means that ALL ELECTRONIC DEVICES MUST BE SILENT DURING CLASS. Do not under any condition text message on your phones and only use your computers for taking notes.
- Watching videos, playing video games, surfing the internet, emailing, Facebooking and similar behaviors disrupt the class and will not be tolerated. Students who violate the computer policy will not be allowed to use their computers in the future.
- Students **are not** allowed to record or distribute lectures, course materials, or use any kind of electronic recording equipment without the professor's permission. This includes audio and video recordings, as well as photographs of slides and visual aids.
- Students **must** have regular, reliable access to a working computer with internet. At times, we may meet in an online classroom rather than in-person.
- Students are responsible for checking email and Blackboard on a regular basis (at least weekly) to access course materials and information.

### 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.

### Children in the Classroom

The policy described here is thus, a reflection of my own beliefs and commitments to students, staff, and faculty parents:

- All exclusively nursing/breastfeeding babies are welcome in class as often as is necessary to support the nursing/breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

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- In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare, and often another job, are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.
- Don't forget to check out the SRSU Lactation Room on the 2<sup>nd</sup> floor of Lawrence Hall!

### Student Conduct

- 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. The professor also reserves the right to drop disruptive students from the class.
- Be respectful of your classmates and the course instructor. This means that **ALL ELECTRONIC DEVICES MUST BE SILENT DURING CLASS**. Do not under any condition text message on your phones and only use your computers for taking notes.
- Watching videos, playing video games, surfing the internet, emailing, Facebooking and similar behaviors disrupt the class and will not be tolerated. Students who violate the computer policy will not be allowed to use their computers in the future.
- Students **are not** allowed to record lectures using any kind of electronic equipment without the professor's permission. This includes audio and video recordings, as well as photographs of slides and visual aids.
- All exams and course work will **only** be accepted on the due dates in the class calendar. In the case of extraordinary medical or personal circumstances, you must contact the instructor **before** the due date of the assignment or exam. If you miss a class for extraordinary circumstances, you must submit appropriate paperwork--a doctor's note, obituary, a bill for a tow truck, and the like.
- Students are responsible for checking email and the Blackboard site on a regular basis because the instructor will send reading questions and other important information to the class.
- If you are having any problems with the course, please come to the office hours of the professor. I am very eager to help students and am committed to your success in the class.

### Grading

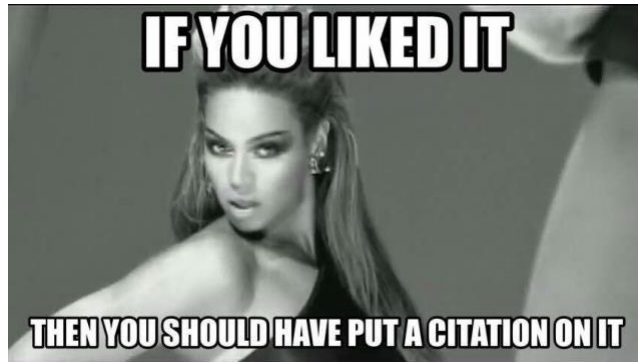
- While I am always happy to discuss ways to improve your writing and performance on exams, I am not in the business of haggling over grades. Grades in this class are the product of careful deliberation and are not negotiable. If you find that the instructor—who is human—made a mathematical error, please bring the matter to my attention during office hours.
- In addition to following guidelines and meeting requirements, students will be graded on:

### THE 5 C'S OF HISTORICAL REASONING

1. **Change and Continuity:** Historians debate what has changed over time and what has remained the same. Change can be a dramatic pivot or a slow shift.
2. **Causation:** Historians debate the causes of historical events. Actually, it would be more accurate to say that we often discuss about causality, sometimes passionately. Few events have only one cause (monocausal), so we debate with one another about which cause should be considered the most important.
3. **Context:** Historians insist that the past must be understood on its own terms. Any historical event, person, idea must be placed in the context of its historical era to be interpreted. The historian's goal is to discover how people in the past understood their own lives, which is often quite different from how we may react to their situation.
4. **Contingency and Connections:** Historians are aware that events happen for a variety of reasons, which are often interconnected. Change one factor, and the event might not have happened at all. This idea helps us to remember that historical events are not inevitable.
5. **Complexity:** Historical reasoning is not about memorizing dates and names. It is about making sense of the messiness of the past, in all its complexity. That often means recognizing that different historical groups experienced events in different ways.

#### Late Work

- All exams and course work will **only** be accepted on the due dates in the class calendar. In the case of extraordinary medical or personal circumstances, you must contact the instructor **before** the due date of the assignment or exam. If you miss a class for extraordinary circumstances, you must submit appropriate paperwork--a doctor's note, obituary, a bill for a tow truck, and the like.



#### Academic Honesty

- 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.

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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.
  - All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.
  - Please read the complete policy at [http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student\\_conduct\\_discipline.pdf](http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student_conduct_discipline.pdf)

## VI. Student Resources

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### • Learning Strategies, Styles, and Centers

The University offers tutoring for many subjects, holds numerous workshops on developing better note-taking, reading, and study skills as well as assisting students with writing and test



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taking strategies through the **Academic Center for Excellence (ACE)**. **Location:** FH 214  
**Web:** <http://www.sulross.edu/academic-center-excellence>

- **Library**

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](http://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](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

- **Counseling and Psychological Services**

Provides counseling services and offers other services to students in need.

**Students seeking counseling services must contact:**

Mary Schwartze-Grisham, M. Ed., L.P.C., Coordinator for Counseling and Accessibility Services

**Location:** Ferguson Hall 112.

**Hours:** M-F 8am-12pm and 1pm-5pm.

**Phone:** (432) 837-8203.

**Web:** <http://www.sulross.edu/section/2408/counseling-accessibility-services>

- **Accessibility Services**

Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request for accessibility services each semester and for each class.

**Students seeking accessibility services must contact:**

Mary Schwartze-Grisham, M. Ed., L.P.C., Coordinator for Counseling and Accessibility Services

Location: Ferguson Hall 112

Telephone: 432-837-8691

E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

Mailing Address: P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832

## VII. Tentative Course Schedule

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NOTE: 1) Readings and assignments must be **completed** before you come to class on the date of the assignment. 2) The in-class assignments must be completed before the conclusion of weekly class sessions. 3) Discussion readings need to be carefully read before class. 4) If you do not come to class prepared for and ready to participate in the discussion, you may be asked to leave the class and will receive no attendance credit for the day.

**Abbreviations: 1) Blackboard=Bb 2) [American Yawp=Textbook](#)**

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**Week 1 (Thursday, January 19<sup>th</sup>) INTRODUCTIONS**

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### ***UNIT I***

**Week 2** (January 24, 26)

**Week 3** (January 31, February 02)

**Week 4** (February 07, 09)

**Week 5** (February 14, 16)

### ***UNIT II***

**Week 6** (February 21, 23)

**Week 7** (February 28, March 02)

**Week 8** (March 07, 09)

**Week 9** (March 14, 16) **SPRING BREAK, no class**

### ***UNIT III***

**Week 10** (March 21, 23)

**Week 11** (March 28, 30)

**Week 12** (April 04, 06)

**Week 13** (April 11, 13)

### ***UNIT IV***

**Week 14** (April 18, 20)

**Week 15** (April 25, 27)

**Week 16** (May 02, 04)

**Week 17** (May 09, 11) *Thursday, May 11<sup>th</sup> = "Dead Day," No Class*

**Final Exams** (Friday, May 12<sup>th</sup> – Wednesday, May 17<sup>th</sup>)

**FINAL EXAM MONDAY, MAY 15, 2023, 8-10AM**

**Section IX. TEXAS Domain Competency 020 History**

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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 them 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).

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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.