

HIST 1302: United States History Survey, 1877-Present

CLASS DATE/TIME: TR 9:30-10:45AM
PROFESSOR: DR. WILLIAMSON

LOCATION: LH 300
EMAIL: savannah.williamson@sulross.edu

OFFICE HOURS:

OFFICE: LH 211

Mondays	10am-12pm, <i>or by appointment</i>
Tuesdays	12:30-1:45pm
Wednesdays	10am-12pm, <i>or by appointment</i>
Thursdays	12:30-1:45pm
Fridays	<i>Available 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.

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

- The student will think critically, which includes the ability to analyze, evaluate, and

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- 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, 2023-2024

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

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.

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.

IV. Requirements & Grades

- **Textbook:** This course utilizes an online textbook at no cost to students <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 (30%):** Most weeks, we will spend a portion of a class period working, usually collaboratively, on an exercise or project focused on either "doing history"

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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 (20% total, 10% each)** 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 (20%)**: Students must be prepared to answer short and long essay prompts and questions.
- **“Doing” History Project (20%** 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 after 1877.

Course Grading

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

V. Course Policies

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.

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 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.

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- 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.

Classroom Environment

- 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 recent crises 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.
- 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

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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 2nd 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.

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.

Section VI. Classroom & Teaching Philosophy

A Climate of Mutual 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,

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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.

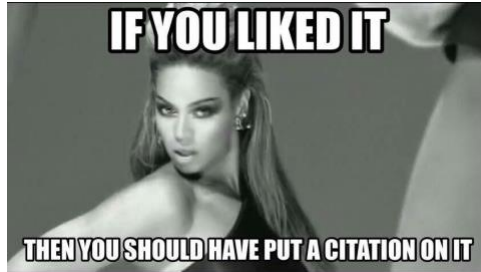
Student Support

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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.

Section VII. Policies

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 course 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.



Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Please review the complete policy at

http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/stulife/student_conduct_discipline.pdf

Section VIII. Programs and Services for Students' Success

- ***SRSU Library Services:*** 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 your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).
- ***Academic Success Center:*** The 1st Floor of the Wildenthal Library offers tutoring for many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies.
- ***Academic Center for Excellence (ACE):*** The University offers tutoring for many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies through ACE.
Location: FH 214. Web: <http://www.sulross.edu/academic-center-excellence>
- ***Americans With Disabilities Act (ADA):*** 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:

Counseling and Accessibility Services

Location: Ferguson Hall 112

Telephone: 432-837-8691

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

- ***Counseling and Psychological Services:*** Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

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>

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Section VII. Tentative Course Schedule

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

UNIT I

Week 1 (January 18) INTRODUCTIONS
Week 2 (January 23, 25)
Week 3 (Jan. 30, Feb. 01) Written Response #1
Week 4 (February 06, 08)

UNIT II

Week 5 (February 13, 15)
Week 6 (February 20, 22) EXAM
Week 7 (February 27, 29)
Week 8 (March 05, 07)

UNIT III

Week 9 (March 12, 14) SPRING BREAK
Week 10 (March 19, 21) Written Response #2
Week 11 (March 26, 28)
Week 12 (April 02, 04)

UNIT IV

Week 13 (April 09, 11) Book Review
Week 14 (April 16, 18)
Week 15 (April 23, 25) “Doing History” Project
Week 16 **FINAL EXAM PERIOD MONDAY, MAY 6th, 10:15AM-12:15PM**

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Section VIII. 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.

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