

SUL ROSS STATE UNIVERSITY

Spring 2024

Annex 2024
HIST 1302 Sec EP
Monday-Friday
E-mail: jackson@suross.edu

Office: C.C. Wynn B.S. Bld. 403
Office Hours: 8:30 AM - 10:00 AM
Office Phone: 830-757-0828

HISTORY OF THE UNITED STATES SINCE 1877

Course Description:

HIST 1302 is a general introductory survey of the second half of United States history from 1877 to the present. The course will cover major events, social, economic, and political developments from Reconstruction to the late 1990s. The course will examine how individuals and organized groups sought to influence 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 the post-Industrial Era and the transformations they engendered in both domestic politics 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 vision of freedom and democracy as well as how individuals responded to increasing national diversity and technological innovations.

U.S. History, P. Scott Corbett, et al., (Houston, TX: OpenStax | Rice University, 2021).
Textbook available in paperback or online through OpenStax
https://openstax.org/details/books/us-history

Assignments:

Student Learning Outcomes:

Table with 3 columns: Reading Questions (1-2), Examinations (3), Concise Hist. Notebook (3). Row 1: Core History Project (1), Attendance & Participation (1), 5-10 History with... (1)

- 1. Develop an informed, critical and analytical perspective on the study of U.S. history.
Marketable Skills: Critical Thinking; Abstraction; Synthesis; Synthesis of Data
IB&L: Development of critical and analytical skills.
Global Fluency: Ability to place the United States in a global context.
2. The history student will demonstrate knowledge of American History, World History, and Non-American History.
Marketable Skills: Students can meet deadlines in an adequate manner. Students can manage the absorption of data.

- 3. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
Marketable Skills: Professionalism: Knowledge and understanding of the role roles and responsibilities of a United States citizen.
Critical Thinking/Problem-solving: Ability to relate the importance of the historical past when considering public policy decisions.

- 4. The history student will demonstrate the ability to write about topics in historiography and how these topics are interpreted.
Marketable Skills: Students can utilize data to personally various audiences. Students can utilize data to generate and strengthen ideas. Students can distinguish sources adopted by various individuals.
5. The history student will demonstrate historical research skills in a logically organized, written paper that is academically correct and supported by relevant documentation of historical content.
Marketable Skills: Students can identify useful resources from a pool of data. Students can select and organize data in a relevant manner. Students can make written presentations to various audiences.

SLOs will be assessed as follows:

- Examinations (3) will assess SLOs 1-5
Reading Questions (12) will assess SLOs 1-4
Core History Project (1) will assess SLOs 2-5
Concise Historical Notebooks will assess SLOs 2-5.

Course Learning

Objectives:

- Students who complete HIST 1302 with a grade of "C" or higher will:
1. Be able to trace the historical development of the United States politically, economically, socially and culturally from the late 19th century to the present.
2. Be able to chart long-term historical and political trends in the United States in the late 19th and the 20th centuries.
3. Demonstrate knowledge of key historical events, movements and personalities in the history of the United States since 1877.
4. Understand the role that historical interpretation plays in constructing the past and be able to identify and critique various and differing interpretations of the past.
5. The development of critical thinking and writing skills through essay test questions, reading questions, and concise historical notebooks.

TEXTS:

- Students seeking teacher certification in the Core Subjects EC-6 or 4-6, History 7-12, and Social Studies 7-12 areas will cover materials relating to the following standards in this course:
• Core Subjects EC-6 - Social Studies Standard IV, V, VI, VII & IX
• History 7-12 - Standards IV, V, VI, VII, VIII, IX & X
• Social Studies 7-12: Standards IV, V, VI, VII, VIII, IX & X

Course Requirements:

Academic Honesty: Per the University's policy on academic honesty that is the Student Handbook. University Policy and procedures address academic honesty and are available in the handbook. In their classes, professors will inform students that it is their responsibility to understand and adhere to the standards in this class. Any student caught cheating on exams will receive an "F" for the exam and will not be allowed to retake it. Any student caught cheating on exams will receive an "F" for the exam, may fail the course and may face additional disciplinary action by the Dean of Students. Any student who plagiarizes another author's work on their Term paper will receive an "F" for the paper. WEI full the course and may face additional disciplinary action by the Dean of Students.

A.S.A. Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the students responsibility to initiate a request for accessibility services.
Students seeking accessibility services must contact: Mary Colwell, ADA, LEP & Accessibility Services, Counseling and Disability Services, Ferguson Hall 115, 4200
Mailing Address: P. O. Box C-171; Alpine, TX 79832 Phone: (432) 837-8203
If you have an accessibility letter, it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

Appealing the Final Grade: Students wishing to appeal a course grade should first start with the instructor and if not settled follow the Behavioral & Social Sciences chain of command.

Attendance: Students need to attend class daily and be on time.

- *** On the third day it will be assumed as an absence in the college.
*** After your 3rd absence your grade will be dropped a letter grade for each absence.
*** After the 5th absence you can be dropped from the class.

Classroom Conduct: Per the Student Handbook, students are expected to conduct themselves in a manner consistent with the University's policies as an educational institution. Students should treat their classmates with courtesy and respect. Students talking over others, using profane language or vulgar language or otherwise disrupting the class may be dismissed from the class.

Cell Phone Policy: TURN OFF ALL ELECTRONIC DEVICES. Use of electronic devices during the class is strictly prohibited and anyone who uses an electronic device may be asked to leave the class.

Contacting the Instructor: My office telephone number and e-mail are included for emergency situations. E-mail is the preferred method of communication. Please use the following format for any e-mail communications: YOUR NAME, HIST 1302, Subject of E-mail.

Late Assignments: Late work will NOT be accepted.

Schedule of Lectures & Readings

Week	Lectures	Assignments
Week I (18 January)	Syllabus, Introduction to course, Reconstruction and the Post War USA, Textbook: US History, Ch. 18 - pg. 407-431.	Student assignment
Week II (23/25 January)	Lecture: Westward Expansion & Industrialization Textbook: US History Ch. 17, pg. 432-458 & Ch. 18, pg. 463-475. Assignments: Reading Questions #2	Questions #1
Week III (29 January & 3 February)	Lecture: Business & Urbanization in the late 19th Century. Textbook: US History Ch. 17, pg. 475-485 & Ch. 18, pg. 491-510. Assignments: Reading Questions #3	
Week IV (6/8 February)	Lecture: Politics in the Gilded Age Textbook: US History Ch. 20, pg. 521-545 & Ch. 22, pg. 579-585. Assignments: Reading Questions #6	
Week V (13/15 February)	Lecture: Progressivism and Imperialism in the USA, 1890-1914. Textbook: US History Ch. 21, pg. 549-574 & Ch. 22, pg. 586-601. Assignments: Reading Questions #5	
Week VI (20/22 February)	Lecture: America, Internationalism, and the Great War, 1914-1920. Textbook: US History Ch. 23, pg. 602-633. Assignments: Reading Questions #5 Outside Historical Notebook #1	
Week VII (27/29 February)	Lecture: The Roaring Twenties - Change and Conservatism Textbook: US History Ch. 24, pg. 637-665. Assignments: Reading Questions #7	
Week VIII (6/7 March)	Lecture: Great Depression and the New Deal Textbook: US History Ch. 25, pg. 665-691 & Ch. 26, pg. 695-719. Assignments: Reading Questions #8	

Make the Exam Ready: Make exams will only be given because of documented emergency situations such as severe, extreme medical conditions for yourself or a dependent, or in the case of a death in the immediate family. Students who have this type of problem must either contact the instructor by e-mail or phone prior to the date of the exam. OR bring in a validated excuse upon their first day back to the course. Please note that make up exams will not be the same as the ones given in class.

On Writing Well: The members of the history faculty believe that it is important that students be encouraged to write well in classes other than English. To that end each examination will contain essay/short answer questions, critical thinking reading questions will accompany the chapter readings, and an oral history project with essay will be required. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (See syllabus & Grammar Center).

Writing Training: Students reading assignments with writing are urged to use the services of the Writing Lab, part of the Tutoring and Learning Center, located in the Bryant Student Center. The Writing Lab offers a variety of services including writing assistance, editing, and proofreading. Please note that while the Writing Lab can help you with grammar, structure, formatting and citations they will not write assignments for you nor act as your editors.

Attendance: You are responsible for attending all lectures, taking notes and completing the readings. You are responsible for getting notes from a friend class from a classmate. You are responsible for turning in assignments for being in class to take quizzes and exams.

Participation: You are responsible for verifying your excitement in or withdrawal from the course. If you quit the class, but your name still appears on the banner grade sheet at the end of the semester you will receive an "F" for the course.

Classroom Etiquette: The instructor will know the course content, explain relevant concepts and principles, facilitate class participation, hold office hours, treat students fairly and with respect, and create a positive learning environment.

Grading: The instructor will hold office hours and answer student e-mails on the

10/10/10

Student Responsibilities: Make sure all the assignments are done on schedule, attend all class sessions, learn all words in multiple choice, complete class exercises, take notes and use

Attendance: You are responsible for attending all lectures, taking notes and completing the readings. You are responsible for getting notes from a friend class from a classmate. You are responsible for turning in assignments for being in class to take quizzes and exams.

Participation: You are responsible for verifying your excitement in or withdrawal from the course. If you quit the class, but your name still appears on the banner grade sheet at the end of the semester you will receive an "F" for the course.

Classroom Etiquette: The instructor will know the course content, explain relevant concepts and principles, facilitate class participation, hold office hours, treat students fairly and with respect, and create a positive learning environment.

Grading: The instructor will hold office hours and answer student e-mails on the

Grading Breakdown

Assignment	Number	Points Ea.	Assignment Total Points
Examinations	3	100 pts	300 pts
Reading Questions	12	25 pts	300 pts
Concise Historical Notebooks	3	75 pts	225 pts
Oral History Project	1	125 pts	125 pts
Attendance & Participation	100	50 pts	50 pts
			1000 Total Points Possible

Extra Credit: Extra credit opportunities arise during the semester they will be noted by the instructor. Students may receive a maximum of 30 points extra credit.

Week IX (19/21 March)

Lectures: America and World War II Textbook: US History Ch. 27, 71-75D.

Assignments: Reading Questions #9

Week X (26/28 March)

Lectures: Post War America and the Rise of the Cold War. Textbook: US History Ch. 28, pg. 75E-F70

Assignments: Reading Questions #10
Concise Historical Notebook #2

Week XI (2/4 April)

Lectures: An Era of Change - America in the 1950's Textbook: US History Ch. 29, pg. 78D-81D

Assignments: Reading Questions #11
Examination #1

Week XII (9/11 April)

Lectures: America at Bay - The Transcience Revolution Textbook: US History Ch. 30, pg. 81E-84E.

Assignments: Reading Questions #12

Week XIII (14/18 April)

Lectures: Chaos of the Cold War and a New World Order Textbook: US History Ch. 31, pg. 84F-87A.

Assignments: Oral History Project

Week XIV (23/25 April)

Lectures: Back to the Future - America Emers the 21st Century Textbook: Concise Historical Notebook #1

Assignments: Reading TBA

Week XV (2/ May)

Lectures: TBA

Textbook: Reading TBA

Week XVI (7 May)

Final Exam - Time TBA

Note: Schedule is tentative and may be changed by the instructor.

Schedule of Assignments & Exams

Week	Assignment	Due Date	Completed
Week I	Stichon Quiz	Monday 29 January by 11:59pm	
	Introduction		
	Reading Questions #1		
Week II	Reading Questions #2	Monday 29 January by 11:59pm	
Week III	Reading Questions #3	Monday 5 February by 11:59pm	
Week IV	Reading Questions #4	Monday 12 February by 11:59pm	
Week V	Reading Questions #5	Monday 19 February by 11:59pm	
Week VI	Reading Questions #6	Monday 26 February by 11:59pm	
	Concise Historical Notebook #1	Monday 26 February by 11:59pm	
Week VII	Examination #1	Thursday 25 February by 11:59pm	
	Reading Questions #7	Monday 4 March by 11:59pm	
Week VIII	Reading Questions #8	Monday 18 March by 11:59pm	
Week IX	Reading Questions #9	Monday 25 March by 11:59pm	
Week X	Reading Questions #10	Monday 1 April by 11:59pm	
	Concise Historical Notebook #2	Monday 1 April by 11:59pm	
Week XI	Examination #2	Thursday 4 April by 11:59pm	
	Reading Questions #11	Monday 8 April by 11:59pm	
Week XII	Reading Questions #12	Monday 15 April by 11:59pm	
Week XIII	Oral History Project	Monday 29 April by 11:59pm	
Week XIV	Concise Historical Notebook #3	Monday 29 April by 11:59pm	
Week XV	Final Examination	TBA (5 or 6 May)	

Appendix I: Reading Questions

I. Learning Objectives

The reading questions are designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in Standard English.

II. Directions

Out of the assigned readings for each week there will be three chapters will be chosen. After reading the assigned chapter answer the five critical thinking questions provided in clear concise paragraphs of 200 words per question.

III. Format

Assignments need to be completed in Microsoft Word. All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- Your Name, Date, HIST 1300 and the assignment number need to be in the upper right-hand corner of the page.
- Chapter Title on next line, centered
- Label each answer with the question number.
- NO QUOTES FROM THE READINGS IN THE ANSWER

IV. Reading Synthesis Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	7.5	5	3.5	2
Recognizes and Discusses Primary Themes of Reading	5	3.75	2.5	1.25
Recognizes and Discusses Impact of major historical figures	5	3.75	2.5	1.25
Evidence of Synthesis and Interpretation	5	3.75	2.5	1.25
Formatting	2.5	1.875	1.25	.625
	25pts	18.125pts	12.25pts	6.375pts

Appendix II: Concise Historical Context Notebooks

I. Learning Objectives

Historical context notebooks are designed to build knowledge and skills related to the study of history including but not limited to: building historical knowledge, research skills, critical thinking, time management, and writing in Standard English. For students on the History 7-12 or Social Studies 7-12 teacher certification track, these notebooks serve as test preparation for the World History portion of the TEACH content exam. For students on the Core EC-6 teacher certification track, these notebooks serve as test preparation for the Social Studies portion of the TEACH content exam.

II. Directions

For each unit (1865-1920, 1920-1960, 1960 to Present) you will create a concise historical study notebook for that historical period.

- For each unit you will be asked to identify the following:
 - 5 Key Dates,
 - 5 Historical Figures,
 - 5 Main Events,
 - 5 Historical States/Territories, Kingdoms, Colonizations, Empires,
 - 5 Geographical Features.

- After identifying these you will need to define the terms, or identify the dates, events, figures, or locations in YOUR OWN WORDS.
- Next, you will be required to defend each choice and explain why you chose that particular date, event, figure, or location, and how they are important in that historical period.
- Finally, for each historical figure, event, and geographical feature, find a picture.

III. Format

Assignments need to be completed in Microsoft Word.

- Setting up the Document
 - Go to the LAYOUT tab and set your orientation to Landscape
 - Go to the INSERT tab and click on Insert > Header > Blank
 - Type in Your Name, HIST 2001, Concise Historical Notebook, and the unit
 - Double-click in the main section of the document to close the Header
 - Go to the INSERT tab and click on Add a Table
 - Select 2x8 cells for your table and click to create the table.
 - This will need to add more cells as you work on the notebook. When you have the table selected two additional tabs will appear on the control ribbon under TABLE TOOLS - Design and Layout.
 - Click on Layout > Insert Below to add rows to the table as needed.
- Building the Notebook
 - In the tab-based columns will go your Key Dates, Terms, Historical Figures, Main Events, Historical Sites, and Geographical Features.
 - Use color and underline to write your identification or definition of the date, event, figure, or location. Remember this MUST be in your own.

- In the right-hand column will go your defense and explanation of why you chose that particular date, event, figure, or feature.
- Again for color and underneath explain
- why they are important in that particular historical period.
- If an event, historical figure, or geographic feature you will need to find a picture or map and insert it below

IV. Submitting Instructions

- o Once you have completed the notebook for the unit save the notebook in the following format [Last Name_HIST1302_Unit_Notebook]
- o In Blackboard you will go to the Concise Historical Notebook assignment in the unit (1865-1920, 1920-1960, 1960-Present) and submit your notebook for grading.
- o Notebooks will be submitted through SafeAssign to guard against plagiarism.

V. Concise Historical Context Notebook Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Completion	10	8	7.25	6.5
Input Identification with basic definition/explanation.	25	20	17.5	15
Output Detailed Explanation/Defense	35	20	17.5	15
Illustration	10	8	7.25	6.5
Formatting - Follows all directions	5	4	3	2
	75pts	60pts	52.5pts	45pts

Appendix III: Oral History Project

I: Learning Objective

The learning objectives are designed to build knowledge and skills related to the study of history including the use of primary sources, the management of writing in historical English.

II. Directions

Students will complete the assignment by the end of the semester. The assignment is due on the last day of class.

• Base Interview Questions (Required Interview Questions)

- o What major national or international event had the most influence on their individual lives?
- o What progress have Americans made over the last fifty years?
- o Are there any challenges/limitations that American citizens will face?

• Project Essay

- o All assignments must be completed in Microsoft Word. All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

III. Format

Assignments need to be completed in Microsoft Word. All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- o Turnitin format and footnote citation will be used.
- o All pages must be double spaced and in 12pt font, either Time New Roman or Cambria.
- o Cover Page - Your Name, Date, HIST 1302 and the title of your oral history need to be in center of the page.
- o Main Text: Must include an introduction and conclusion. All source citations whether directly quoted or paraphrased must be cited in footnotes. Page numbers in upper right corner. Conclusion must begin with "In conclusion."

IV. Oral History Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	7.5	5	3.5	2
Recognizes and Discusses Primary Themes of Reading	5	3.75	2.5	1.25
Recognizes and Discusses impact of major historical figures	5	3.75	2.5	1.25
Evidence of Synthesis and Interpretation	5	3.75	2.5	1.25
Formatting	2.5	1.875	1.25	.625
	125pts	100pts	87.5pts	75pts