

HIST 1302: United States History Survey, 1877 to Present

PROFESSOR: DR. WILLIAMSON

TERM: SUMMER II (JULY 8-AUGUST 14, 2024)

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Course Description

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.

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

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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.

Course Requirements

- This is an online course, which means that you **must** have regular, reliable access to a working computer with internet. Students are responsible for checking email and the Blackboard site on a regular basis to access course materials and information.
- We will be covering an entire semester's worth of material over a five-week period. You must be both able and willing to put in the necessary time and effort to do well in the course.
- 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.
- **This is a Writing-Based Course** intended to introduce you to the practice of history. History is an analytical discipline. We will therefore focus on critically interpreting both primary sources (documents from the period being studied) and secondary sources (historians' analyses of a period or event). 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. 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.
- **GRADES**—Students will answer five essay prompts in completion, each worth 25% of the course grade. The student's lowest paper grade will be dropped. Prompts and guidelines are posted on Bb. Late submissions will not be accepted without documentation.

A 90-100% B 80-89% C 70-79% D 60-69% F 59% or lower
- **TEXTBOOK**—This course utilizes an online textbook at no cost to students. To access the textbook, use the following link: <http://www.americanyawp.com>

IMPORTANT DATES

Monday, July 8th: 1st day of class

July 24th: Midterm

Wednesday, August 14: final exam/last day of Summer II

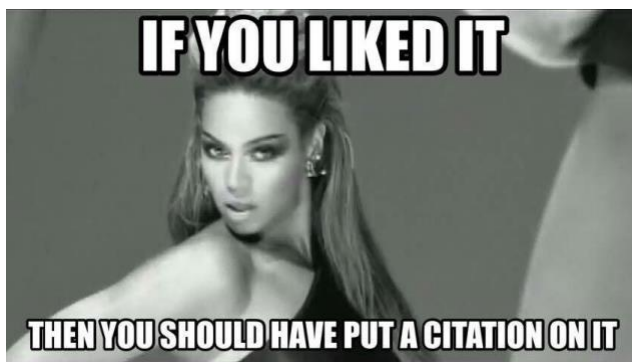
THE 5 C'S OF HISTORICAL REASONING

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. It would be more accurate, actually, 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.

Policies & Guidelines

- 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. Students are also prohibited from posting course materials outside of Blackboard without permission from the instructor.
- All 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. If you miss a due date for extraordinary circumstances, you must submit appropriate paperwork--a doctor's note, obituary, a bill for a tow truck, and the like.
- If you are having any problems with the course, please check the Q&A discussion board in the course Blackboard site. If the question or problem has not been addressed in the discussion boards, please post your question, and expect reasonable response times. It is recommended that students Subscribe to the Q&A discussion board to see, post, and answer questions in the course.
- While I am always happy to discuss ways to improve your writing and performance on essays, 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

CHEATING—DON'T DO IT!!!



A NOTE ON CONTENT

At times this semester we will be analyzing historical events that may be disturbing, or 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, during, and/or after 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, I welcome such discussions as an appropriate part of our classwork.

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 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.
- 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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Student Learning Outcomes

- The student will develop an informed, critical, and articulate approach to the study of history.
- The student will develop knowledge of historical events, movements, major turning points, and personalities of the past.
- The student will demonstrate the ability to identify and relate the role that historical interpretation plays in assessment of the past.
- The student will write effectively, logically, and persuasively about topics in history.
- The student will improve reading comprehension, argumentative and research writing, and interpersonal communication skills.

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

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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Course Schedule

Themes, Topics, and Questions to Consider

<p>Unit 1: Reconstruction & the Long Civil Rights Movement (July 08-14)</p> <p>3-5pg Essay: Essay must be single-spaced with 12-point font and 1” margins on all sides, minimum 3-5 pages in length. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer. Due to Bb by 11:59pm Sunday, July 14th</p>	<ol style="list-style-type: none">1. What was everyday life like for African Americans during Reconstruction? In what ways were the promises of Reconstruction unfulfilled?2. What are the different ways in which leader believe racial uplift will be achieved? See Marcus Garvey, Booker T. Washington, W.E.B. DuBois, Dr. Martin Luther King, Jr., Malcolm X, etc.3. How has life changed over time for African Americans? Consider economic, political, and social changes.4. What were the successes and failures of the Civil Rights Movement? <p>Prompt: Trace the evolution of the long Civil Rights Movement, from Reconstruction through the 1960s and even today. What changed in Southern political, social, and economic life after the Civil War? Explain the goals of each plan for Reconstruction, racial uplift, and civil equality. How were they to be accomplished? Describe each phase of the movement (dates, characteristics, prominent figures, watershed events, etc.) in detail. Finally, use evidence and examples to make a case for whether the Civil Rights movement was successful or unsuccessful. Give examples and explain in detail.</p>
<p>Unit 2: Native Americans and the West (July 15-21)</p> <p>3-5pg Essay: Essay must be single-spaced with 12-point font and 1” margins on all sides, minimum 3-5 pages in length. Use your textbook,</p>	<ol style="list-style-type: none">5. Could Native and Anglo-Americans peacefully coexist?6. How does the United States justify its policy of Native Removal? What are the flaws in their reasoning?7. What was the experience of removal, relocation, and forced captivity like for Indigenous Peoples?8. Was the policy of removal unjust? Why or why not? What policy or course of action might have been better? <p>Prompt: Why is Columbus Day controversial? Explain how Anglo-American and U.S. policies towards Native Americans have changed over time, from the 1800s to</p>

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<p>lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer. Due to Bb by 11:59pm Sunday, July 21st</p>	<p>today. Then, explain why Columbus Day is a controversial holiday for Indigenous Peoples. Finally, in a short paragraph, do you believe that the holiday should remain, be changed to Indigenous Peoples' Day, or be eliminated entirely, and why? Your response should be based on examples of Native American experiences and historical context from the materials.</p>
<p>Unit 3: Big Business, Labor, and Struggles of the Working Class (July 22-28)</p> <p>3-5pg Essay: Essay must be single-spaced with 12-point font and 1” margins on all sides, minimum 3-5 pages in length. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer. Due to Bb by 11:59pm Sunday, July 28th</p>	<ol style="list-style-type: none"> 9. What new developments allowed for the rise of American industrial power after the Civil War? 10. How did the rise of industry also contribute to the rise of immigration and urbanization? 11. What were the working conditions like for Americans in cities? 12. What was everyday life like for a working-class person? What challenges or struggles did they face on a daily basis, and what were the sources of those difficulties? <p>Prompt (Option 1): What factors explain the rise of the United States as the premier industrial nation by the late 19th century? Explain the roles of technology, urbanization, immigration, and industrialization and give examples. How did these forces contribute to the rise of American industry, and what problems came out of these social, political, and economic changes? Give examples and analyze in detail.</p> <p>Prompt (Option 2): The end of the 19th century is often referred to as “The Gilded Age.” What was it about this period that looked better on the surface than it was underneath? Who benefitted and who lost (consider, for example, laissez faire economics, Social Darwinism, working-class miseries, and the rise of mass consumption) as American society was transformed by industrialization, urbanization, and immigration? Explain in detail and give examples.</p> <p>Prompt (Option 3): Explain the evolution of “welfare” programs in the United States from President Roosevelt (FDR) to President Johnson (LBJ). Why were these programs created and what were they intended to achieve? Give several detailed examples of temporary and permanent social welfare programs implemented</p>

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	<p>during the New Deal. In what ways did President Johnson expand the social welfare state during the 1960s? Be specific. Why did some politicians consider these social welfare programs “radical”? What were the arguments for and against creating and then expanding government social welfare programs?</p>
<p>Unit 4: Women, Immigrants, & Progressivism (July 29-August 04)</p> <p>3-5pg Essay: Essay must be single-spaced with 12-point font and 1” margins on all sides, minimum 3-5 pages in length. Use your textbook, lecture materials, PowerPoints, and <u>at least 5</u> primary sources as evidence to support your answer. Due to Bb by 11:59pm Sunday, August 4th</p>	<p>13. How and why did the role of women change in the United States by the 1900s?</p> <p>14. What rights did women, people of color, and immigrants have in the United States prior to 1920? After 1920?</p> <p>15. What social, political, and economic restrictions were placed on immigrants and people of color in the 1900s?</p> <p>16. What goals have and have not been achieved in the ongoing American Indian Movement?</p> <p>Prompt (Option 1): Explain the changing roles and rights of women in American society. What rights, liberties, roles did women have in American societies prior to voting rights? How did those roles and rights change during the Progressive Era? What civil liberties were Women’s Rights activists of the 19th and 20th centuries fighting for? Which of those rights have those rights been realized? In what ways have the goals of the long Women’s Rights Movement not been fulfilled?</p> <p>Prompt (Option 2): How have the rights of immigrants and people of color changed over time in the United States? How have individuals and groups of immigrants and people of color been treated by U.S. government, military, and society over time (consider the Spanish-American War, Latin American presence, wartime policy, postwar island hopping and imperialism, and waves of immigration)? Explain the motivations/reasonings for this. What were the results and consequences for immigrants and people of color?</p>
<p>Unit 5: Social & Civil Liberation Movements, 1960s-present (August 05-11)</p> <p>3-5pg Essay: Essay must be single-spaced with 12-point font and 1”</p>	<p>17. Gay Liberation 18. Chicano Movement 19. Anti-War Movement 20. American Indian Movement</p>

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margins on all sides, minimum 3-5 pages in length. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer.

Due to Bb by 11:59pm Sunday, August 11th

Prompt: Explain the origins, goals, strategies, successes and/or failures of your chosen counterculture movement. Use primary sources, the textbook, and any relevant course materials to support your arguments/claims. Hint: Follow the outline format below.

Sample Essay Outline

- I. **Introduction** with thesis and essay overview

- II. **Origins**
 - a. When, why, and how did this movement come about? Give context and explain the need for such a movement in mid-20th-century American politics and society.
 - b. What status-quo were they challenging?

- III. **Goals, Leaders, & Strategies**
 - a. What were the goals of the movement?
 - b. Who were the leaders and prominent figures within the movement? How did these people shape and influence the movement? Give examples and be specific.
 - c. How did these groups plan to achieve the goals of the movement?

- IV. **Challenges & Backlash**
 - a. In what ways was this counterculture challenged? Give examples of when, where, and by whom. To what end?

- V. **Successes and/or Failures**
 - a. Looking back, would you consider these movements successful? Why or why not?
 - b. In other words: Which goals were they able to achieve? When, where, how?
 - c. Which goals were not fulfilled or realized? Why did they fail, or how did other groups work against them to prevent these goals from being achieved?

- VI. **Conclusions**

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	<ol style="list-style-type: none">a. Summarize your main points and argument from the essay.b. How/in what ways did this movement have a lasting impact on American culture, politics, law, and/or society? (Significance)
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Unit 1: Reconstruction and the Long Civil Rights Movement (July 08-14)

Essay Assignment: Essay must be single-spaced, minimum 3 to 5 pages in length, with 12-point font and 1” margins on all sides. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer.

Due to Blackboard by 11:59pm Sunday, July 14th

Prompt: Trace the evolution of the long Civil Rights Movement, from Reconstruction through the 1960s and even today. What changed in Southern political, social, and economic life after the Civil War? Explain the goals of each plan civil equality. How were they to be accomplished? Describe the different phases of the movement (dates, characteristics, prominent figures, watershed events, etc.) to show change over time in context. Finally, use evidence and examples to make a case for whether the Civil Rights movement was successful or unsuccessful. Give examples and explain in detail.

Causes of the Civil War:

http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit5_17.pdf

Reconstruction

Video: <https://www.youtube.com/watch?v=Ay-KKOfWNLA>

US History Crash Course: Reconstruction & 1876

Overview: <http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtid=1>

America’s Reconstruction: <http://www.digitalhistory.uh.edu/exhibits/reconstruction/index.html>

Textbook: <http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtID=2>

Primary Sources: <http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtID=3>

Images: <http://www.digitalhistory.uh.edu/era.cfm?eraID=8&smtID=8>

The Jim Crow Era

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[The State of African Americans in the South](#)
[Lynching](#)
[Convict Lease System](#)
[Jim Crow and the Courts](#)
[Plessy v. Ferguson](#)
[Segregation and Disfranchisement](#)
[Booker T. Washington and the Politics of Accommodation](#)
[Conclusion](#)

1920s

[Roaring 20s Crash Course:](#)

<https://www.youtube.com/watch?v=VfOR1XCMf7A&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=33>

[Race](#)
[The Great Migration](#)
[The Ku Klux Klan](#)

The Long Civil Rights Movement

[Civil Rights Movement Lesson Video:](#)

<https://www.dropbox.com/s/hfpyw1xt8b6viwf/Civil%20rights%20Movement.mp4?dl=0>

[Civil Rights in the 1950s Crash Course:](#)

<https://www.youtube.com/watch?v=S64zRnnn4Po&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=40>

[Thurgood Marshall](#)
[Simple Justice](#)
[The Mother of the Civil Rights Movement](#)
[Eisenhower and Civil Rights](#)
[Little Rock](#)
[The State of Black America in 1960](#)
[Freedom Now](#)
[To the Heart of Dixie](#)
[Bombingham](#)
[Kennedy Finally Acts](#)
[The March on Washington](#)
[The Civil Rights Act of 1964](#)
[Voting Rights](#)
[Black Nationalism and Black Power](#)
[The Civil Rights Movement Moves North](#)
[The Great Society and the Drive for Black Equality](#)
[White Backlash](#)
[The Struggle Continues](#)

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Questions to Think About

1. What was daily life like for African Americans during Reconstruction? In what ways were the promises of Reconstruction unfulfilled?
2. What are the different ways in which leaders believe racial uplift will be achieved? See Marcus Garvey, Booker T. Washington, W.E.B. DuBois, Dr. Martin Luther King, Jr., Malcolm X, etc.
3. How has life changed over time for African Americans? Consider economic, political, and social changes.
4. In what ways are the long Civil Rights Movement connected to the secessionist attacks on the United States Capitol on January 6, 2021? Draw connections and analyze the ways in which backlash to racial and class progress has followed civil rights progress since the end of the Civil War.

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Unit 2: Native Americans and the West (July 15-21)

Essay Assignment: Essay must be single-spaced, minimum 3 to 5 pages in length, with 12-point font and 1” margins on all sides. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer.

Due to Blackboard by 11:59pm Sunday, July 21st

Prompt: Why is Columbus Day controversial? Explain how Anglo-American and U.S. policies towards Native Americans have changed over time, from the 1800s to today. Then, explain why Columbus Day is a controversial holiday for Indigenous Peoples. Finally, in a short paragraph, do you believe that the holiday should remain, be changed to Indigenous Peoples’ Day, or be eliminated entirely, and why?

Crash Course: Westward Expansion

The West, by Ken Burns, episodes 6-8: <https://www.pbs.org/weta/thewest/program/episodes/>

“We Have No Reason to Celebrate an Invasion”:

<https://books.google.com/books?hl=en&lr=&id=H7FMDztgSfkC&oi=fnd&pg=PA10&dq=columbus+day+and+native+americans&ots=ZC-CIRwAyj&sig=djNEYMG-LUVolO3wtzXNryuHC9Y#v=onepage&q=columbus%20day%20and%20native%20americans&f=false> p.12-13, & “Indians Claim Italy by ‘Right of Discovery’” p.16-21

Reaction to 1 name—Christopher Columbus:

<https://www.youtube.com/watch?v=fYTXRDtYzYc>

Reaction to 1 word—Thanksgiving: <https://www.youtube.com/watch?v=jGc34FeFqH0>

Plagues & Peoples: http://medheritage.lib.umanitoba.ca/?page_id=440

Removal through Primary Sources:

http://www.digitalhistory.uh.edu/active_learning/explorations/indian_removal/indian_menu.cfm

The Reservation System: <https://www.youtube.com/watch?v=DvHYUa3rHFk>

Reaction to 1 word—Reservation: <https://www.youtube.com/watch?v=OOWUDM1GBhk>

Sources on Westward Expansion: <http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=3>

Tragedy of the Plains Indians:

[A Thirty Years War](#)

[The Sand Creek Massacre](#)

[The Battle of the Little Big Horn](#)

[Nez Perce](#)

[Wounded Knee I](#)

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[Wounded Knee II](#)

[Kill the Indian and Save the Man](#)

[Native Americans at the Turn of the Century](#)

[The Native American Power Movement: The Native American Power Movement](#)

Questions to Think About

1. Could Native and Anglo-Americans peacefully coexist?
2. How does the United States justify its policy of Native Removal? What are the flaws in their reasoning?
3. What was the experience of removal, relocation, and forced captivity like for Indigenous Peoples?
4. Was the policy of removal unjust? Why or why not? What policy or course of action might have been better?

**Unit 3: Big Business, Labor, & Working-Class Struggles
(July 22-28)**

Essay Assignment: Essay must be single-spaced, 3 to 5 pages in length, with 12-point font and 1” margins on all sides. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer.

Due to Blackboard by 11:59pm Sunday, July 28th

Prompt (Option 1): What factors explain the rise of the United States as the premier industrial nation by the late 19th century? Explain the roles of technology, urbanization, immigration, and industrialization and give examples. How did these forces contribute to the rise of American industry, and what problems came out of these social, political, and economic changes? Give examples and analyze in detail.

Prompt (Option 2): The end of the 19th century is often referred to as “The Gilded Age.” What was it about this period that looked better on the surface than it was underneath? Who benefitted and who lost (consider, for example, laissez faire economics, Social Darwinism, working-class miseries, and the rise of mass consumption) as American society was transformed by industrialization, urbanization, and immigration? Explain in detail and give examples.

Prompt (Option 3): Explain the evolution of “welfare” programs in the United States from President Roosevelt (FDR) to President Johnson (LBJ). Why were these programs created and what were they intended to achieve? Give several detailed examples of temporary and permanent social welfare programs implemented during the New Deal. In what ways did President Johnson expand the social welfare state during the 1960s? Be specific. Why did some politicians consider these social welfare programs “radical”? What were the arguments for and against creating and then expanding government social welfare programs?

Rise of Big Business

Video Lesson: <https://www.dropbox.com/s/ns94b7xsqgmuvk/Big%20Business.mp4?dl=0>

Crash Course: [Industrial Economy](#)

Textbook: <http://www.americanyawp.com/text/16-capital-and-labor>;
<http://www.americanyawp.com/text/18-industrial-america>;
<http://www.americanyawp.com/text/23-the-great-depression>;
<http://www.americanyawp.com/text/26-the-affluent-society>

[J.P. Morgan](#)

[The Rise of Big Business](#)

[The Corporate Revolution](#)

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[Why Business Grew](#)
[Corporations and the Law](#)
[The Debate Over Big Business](#)
[The Gospel of Wealth](#)
[Social Darwinism](#)
[Controlling the Shop Floor](#)
[Jay Gould](#)

Labor

Modern Labor Lesson Video:

<https://www.dropbox.com/s/gh7ofwy8w68mfpd/Modern%20Labor.mp4?dl=0>

Labor Crash Course:

<https://www.youtube.com/watch?v=RRhjqqe750A&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=26>

Urbanization & Immigration Lesson Video:

<https://www.dropbox.com/s/nf4hrdg94j7s81p/Urbanization%20%26%20Immigration.mp4?dl=0>

Gilded Age Crash Course:

<https://www.youtube.com/watch?v=Spgdy3HkcSs&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=27>

[Labor in the Age of Industrialization](#)
[American Labor in Comparative Perspective](#)
[Sources of Worker Unrest](#)
[The Drive for Unionization](#)
[The Great Railroad Strike](#)
[The Molly Maguires](#)
[The Origins of American Trade Unionism](#)
[Haymarket Square](#)
[Samuel Gompers and the American Federation of Labor](#)
[Homestead](#)
[Pullman](#)
[Labor Day](#)

1920s

Progressive Era Lesson Video:

<https://www.dropbox.com/s/xomskt6c4yzbx2a/Progressive%20Era.mp4?dl=0>

Progressivism Crash Course:

<https://www.youtube.com/watch?v=i0Q4zPR4G7M&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=28>

Textbook: <http://www.americanyawp.com/text/21-world-war-i;>
<http://www.americanyawp.com/text/22-the-twenties>

HIST 1302: United States History Survey, 1877 to Present

[The Consumer Economy and Mass Entertainment](#)
[The Formation of Modern American Mass Culture](#)
[Low Brow and Middle Brow Culture](#)

Roaring 20s Crash Course:

<https://www.youtube.com/watch?v=VfOR1XCMf7A&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=33>

Great Depression & New Deal Recovery

Great Depression Lesson Video:

<https://www.dropbox.com/s/81z84jnp6bv8c1k/Great%20Depression.mp4?dl=0>

Great Depression Crash Course:

<https://www.youtube.com/watch?v=GCQfMWAikyU&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=34>

New Deal Lesson Video: <https://www.dropbox.com/s/o5y7mb2tlfv20tz/New%20Deal.mp4?dl=0>

New Deal Crash Course:

<https://www.youtube.com/watch?v=6bMq9Ek6jnA&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=35>

Textbook: <http://www.americanyawp.com/text/24-world-war-i>

[Depression & Dust Bowl Sources](#)

[The Market Crashes](#)

[Why It Happened](#)

[The Great Depression in Global Perspective](#)

[The Human Toll](#)

[The Dispossessed](#)

[President Hoover](#)

[Franklin D. Roosevelt](#)

[The Bonus Army](#)

[The First 100 Days](#)

[The New Dealers](#)

[The Farmers' Plight](#)

[The National Recovery Administration](#)

[Jobs Programs](#)

[Roosevelt's Critics](#)

[The Wagner Act](#)

[Social Security](#)

Late-20th Century Economic Changes

Textbook: <http://www.americanyawp.com/text/29-the-triumph-of-the-right>

HIST 1302: United States History Survey, 1877 to Present

[The Reagan Revolution](#)

[The Gipper](#)

[Reaganomics](#)

[The Celebration of Wealth](#)

[The Reagan Doctrine](#)

[A Remarkable Ideological Turnaround](#)

[The Reagan Revolution in Perspective](#)

Recent Past

Textbook: <http://www.americanyawp.com/text/30-the-recent-past/>

Questions to Think About

1. What new developments allowed for the rise of American industrial power after the Civil War?
2. How did the rise of industry also contribute to the rise of immigration and urbanization?
3. What were the working conditions like for Americans in cities?
4. What was everyday life like for a working-class person? What challenges or struggles did they face on a daily basis, and what were the sources of those difficulties?

**Unit 4: Women, Immigrants, and Progressivism
(July 29-August 04)**

Essay Assignment: Essay must be single-spaced, 3 to 5 pages in length, with 12-point font and 1" margins on all sides. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer.

Due to Blackboard by 11:59pm Sunday, August 4th

Prompt: (Option 1): Explain the changing roles and rights of women in American society. What rights, liberties, roles did women have in different colonial societies? How did those roles and rights change during the Revolution? After (in mainstream society and in Utopian communities/social experiments)? What civil liberties were Women's Rights activists of the 1800s and 1900s fighting for? Which of those rights have those rights been realized? In what ways have the goals of the Women's Rights Movement not been fulfilled?

Prompt (Option 2): How have the rights of immigrants and changed over time in the United States? How have individuals and groups of immigrants and people of color been treated by U.S. government, military, and society over time (note: show change over time)? Explain the motivations/reasonings for this. What were the results and consequences for immigrants and people of color?

Women

Overview of women in 19th c.:

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3599

Mothers & Fathers in the Nineteenth Century:

http://www.digitalhistory.uh.edu/topic_display.cfm?tcid=86

Women's Voices: http://www.digitalhistory.uh.edu/voices/voices_content.cfm?vid=11

Women's Suffrage Crash Course:

<https://www.youtube.com/watch?v=HGEMscZE5dY&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=32>

Roaring 20s Crash Course:

<https://www.youtube.com/watch?v=VfOR1XCMf7A&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=33>

The Struggle for Women's Suffrage + Sources:

<http://www.digitalhistory.uh.edu/era.cfm?eraID=11&smtid=2>

Women's Liberation, 1960s-present

Women's Liberation Sources

Women's Liberation

Sources of Discontent

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Feminism Reborn

Radical Feminism

The Growth of Feminist Ideology

The Supreme Court and Sex Discrimination

The Equal Rights Amendment

Impact of the Women's Liberation Movement

Immigration

Urbanization & Immigration Lesson Video:

<https://www.dropbox.com/s/nf4hrdg94j7s81p/Urbanization%20%26%20Immigration.mp4?dl=0>

Crash Course:

<https://www.youtube.com/watch?v=RRhjqqe750A&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=26>

Immigrant Experiences & Sources: <http://www.digitalhistory.uh.edu/voices/voices.cfm>

Immigrant Voices: http://www.digitalhistory.uh.edu/voices/voices_content.cfm?vid=14

Immigration Source Activity:

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3833

WWI on the Homefront:

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3478

Espionage & Sedition Acts:

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3479

The Statue of Liberty

Emma Lazarus

The New Immigrants

Birds of Passage

Chinese Exclusion Act

Angel Island

Japanese Immigration

Contract Labor

Immigration Restriction

Migration and Disease

The United States's Changing Face

Migration Today

Evaluating the Economic Costs and Benefits of Immigration

Migration as a Key Theme in U.S. and World History

Kinds of Migrants

The Stages of Migration

The Language of Cultural Mixture and Persistence

Music and Migration

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[Why Do People Migrate?](#)

[Who Migrates?](#)

[The Human Meaning of Migration](#)

[Language and Migration](#)

[Movies and Migration](#)

[The Second Red Scare](#)

[The Rosenberg Case](#)

People of Color & U.S. Expansion

[American Imperialism Crash Course:](#)

<https://www.youtube.com/watch?v=QfsfoFqsFk4&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=29>

[African Americans and the New Deal](#)

[Mexican Americans](#)

[Native Americans](#)

["A Man, A Plan, A Canal, Panama"](#)

[The United States Becomes a World Power](#)

[The Annexation of Hawaii](#)

[The Spanish American War](#)

[The Philippines](#)

[Policing the Caribbean and Central America](#)

[Intervention in Haiti](#)

WWI

[WWI Crash Course:](#)

<https://www.youtube.com/watch?v=y59wErqg4Xg&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=31>

WWII

[WWII Lesson Video: https://www.dropbox.com/s/yv9as0opse2s140/WWII_2.mp4?dl=0](https://www.dropbox.com/s/yv9as0opse2s140/WWII_2.mp4?dl=0)

[WWII Crash Course:](#)

<https://www.youtube.com/watch?v=Objoad6rG6U&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=36>

[WWII at Home Crash Course:](#)

<https://www.youtube.com/watch?v=HofnGQwPgqs&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=37>

[Molding Public Opinion](#)

[Social Changes During the War](#)

[Italians, Germans, Japanese Aliens and European Jewry](#)

[Japanese-American Internment](#)

HIST 1302: United States History Survey, 1877 to Present

Postwar Years, 1945-1960s

Cold War Lesson Video: <https://www.dropbox.com/s/mgrvzqdsx4vfa4c/Cold%20War.mp4?dl=0>

Cold War Crash Course:

https://www.youtube.com/watch?v=9C72ISMF_D0&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=38

Cold War in Asia Crash Course:

<https://www.youtube.com/watch?v=Y2IcmLkuhG0&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=39>

[The Cold War](#)

[The Truman Doctrine](#)

[The Containment Policy](#)

[The Chinese Revolution](#)

[Korean War](#)

Questions to Think About

1. How and why did the American Revolution fail to bring citizenship and/or equality for women, immigrants, and people of color?
2. What rights did women, people of color, and immigrants have in the United States prior to 1920? After 1920? Prior to 1960? After 1960? How did the rights of non-white, male Americans change over time?
3. What social, political, and economic restrictions were placed on women, immigrants, and people of color in the 1900s and 2000s?
4. Was U.S. expansion “natural”, imperialist, or simply white supremacy?

**Unit 5: Social Movements & Counterculture, 1960s-present
(August 05-11)**

Essay Assignment: Essay must be single-spaced, 3 to 5 pages in length, with 12-point font and 1" margins on all sides. Use your textbook, lecture materials, PowerPoints, and at least 5 primary sources as evidence to support your answer.

Due to Blackboard by 11:59pm Sunday, August 11th

Prompt: Explain the origins, goals, strategies, successes and/or failures of your counterculture movement. Use primary sources, the textbook, and any relevant course materials to support your arguments/claims. Hint: Follow the outline format below.

The 1960s in America Crash Course:

<https://www.youtube.com/watch?v=lkXFb1sMa38&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=41>

The Youth Revolt

The New Left

The Making and Unmaking of a Counterculture

Anti-War Movement Sources

Viva La Raza!

Chicanx Sources

The Native American Power Movement

American Indian Movement Sources

Gay and Lesbian Liberation

LGBTQ+ Liberation Sources

The Earth First

Ralph Nader and the Consumer Movement

Life Behind Barbed Wire: The World War II Internment Memoirs of a Hawaii Issei

Topics to Think About

1. Anti-War Movement
 2. Chicano Movement
 3. Asian American and Pacific Islanders
 4. Gay Liberation Movement
 5. Environmental Movement
 6. Consumerism
-

Sample Essay Outline

VII. Introduction with thesis and essay overview

VIII. Origins

- a. When, why, and how did this movement come about? Give context and explain the need for such a movement in mid-20th-century American politics and society.
- b. What status-quos were they challenging?

IX. Goals, Leaders, & Strategies

- a. What were the goals of the movement?
- b. Who were the leaders and prominent figures within the movement? How did these people shape and influence the movement? Give examples and be specific.
- c. How did these groups plan to achieve the goals of the movement?

X. Challenges & Backlash

- a. In what ways was this counterculture challenged? Give examples of when, where, and by whom. To what end?

XI. Successes and/or Failures

- a. Looking back, would you consider these movements successful? Why or why not?
- b. In other words: Which goals were they able to achieve? When, where, how?
- c. Which goals were not fulfilled or realized? Why did they fail, or how did other groups work against them to prevent these goals from being achieved?

XII. Conclusions

- c. Summarize your main points and argument from the essay
- d. How/in what ways did this movement have a lasting impact on American culture, politics, law, and/or society? (Significance)

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 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).
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 the 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.