



Sul Ross State University  
Spring 2025

**HISTORY OF THE UNITED STATES  
SINCE 1877  
Course Syllabus  
HIST 1302; Sec. 002  
MWF: 11:00 am to 12:15 pm  
LH 300**

**Instructor:** Kendra K. DeHart, Ph.D.

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**Office:** LH 208

**Office Hours:** Tuesday 3:30 to 5; Wednesday, 3 to 4; or by appointment. *Note: I will be in my office unless I have required meetings or unforeseen emergencies. Scheduling office hours ahead of time is always encouraged.*

**Course Description**

This course explores modern US history and concentrates on the social, economic, and political developments from Reconstruction to the early 2000s. The course examines how individuals and organized groups sought to reform public policies and social conditions. We will focus on the peoples of the United States: their responses to modern life in the Industrial Era and post-Industrial Era as well as the transformations they engendered in both domestic policies and international affairs. Much of the course content will also focus on the significance of gender, race, ethnicity, and class in the development of United States' identity, culture, and institutions. We will explore how these groups worked to expand the nation's concepts of freedom and democracy and how individuals responded to increasing cultural diversity and technological innovations.

**REQUIRED READINGS:**

Primary and secondary readings will be announced in class. These readings will be uploaded to Blackboard, provided by the professor, or found online.

**SUPPLEMENTAL READING:**

Schaller, et. al. *American Horizons: U.S. History in a Global Context*. Volume II: Since 1877. Concise Edition. ISBN 978-0-19-974015-4. **Available on Reserve at the SRSU Library.**

## THE AMERICAN YAWP

A Massively Collaborative Open U.S. History Textbook

"Update Log"  
Sixth Edition  
First Course (US 1, US 2, US 3, US 4)

Introduction  
Primary Source Reader

You can also access this free online textbook to supplement your understanding of lectures: <http://www.americanyawp.com/>

### **COURSE OBJECTIVES:**

At the end of this course, the student should have a greater appreciation of the contemporary history of the United States and be prepared to act as mindful citizens in American democracy. More specially, the student will learn the historical events and developments related to the emergence of the United States as a world power and to how citizens fought to enlarge the concepts of freedom and liberty for all.

This course complies with the Texas Essential Knowledge and Skills (TEKS) requirements. Instruction in the Core Objectives (critical thinking, communication, teamwork, and social responsibility) will be given and reinforced throughout the semester.

In completing HIST 1302, the student should be able to:

1. Understand the political, economic, and social changes in the United States from 1877 to the present in relation to political parties, transportation, labor unions, agriculture, business, race, and gender.
2. Demonstrate knowledge of the effects of reform and third-party movements including their leaders in U.S. society.
3. Analyze the causes and effects of industrialization in the United States.
4. Demonstrate knowledge of significant individuals who shaped political, economic, and social developments in the United States from 1877 to the present.
5. Demonstrate knowledge of events and issues that shaped political, economic, and social developments in the United States from 1877 to the present.
6. Analyze the impact of civil rights movements in the United States, including the African American, Hispanic, Native American, and women's rights movements.
7. Understand the factors and events that contributed to the emergence of the United States as a world power.
8. Analyze how national and international decisions and conflicts from World War II to the present have affected the United States.
9. Demonstrate knowledge of significant individuals who have shaped U.S. foreign policy from 1898 to the present.
10. Understand the origins of major foreign policy issues facing the United States and the challenges of changing relationships among nations.

### **STUDENT LEARNING OUTCOMES:**

The graduating student in history will be able to:

1. The history student will demonstrate historical research skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content.

- Marketable Skills:
  - Students will learn the importance of meeting deadlines in a successful manner.
  - Students can identify the differences between primary and secondary sources, a crucial step in developing critical thinking skills.
  - Students can learn to select and organize data in a relevant manner.
  - Students can hone their writing skills.
- 2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
  - Marketable Skills:
    - Students can learn how ideas and interpretations change over time.
    - Students can learn how to evaluate different interpretations and ideas.
    - Students can learn how to use evidence to persuade various audiences.
- 3. The history student will demonstrate knowledge of American History, World History, and Non-American History.
  - Marketable Skills:
    - Students can develop a better understanding of the development of various cultures, political and economic systems, gender and race relations, and environmental change.
    - Students can develop a multicultural perspective necessary for an increasing globalized world.
    - Students can learn how to manage and absorb various perspectives and information.

The Student Learning Outcomes will be measured by the administration of daily quizzes, exams, book reviews, research papers, and group presentations.

### **Personal Responsibility**

Students will develop principles of personal responsibility for living in a diverse world, which include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

### **Social Responsibility**

Students will develop principles of social responsibility for living in a diverse world, which include the ability to connect choices, actions, and consequences to ethical decision-making.

### **COURSE POLICIES:**

1. **Attendance at class meetings:** You are expected to attend every class if possible! Regular attendance and punctuality are vital to academic success. **However, if you feel ill, please do not come to class.** Send me an email explaining your situation. If you need to be quarantined for any reason, the schedule below will remain flexible so that you can finish the assignments and course.

I will take attendance at the beginning of every class. Please make every effort to be on time. Arriving late and leaving early are very disruptive to your fellow colleagues as well as to the professor.

**Responsibilities for notifying faculty of absences and for arranging potential make-ups rest with the students.** If you miss class due to illness, car trouble, a death in the family, etc., you must contact me directly via email or in person with an explanation of your absence. If you are going to be absent from class while traveling on a university-sponsored trip, you are responsible for notifying the professor beforehand.

**\*\*NOTE:** If you are a student athlete and need a progress report, it is your responsibility to notify the professor before class.

**Three unexcused absences are acceptable.** If you miss more than three classes without my permission, it will affect your grade. Students with excessive unexplained absences will receive a grade of “F.”

2. **Contacting the Instructor:** The instructor’s email is the preferred method of contact. Students should use the phone number only for emergency situations. Student phone message will normally not be returned due to the problem of “phone tag.”

All email messages to the instructor should include your name, your class section number, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time. Questions such as “What did we cover in class?” will normally not be answered.

3. **Make-Up Policy:** I will give make-up exams only in extreme cases. Make-up exams are allowed only in cases of documented, unavoidable events that prevent attendance. Students who are unable to attend the regular exam session must notify the professor by email or phone within 48 hours and provide documentation of their emergency. Students who do not give such notification and provide documentation will not be allowed to make-up the exam.
4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor or teaching assistant receives the assignment.
5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and completing the assignments.
  - a. **Mutual courtesy and respect:** Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.
  - b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,
    - i. **PLEASE** silence all cellphones or place them in airplane mode before class. If your phone disrupts class, I reserve the right to ask you to leave.
    - ii. **Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the**

- web, etc. is absolutely forbidden in this class. If I find a student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom should I find students abusing the privilege.
- iii. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.
  - iv. No use of any technological device is allowed during exams.
  - v. All students must receive my permission before recording lectures. Students **MAY NOT** post or share these videos or recordings with others.
- c. **Academic calendar and course information:** Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).
6. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F.” Specific examples of academic misconduct include, but are not limited to:
- a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
  - b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
  - c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

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

—Excerpt from the SRSU Student Handbook

## **ASSIGNMENTS:**

1. **Quizzes/ Reflections:** Required readings and films are assigned during this course, and quizzes/ reflections will count toward your Reflection/ Quizzes grade. All will be announced and prompts for the written reflections will be provided to you.
2. **Exams:** There will be three exams. Exams will cover lecture material, but they will not be cumulative. Exams will consist of a multiple-choice section and a short essay question (except the final). Study guides with specific guidelines for preparing for each exam will be provided in advance.
3. **Content Notebooks:** Prior to each exam, students will complete a “Content Notebook” of key terms. The terms and guidelines will be posted on Blackboard, and students will upload their notebooks to Blackboard.
4. **Oral History Essay:** Students will conduct an oral history interview with an individual ***born before 1970***. The goals of this assignment are to make the general specific, to understand the choices that individuals made in their lives, and to reflect on national and international events that happened over the course of the twentieth century.

Some questions you might ask and analyze are: What does your interviewee remember about World War II, the Vietnam War, the Civil Rights Movement, or the Women’s Rights Movement? What major national or international event had the most influence on their individual lives? What progress have Americans made over the last fifty years? Are there any challenges/limitations that American citizens still face?

After conducting the interview, you will **write a 4-to-6-page, double-spaced paper** analyzing this interview alongside the material we have covered in class. More guidelines will be provided.

5. **Group or Individual Project:** Students will choose a topic, event, or person in American history during from **2010 to the present**. What do you think are the most important events or topics for citizens to know in the 21<sup>st</sup> century? Students will write a three-page paper and make a formal presentation to the rest of the class.

You can either choose to work in **groups or individually**. Groups are limited **to no more than three** individuals. Presentations should be between 5 to 7 minutes.

**Have fun with your presentations!** I encourage your creativity with this project. Please do not simply make a PowerPoint. We have seen enough of those this semester. Guidelines will be posted on Blackboard.

**GRADES:**

**Final grades will be determined as followed:**

<u>Exams</u>	Total Points: 300 pts.
• Exam I	100 pts.
• Exam II	100 pts.
• Exam III	100 pts.
<u>Content Notebooks</u>	Total Points: 150 pts.
• Unit I	50 pts.
• Unit II	50 pts.
• Unit III	50 pts.
<u>Oral History</u>	Total Points: 150 pts.
<u>Final Project</u>	Total Points: 150 pts.
<u>Attendance</u>	Total Points: 100 pts.
<u>Reflections &amp; Quizzes</u>	Total Points: 200 pts.
<u>Total Possible</u>	1,050 pts.

**Grade Breakdown:**

+1,000 to 900 pts.	A
899 to 800 pts.	B
799 to 700 pts.	C
699 to 600 pts.	D
599 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an “A.”

C Range = Average. Assignments indicate a standard understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative without analysis and is narrowly answering the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor’s approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

**Students with Disabilities:**

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 Mary Schwartz, M. Ed., L.P.C, in Counseling and

Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

### **Classroom Climate of Respect**

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Open Resource Statement**

I aim to create a learning environment for students that supports various thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). My commitment is to be there for you and help you meet the learning objectives of this course. 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.

### **Library Information**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **Copyright Notice:**

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in the materials I create. You may take notes and make copies of course materials for your own use only. You may not allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers outside of the course, I will ask for your written permission.

**\*\*NOTICE TO STUDENTS\*\***: At certain times this semester, we will be discussing historical events that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I am 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 me individually afterwards, I welcome such discussions as an appropriate part of our classwork. *Please*



*remember, I do not expect or require students to hold the same opinions as one another (or me) about controversial topics.*

## **SEMESTER SCHEDULE**

*This syllabus is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students. Students will have prior notification of any necessary changes in the semester schedule.*

### **WEEK 1: Jan. 15—Introduction**

#### **Tasks:**

- Read syllabus

#### **DUE FRIDAY 1/17:**

- Introductory Essay (post on Blackboard)
  - **For my eyes only:** By Friday, post a short essay telling me a little about who you are and where you are from. Have you declared a major? If not, what are your general interests? Specifically, I would like the essay to address a little bit about your experiences with history courses in the past. You can draw from your experiences in elementary school, middle school, high school, or college. I encourage your honesty and welcome your input on what you found most rewarding or most discouraging with your experiences in history courses to date. Also, tell me anything you would like me to know about you and your learning preferences.

### **WEEK 2: Jan. 20 & 22—An Unfinished Revolution**

**No Class Monday, 1/20: MLK Day**

### **WEEK 3: Jan. 27 & 29—A New Industrial Order**

**No Class Monday, 1/27**

#### **DUE MONDAY 1/27: What Is History Quiz? (On Blackboard)**

Watch FOUR Short Videos & Read an article:

- “WHY DO WE LEARN HISTORY?—THE SONG”
  - <https://www.youtube.com/watch?v=VMqoIZqpZAc>
- “Why YOU Should Study History?”
  - <https://www.youtube.com/watch?v=GmtMpQAIKjQ>
- “Why do we HAVE to Study HISTORY?”
  - <https://www.youtube.com/watch?v=wq8Wu1erCFU>
- “HOW WILL YOU BE REMEMBERED?”
  - <https://www.youtube.com/watch?v=otrLfsU9sgA>

Reflection: What is History? Why should we study History?

- Write a two-to-three-page reflection after watching the videos posted on Blackboard. Consider these questions: What is History? Is it just names and dates? Why should we study History? What lessons does studying the past

offer? Consider the three points covered in the video “Why do we HAVE to study History?” Do you agree or disagree? What can History do for you? What professions/ degrees require an understanding of History? This is an informal essay. You can (and are encouraged) to use first person and your own personal experiences/ reflections.

**WEEK 4: Feb. 3 & 5— Winning & Taming the West/ The Populist Challenge**

**WEEK 5: Feb. 10 & 12—Progressives Go to War**

**WEEK 6: Feb. 17 & 19--Exam I & the Roaring 20s**

Monday, 2/17—Exam I

DUE: Content Notebook Unit I Before the Exam (post on Blackboard)

**WEEK 7: Feb. 24 & 26—The Capitalist Promise & Betrayal**

**WEEK 8: Mar. 3 & 5—Toward a New Deal**

**WEEK 9: Mar. 10 & 12— The World in Crisis (WWII)**

**WEEK 10: Mar. 17 & 19—Spring Break**

**WEEK 11: Mar. 24 & 26—Exam II & The Cold War Consensus**

Mar. 26, Wednesday—EXAM II

DUE: Content Notebook Unit II Before the Exam (post on Blackboard)

**WEEK 12: Mar. 31 to Apr. 2—The Civil Rights Revolution & The Vietnam War**

**WEEK 13: Apr. 7 & 9—The “Rights Revolutions” & a Search for a “Great Society”**

**WEEK 14: Apr. 14 & 16—“It’s Morning Again in America”**

**WEEK 15: Apr. 21 & 24—Postindustrialism and the Cost of Power**

**WEEK 16: Apr. 28 & 30—Meditations**

DUE April 28<sup>th</sup> & 30: Oral History Papers and Final Project

**Final Exam III: DATE & TIME TBD**