

Sul Ross State University  
Spring 2024

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## HISTORY OF THE UNITED STATES Since 1877

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**Course Description:** HIST 1302 is a general introductory survey of the second half of United States history from 1877 (the inauguration of Rutherford B. Hayes and the end of reconstruction) up to the present day. This course explores modern US history and concentrates on the social, economic, and political developments from Reconstruction to the late 1990s. The course will examine how individuals and organized groups sought to reform 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 post-Industrial Era and 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 American identity, culture, and institutions. We will explore how these groups worked to expand the nation's notions of freedom and democracy as well as how individuals responded to increasing cultural diversity and technological innovations.

*U.S. History.* P. Scott Corbett, et al., (Houston, TX: OpenStax | Rice University, 2021.)

**Textbook:**

Textbook available in paperback or online through OpenStax (<https://openstax.org/details/books/us-history>)

**Assignments:**

Reading Questions (12)	Examinations (3)	Concise Hist. Notebook (3)
<b>Student Learning Outcomes:</b> Oral History Project (1)	Attendance & Participation	

The graduating student with a B. A. in History will:

1. Develop an informed, critical and articulate approach to the study of history.

Marketable Skills: Critical Thinking: *Absorption, comprehension, synthesis of Data*

Ibid: *Development of pattern recognition and causal 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 a successful manner. Students can discharge responsibilities 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 civic roles and responsibilities of a United States citizen.*  
Critical Thinking/Professionalism: *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 those topics are interpreted.  
Marketable Skills: *Students can utilize data to persuade various audiences. Students can utilize data to generate and strengthen ideas. Students can decipher stances adopted by various individuals.*
5. 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 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*

SLO's will be assessed as follows:

Examinations (3) will assess SLOs 1-

5

Reading Questions (12) will assess  
SLOs 1-4

Oral 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 accessing 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.

**TExES Standards:** Students seeking teacher certification in the Core Subjects EC-6 or 4-8, 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
- Core Subjects 4-8 - 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 the in the Student Handbook - University's Policy and Procedures section students are expected to use the highest standards in their academic pursuits and behave in a manner that is beyond reproach. Academic dishonesty will not be tolerated in this class. Any student caught cheating on a quiz will receive an "F" for the quiz and will not be allowed to retake it. Any student caught cheating on exam 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 authors work on their Term paper will receive an "F" for the paper, **will** fail the course and may face additional disciplinary action by the Dean of Students.

**A. D. 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 Schwartze,**  
**M.Ed., L.P.C. Accessibility**  
**Services Coordinator Counselling**  
**and Accessibility Services,**  
Ferguson Hall 112.

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 satisfied follow the Behavioral & Social Sciences chain of command.

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

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\*\*\* On the third tardy it will be counted 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 function as an educational institution.” Students should treat their classmates with courtesy and respect. Students talking over others, using persistent profane 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!

**Make Up Exam Policy:** 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 in 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. (Use Spelling & Grammar Check).

**Writing Tutoring:** Students needing assistance with writing are urged to use the services of the Writing Lab, part of the Tutoring

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and Learning Centre, located in the Bryan Wildenthal Memorial Library first floor. Please check with the Tutoring & Learning Centre for hours of operation. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors.

### Student

**Responsibilities:** You are responsible for attending all lectures, taking notes and completing the readings.  
You are responsible for getting notes from a missed class from a classmate. You are responsible for turning in assignments on time.  
You are responsible for being in class to take quizzes and exams  
You are responsible for verifying your enrolment 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.

### Instructor

**Responsibilities:** 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.  
The instructor will field any question on the course content  
The instructor will return assignments in a reasonable amount of time.  
The instructor will hold office hours and answer student e-mails on the course.

**Course Assignments: Exams:** There will be three examinations total for HIST 1302.

These examinations are based on readings, lectures and class discussion. Exams will consist of multiple choice, true/false, short answer and essay questions.

**Reading Questions:** With each of the assigned readings you will answer 3-5 critical short answer questions. These questions are based on the assigned readings for that week. (See Appendix I for complete details.)

**Concise Historical Content Notebooks:** Over the semester you will compile a study notebook based on the weekly readings comprised of the following: key dates, key vocabulary terms, key historical figures, key geographic features, key historical events. (See Appendix II for Complete Details)

**Oral History Project:** 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. (See Appendix III for Complete Details)

**Attendance & Participation:** You are expected to attend, pay attention and actively participate in the course. This means completing the assigned readings, assignments, asking questions and participating in discussions.

## Grading

### Breakdown:

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

### Grade System:

A = 1000 -  
900  
B = 899 -  
800  
C = 799 -  
700

D = 699 - 600  
F = 599 - 0 points

**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.

# **\*\*\*Dates subject to change**

## **Schedule of Lectures & Readings**

### **Week I (18 January)**

Lecture: Syllabus, Introduction to course, Reconstruction and the Post-War USA. Textbook: *US History*, Ch. 16 – pg. 407-431.

Assignments: Syllabus Assignment

Introductions  
Reading  
Questions #1

### **Week II (23/25 January)**

Lecture: Westward Expansion & Industrialization

Textbook: *US History*: Ch. 17, pg. 435–458 & Ch. 18, pg. 463-475. Assignments: Reading Questions #2

### **Week III (30 January & 1 February)**

Lecture: Business & Urbanization in the late 19th Century. Textbook: *US History*: Ch. 17, pg. 475-486 & Ch. 18, pg. 491-516. 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 #4

### **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. 605-632.

Assignments: Reading Questions #6  
Concise Historical Notebook #1

### **Week VII (27/29 February)**

Lecture: The Roaring Twenties – Change and Conservatism Textbook: *US History*: Ch. 24, pg. 637-660

Assignments: Reading Questions #7  
Examination #1

### **Week VIII (5/7 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

**Week IX (19/21 March)**

Lecture: America and World War II  
Textbook: *US History*: Ch. 27, pg. 721-750.  
Assignments: Reading Questions #9

**Week X (26/28 March)**

Lecture: Post-War America and the Rise of the Cold War.  
Textbook: *US History*: Ch. 28, pg. 753-779  
Assignments: Reading Questions #10  
Concise Historical Notebook #2

**Week XI (2/4 April)**

Lecture: An Era of Changes – America in the 1960's  
Textbook: *US History*: Ch. 29, pg. 783-810  
Assignments: Reading Questions #11  
Examination #2

**Week XII (9/11 April)**

Lecture: America at Bay – The Tumultuous Seventies  
Textbook: *US History*: Ch. 30, pg. 815-841.  
Assignments: Reading Questions #12

**Week XIII (16/18 April)**

Lecture: Climax of the Cold War and a New World Order  
Textbook: *US History*: Ch. 31, pg. 847-874.  
Assignments: Oral History Project

**Week XIV (23/25 April)**

Lecture: Back to the Future – America Enters the 21st Century  
Textbook: Reading TBA  
Assignments: Concise Historical Notebook #3

**Week XV (30 April)**

Lecture: 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

Assignment	Due Date	Completed
Syllabus Quiz	Monday 22 January by 11:59pm	
Introductions		
Reading Questions #1		
Reading Questions #2		
Week II	Monday 29 January by 11:59pm	
	Monday 5 February by 11:59pm	
Week III Reading Questions #3	Monday 12 February by 11:59pm	
Week IV Reading Questions #4	Monday 19 February by 11:59pm	
Week V Reading Questions #5	Monday 26 February by 11:59pm	
	Monday 26 February by 11:59pm	
Week VI Reading Questions #6	Thursday 29 February by 11:59pm	
Concise Historical Notebook #1	Monday 4 March by 11:59pm	
Week VII Examination #1	Monday 18 March by 11:59pm	
Reading Questions #7	Monday 25 March by 11:59pm	
Week VIII Reading Questions #8	Monday 1 April by 11:59pm	
Week IX Reading Questions #9 Reading Questions #10	Monday 1 April by 11:59pm	
Concise Historical Notebook #2		
Examination #2		
Week XI Reading Questions #11	Thursday 4 April by 11:59pm	
Week XII Reading Questions #12	Monday 8 April by 11:59pm	
Week XIII Oral History	Monday 15 April by 11:59pm	
Project Week XIV Concise Historical Notebook #3	Monday 29 April by 11:59pm	
	Monday 29 April by 11:59pm	
Week XV Final Examination	TBA (3 or 6-8 May)	

## Appendix I: Reading Questions

### I: Learning Objective

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 two critical thinking questions provided in clear concise paragraph 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.

- a. Your Name, Date, HIST 1302 and the assignment number need to be in the upper right- hand corner of the page.
- b. Chapter Title on next line, centred
- c. Label each answer with the question number.
- d. NO QUOTES FROM THE READINGS IN THE ANSWER

### IV. Reading Synthesis Grade Sheet

<b>Assignment Grade Topics</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>
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
	<b>25pts</b>	<b>18.125pts</b>	<b>12.25pts</b>	<b>6.375pts</b>

## Appendix II: Concise Historical Content Notebooks

### I. Learning Objective

Historical content 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, test preparation, 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 TExES 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 TExES content exam.

### II. Directions

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

- For each unit you will be asked to identify the following:
  - 5 Historical Figures,
  - 5 Major Pieces of Legislation (Acts/Laws
  - 5 Historical Events
  - 5 U.S. Presidents
  - 5 Major Supreme Court Cases
- After identifying these you will need to define the terms, or identify the dates, events, figures, or features **IN YOUR OWN WORDS**
- Next, you will be required to defend each choice and explain why you chose that particular date, event, figure, or feature, 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.

#### o Setting up the Document

- Go to the **LAYOUT** tab and set your orientation to *Landscape*
- Got to the **INSERT** tab and click on *Insert Header*  *Blank*
  - Type in Your Name, HIST 2301, Concise Historical Notebook, and the unit
  - Double-click in the main section of the document to close the Header
- Got to the **INSERT** tab and click on *Add a Table*.
  - Select 2x8 cells for your table and click to create the table.
  - You 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.

#### o Building the Notebook

- In the left-hand column will go your Key Date, Term, Historical Figure, Main Events, Historical States, and Geographic Features.
  - Hit enter and underneath write your identification or

definition of the date, event, figure, or feature.  
Remember this MUST be in your own words.

- In the right-hand column will go your defence and explanation of why you chose that particular date, event, figure, or feature.
  - Again hit enter 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. Submission 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 Content 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	25 10	20 8	17.5 7.25	15 6.5
Illustration	5	4	3	2
Formatting – Follows all directions	<b>75pts</b>	<b>60pts</b>	<b>52.5pts</b>	<b>45pts</b>

## Appendix III: Oral History Project

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

### II. Directions

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.

- **Base Interview Questions (Required Interview Questions)**
  - o What does your interviewee remember about World War II, the Vietnam War, the Civil Rights Movement, or the Women's Rights Movement?
  - 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 still face?
- **Project Essay**
  - o 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.

### 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 Turabian 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

<b>Assignment Grade Topics</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>
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
	<b>125pts</b>	<b>100pts</b>	<b>87.5pts</b>	<b>75pts</b>