

SUL ROSS STATE UNIVERSITY  
Summer II 2025

Matthew G. Marsh  
HIST 1302 Sec 2W1  
All Online

Office: LH 301  
Office Hours: By Arrangement  
Office Phone: (432) 837-8199  
E-mail: [mmarsh@sulross.edu](mailto:mmarsh@sulross.edu)

---

**HISTORY OF THE UNITED STATES Since 1877**

---

**Course Description:** HIST 1302 is a general introductory survey of the second half of United States history from 1877 (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 early 2000s. 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.

**Textbook:** *The History of the United States*. 2<sup>nd</sup> Ed. Allen C. Guelzo, Gary W. Gallagher & Patrick N. Allitt. (Chantilly, VA: The Teaching Company, 2003.)  
**ALL assigned excerpts will be posted to Blackboard.**

**Assignments:**

Reading Questions (15)	Geography Assignments (5)	Examinations (3)
Reading Syntheses (5)	Oral History Project (1)	Attendance & Participation

**Student Learning  
Outcomes:**

**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 19<sup>th</sup> century to the present.
2. Be able to chart long-term historical and political trends in the United States in the late 19<sup>th</sup> and the 20<sup>th</sup> 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 Integrity**- Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Students should also avoid using open AI sources ***UNLESS PERMISSION IS EXPRESSLY GIVEN*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

**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 the student's responsibility to initiate a request each semester for each class. Students seeking accessibility services must contact:

**Mary Schwartz-Grisham, M.Ed./LPC**  
**SRSU Accessibility Services Director**  
**Counseling and Accessibility Services,**  
Ferguson Hall 112  
Mailing Address: P. O. Box C-122; Alpine, TX 79832  
Phone: (432) 837-8203  
E-mail: mschwartz@sulross.edu

**OR**

**Alejandra Valdez**  
**Title V Retention Specialist and Career Services Coordinator- Eagle Pass**  
Phone: (830) 758-5006  
E-mail: Alejandra.valdez@sulross.edu

If you have an accessibility letter from the C. A. S 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 Behavioural & Social Sciences chain of command.

**Attendance**- Yes, you are expected to attend class. Per SRSU requirements attendance will be taken at the beginning of each class. Students with more than six unexplained absences can be dropped from the course with a grade of "F". If you come into class late it is your responsibility to ensure that the instructor has counted you here. Students more than 25 minutes late will be counted absent.

**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:** Assignments turned in late will lose 10% off their maximum grade each day the assignment is late.

**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.

**Libraries:** The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 LobolD 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 by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

**SRSU Distance Education Statement:** Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student

handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

**Student Responsibilities** - All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

**Writing Tutoring**: Students needing assistance with writing are urged to use the services of the **SRSU Writing Centre**, found in Blackboard. If logged into Blackboard click: <https://shsu.blackboard.com/ultra/organizations/1957981/cl/outline>. 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.  
**Contact**: Robin Alvarez, Writing Center Coordinator, [rka19ro@sulross.edu](mailto:rka19ro@sulross.edu)

Students in Alpine may also visit the **Lobo Den Tutoring Centre**, part of the Lobo Den Advising Centre, located in the Bryan Wildenthal Memorial Library first floor. The Tutoring Centre provides guidance in Writing, mathematics, Science, Spanish, and more.

**Contact**: Anthony Quintana, Coordinator of Tutoring Services,  
[anthony.quintana@sulross.edu](mailto:anthony.quintana@sulross.edu)

## **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 Assignments:**

- a) **Reading Questions:** Each assigned reading features two critical short answer questions. Three times a week you will complete and turn in these short answer questions based on the assigned reading for the day. *(See Appendix I for complete details.)*
- b) **Reading Syntheses:** Reading the text is a critical part of understanding the material and successfully completing the course. Each week you will write a one page synthesis based on the textbook readings for the week. *(See Appendix II for complete details.)*

**Geography Assignments:** knowledge of geography is a key part of understanding historical events. Each student will complete 5 assignments on the political geography of the United States to be turned in via Blackboard. *(See Appendix III for 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 IV 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:**

Assignment	Number	Points Ea.	Assignment Total Points
Examinations	3	100 pts	300 pts
Reading Questions	15	20 pts	300 pts
Reading Syntheses	5	30 pts	150pts
Geography Assignments	5	20pts	100pts
Oral History Project	1	125 pts	125 pts
Attendance & Participation			25 pts
			1000 Total Points Possible

**Grade System:**

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

D = 699 - 600  
F = 599 - 0 points

## **Schedule of Lectures & Readings**

### **Week I (7 July)**

Lecture: Syllabus, Introduction to course,  
Political history 1865-1881.

Textbook: Ch. 46, 47, 48

### **Week I (8 July)**

Lecture: Political History 1881-1885, Industrial  
& Social Developments, Farming

Textbook: 49, 50, 51, 52, 54, 59

### **Week I (9 July)**

Lecture: Political History 1889-1901, Foreign  
Policy, Gilded Age, Race & Equality.

Textbook: Ch. 53, 55, 56, 58

### **Week I (10-11 July)**

Lecture: Political History 1901-1913,  
Progressivism, Foreign Policy &  
American Imperialism

Textbook: Ch. 60 & 61

### **Week II (14-15 July)**

Lecture: Political History 1913-1921, Relations  
with Mexico, World War I, Race &  
Equality.

Textbook: Ch. 57, 62, & 63

### **Week II (16-17 July)**

Lecture: Political History 1921-1929, Roaring  
Twenties, Prohibition, Economic &  
Foreign Policy and the European Front.

Textbook: Ch. 64

Exam #1 Friday 18 July

### **Week III (21-22 July)**

Lecture: Political History 1929-1941, Great  
Depression, FDR & the New Deal, New  
Ideology & the Coming of War.

Textbook: Ch. 65, 66 & 67

### **Week III ( 23-24 July)**

Lecture: Political History 1941-1948, World War  
II Home & Abroad, Atomics and the  
Iron Curtain.

Textbook: Ch. 68, 69 & 70

### **Week III/IV (25 & 28 July)**

Lecture: Political History 1948-1961, Truman  
Foreign Policy, Cold War & Space Race,  
Suburban America and Civil Rights  
Rising

Textbook: Ch. 68, 69 & 70

### **Week IV (29-30 July)**

Lecture: Political History 1961-1969, Cuban  
Missile Crisis, Civil Rights Triumphant,  
Vietnam and its effects.

Textbook: Ch. 74 & 76

### **Week IV (31 July & 1 Aug)**

Lecture: Political History 1969-1977, Vietnam  
Finis, Race and Equality, Only Nixon  
can go to China, Watergate

Textbook: Ch. 77, 78 & 79

Exam #2 Fri. 1 Aug

### **Week V (4-5 Aug)**

Lecture: Political History 1977-1985 Oil Crisis,  
Iran Crisis, Economic policies, Rise of  
the Republicans

Textbook: Ch. 80-81

### **Week V (6-7 Aug)**

Lecture: Political History 1985-1993, Glasnost,  
Iran Contra, Berlin Wall and the Fall of  
the Curtain, Panama, First Gulf War

Textbook: Ch. 82

### **Week VI (8 & 11 Aug)**

Lecture: Political History 1993-2001, Rising  
Terrorism, Scandal in the White House,  
Economic Boom, Internet rising, 9/11  
and the Paradigm Shift

Textbook: Ch. 83

### **Week VI (12 Aug)**

Finish Outstanding Assignments for Submission

### **Week VI (13 Aug)**

Final Exam

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

**Schedule of Assignments & Exams**

<b>Week 1</b>	<b>Assignment</b>	<b>Due Date</b>	<b>Completed</b>
	Geography Assignment #1	Monday 14 July by 11:59pm	
	Reading Questions #1-3	Monday 14 July by 11:59pm	
	Reading Synthesis #1	Monday 14 July by 11:59pm	
<b>Week 2</b>	Examination I	Friday 18 July 2023	
	Geography Assignment #2	Monday 21 July by 11:59pm	
	Reading Questions #4-6	Monday 21 July by 11:59pm	
	Reading Synthesis #2	Monday 21 July by 11:59pm	
<b>Week 3</b>	Geography Assignment #3	Monday 28 July by 11:59pm	
	Reading Questions #7-9	Monday 28 July by 11:59pm	
	Reading Synthesis #3	Monday 28 July by 11:59pm	
<b>Week 4</b>	Examination II	Friday 1 August 2023	
	Geography Assignment #4	Monday 4 August by 11:59pm	
	Reading Questions #10-12	Monday 4 August by 11:59pm	
	Reading Synthesis #4	Monday 4 August by 11:59pm	
<b>Week 5</b>	Geography Assignment #5	Monday 11 August by 11:59pm	
	Reading Questions #13-15	Monday 11 August by 11:59pm	
	Reading Synthesis #5	Monday 11 August by 11:59pm	
	Oral History Report	Monday 11 August by 11:59pm	
<b>Week 6</b>	Examination III (Final Exam)	Wednesday 13 August 2023	



## **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 Questions Grade Sheet**

<b>Assignment Grade Topics</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>
Evidence of Reading	3	2.5	2	1.5
Recognizes and answers primary themes of questions	4	3	2.5	2
Answers are historically/factually accurate	6	5	4.5	4
Evidence of Synthesis and Interpretation	5	4	3.5	3
Formatting	2	1.5	1.5	1
	<b>20pts</b>	<b>16pts</b>	<b>14pts</b>	<b>12pts</b>

## Appendix II: Reading Syntheses

### **I: Learning Objective**

The reading synthesis is 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**

Each week multiple short chapters will be assigned for students to read. After reading the assigned pages write a one-two page synthesis of the topics and information found in the textbook readings. A synthesis is not designed to be exhaustive, but to give a brief overview of what is being covered. Look at what the main ideas and topics are in the chapter when beginning to outline your summary.

### **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 week need to be in the upper right-hand corner of the page.
- b. Original title for the summary on next line, centred
- c. Body of the synthesis
- d. NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SYNTHESIS

### **IV. Reading Synthesis Grade Sheet**

<b>Assignment Grade Topics</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
Evidence of Reading	9	7	6	5
Recognizes and Discusses Primary Themes of Reading	6	5	4.5	4
Recognizes and discusses impact of major historical figures	6	5	4.5	4
Evidence of Synthesis and Interpretation	6	5	4.5	4
Formatting	3	2	1.5	1
	<b>30pts</b>	<b>24pts</b>	<b>21pts</b>	<b>18pts</b>

### Appendix III: Geography Assignments

#### **I: Learning Objective**

The geography assignments are designed to build knowledge and skills related to the study of history including but not limited to: United States political geography, research skills, critical thinking, time management and writing in Standard English.

#### **II. Directions**

Each week you will be assigned ten states of the United States which you will be asked research five basic questions on. The States for each week will be posted to Blackboard under assignments or to announcements. After completing the assignment, you will need to save it as a Microsoft Word document and turn in via Blackboard.

#### **III. Format**

Assignments need to be completed in Microsoft Word. Times New Roman or Cambria 12 point font only. Your Name, Date, HIST 1302 and the assignment week need to be in the upper right-hand corner of the page. For full credit on the assignment you will need to complete the following:

- A. Find a picture of the assigned geographic feature (What it looks like on a map).
- B. Answer Question II
- C. Answer Question III
- D. Answer Question IV

#### **IV. Geography Assignments Grade Sheet**

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Map of Geographic Feature	4	3	2	1
Question #2	4	3	2	1
Question #3	4	3	2	1
Question #4	4	3	2	1
Formatting	4	3	2	1
	20pts	15pts	10pts	5pts

## Appendix IV: Oral History Project

### **I: Learning Objective**

The oral history project is 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)
  - 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 to 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?
- Project Essay
  - 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.

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

### **IV. Oral History Grade Sheet**

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