

SUL ROSS STATE UNIVERSITY
Spring 2025

Matthew G. Marsh
HIST 1302 Sec 001
TTH | 12:30-1:45pm
LH 300

Office: LH 301
Office Hours: MWF 11:00am-
1:00pm | TTH 2:00-4:00pm
Office Phone: (432) 837-8199
E-mail: 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 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.

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

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

Assignments:

Reading Questions (12)	Examinations (3)	Concise Hist. Notebook (3)
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.

Core Curriculum SLO's

Personal Responsibility: Students will develop principles of personal responsibility for living in a diverse world; to 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, to include the ability to connect choices, actions, and consequences to ethical decision-making.

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 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 Schwartze-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/. 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), 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/ or ask a librarian by emailing 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/195798_1/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

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

**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.

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.

Grading Breakdown:

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

Grade System:

A = 1000 - 900	D = 699 - 600
B = 899 - 800	F = 599 - 0 points
C = 799 - 700	

Schedule of Lectures & Readings

Week 1 (Week of 25 August)

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 2 (2 September)

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

Week 3 (8 September)

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 4 (15 September)

Lecture: Politics in the Gilded Age.
Textbook: *US History*: Ch. 20, pg. 521-545 & Ch. 22, pg. 579-585.
Assignments: Reading Questions #4

Week 5 (22 September)

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 6 (29 September)

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 7 (6 October)

Lecture: The Roaring Twenties – Change and Conservatism
Textbook: *US History*: Ch. 24, pg. 637-660
Assignments: Reading Questions #7
Examination #1

Week 8 (13 October)

Lecture: Economic Catastrophe – Era of the Great Depression & New Deal
Textbook: *US History*: Ch. 25, pg. 665-691 | Ch. 26, pg. 695-719.
Assignments: Reading Questions #8

Week 9 (20 October)

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

Week 10 (27 October)

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 11 (3 November)

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 12 (10 November)

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

Week 13 (17 November)

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

Week 14 (24 November)

Lecture: Thanksgiving Break – No Classes or Assignments
Textbook:
Assignments:

Week 15 (1 December)

Lecture: Back to the Future – America Enters the 21st Century
Textbook: *US History*: Ch. 32, pg. 877-902
Assignments: Concise Historical Notebook #3
Oral History Project Due

Week 16 (5, 8-10 December)

Final Exam - Time TBA

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

Schedule of Assignments & Exams

Week 1	Assignment	Due Date	Completed
	Syllabus Quiz	Monday 2 September by 11:59pm	
	Introductions		
	Reading Questions #1		
Week 2	Reading Questions #2	Monday 8 September by 11:59pm	
Week 3	Reading Questions #3	Monday 15 September by 11:59pm	
Week 4	Reading Questions #4	Monday 22 September by 11:59pm	
Week 5	Reading Questions #5	Monday 29 September by 11:59pm	
Week 6	Reading Questions #6	Monday 6 October by 11:59pm	
	Concise Historical Notebook #1	Monday 6 October by 11:59pm	
Week 7	Examination #1	Thursday 9 October by 11:59pm	
	Reading Questions #7	Monday 13 October by 11:59pm	
Week 8	Reading Questions #8	Monday 20 October by 11:59pm	
Week 9	Reading Questions #9	Monday 27 October by 11:59pm	
Week 10	Reading Questions #10	Monday 3 November by 11:59pm	
Week 11	Reading Questions #11	Monday 10 November by 11:59pm	
	Concise Historical Notebook #2		
Week 12	Examination #2	Thursday 13 November by 11:59pm	
	Reading Questions #12	Monday 17 November by 11:59pm	
Week 13	Oral History Project (Begin Work)	Nothing Due - Thanksgiving	
Week 15	Oral History Project (Due)	Monday 1 December by 11:59pm	
	Concise Historical Notebook #3	Monday 1 December by 11:59pm	
Week 16	Final Examination	TBA (5 or 8-10 December)	

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

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Evidence of Reading	7.5	6	5.25	4.5
Recognizes and Discusses Primary Themes of Reading	5	4	3.5	3
Recognizes and discusses impact of major historical figures	5	4	3.5	3
Evidence of Synthesis and Interpretation	5	4	3.5	3
Formatting	2.5	2	1.75	1.5
	25pts	20pts	17.5pts	15pts

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 Key Dates,
 - 5 Historical Figures,
 - 5 Main Events,
 - 5 Historical States (Tribes, Kingdoms, Confederacies, Empires)
 - 5 Geographical Features.
- 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.

- 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 1302, 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.
- 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

- Once you have completed the notebook for the unit save the notebook in the following format [Last Name_HIST1302_Unit_Notebook]
- 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.
- 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	20	17.5	15
Illustration	10	8	7.25	6.5
Formatting – Follows all directions	5	4	3	2
	75pts	60pts	52.5pts	45pts

Appendix III: Oral History Project

I: Learning Objective

The 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