

History 1302
United States History since the Civil War
Fall 2018

Instructor	Benjamin C. Montoya, Ph.D.	Office Hours	Mondays and Wednesdays, 12.30-1.30pm
Office; Phone	A.C. Schreiner, 207; 830-792-7286	Section Number	2
Meets	Tuesdays and Thursdays, 10.50am-12.05pm, Weir 101	E-mail	bmontoya@schreiner.edu

Welcome to History 1302! This course provides an overview of American history from 1865 to the present, and places political, economic, and social developments in historical perspective. Keep in mind that this is a survey class that cannot deal in depth with all topics that may be of interest to you. Nevertheless, we will engage most significant historical topics of American history in the time period discussed.

Course Goals

- ◆ To become aware of America's past and to appreciate historical diversity.
- ◆ To think critically about American history and the various peoples involved in it.
- ◆ To expand skills in reading, critical evaluation and synthesis of information within the framework of history.
- ◆ To gain an understanding of major historical concepts, perspectives and vocabulary.
- ◆ To read, analyze, and discuss selected primary and secondary source materials.
- ◆ To develop your ability to present ideas and arguments clearly and logically through discussion and in written form.
- ◆ To practice skills in leading peers through educational activities.

Required Texts for the Course

- ◆ Alan Brinkley, *The Unfinished Nation: A Concise History of the American People*, 8th edition (ISBN 978-0-07-351333-1)
- ◆ Michael P. Johnson, ed., *Reading the American Past: Selected Historical Documents* 5th edition, Vol 2: From 1865 (ISBN 978-0-312-56377-6)
 - Note on Readings: Pages indicated with **TUN** are from Roark et al., *The American Promise*. Pages indicated with **RAP** are from Johnson. Reading assignments are due by the corresponding date shown in the course schedule. Unless specifically assigned (by title) on the reading schedule, *do not* read the supplementary sections in the textbook.

Course and Institutional Policies

Class Time=Special Time: *Every class time is a special time.* It is when we will meet to discuss the important issues of United States history since 1865. You should think of our class time as ***special time***, during which you are expected to engage fully in the lectures and discussions, free from external distraction. Therefore, electronic devices are allowed only for notetaking purposes. If I find that your use of electronics is distracting you and your classmates seated around you, I will ask you to refrain from using your device. And if the problem persists, I will excuse you from the classroom.

As well as being prepared for class, I expect you to respect your classmates, me, and our work. I expect you to participate in class appropriately and frequently, and to ask lots of questions. Likewise, you can expect me to be prepared for class. You can expect me to keep my office hours and respond to emails in a timely manner (usually within 24 business hours). Also, you can expect me to respect you and your work; to answer questions when I can, and find answers or resources and provide guidance when I cannot.

Communication: Outside of class, email will be our primary form of correspondence; therefore, it is important that you are clear in your communication via email. Address me as “Dr. Montoya” or “Professor Montoya” in emails (as well as class), unless I indicate otherwise. Always signoff an email with your name, and ensure that you have proofread your email before sending it. Do not ask questions on matters you can resolve yourself by looking at the course materials. I will not respond to emails that are unclear due to typographical errors, do not address me by name at the beginning of the message, and do not provide the name of the addresser (email writer).

Academic Integrity/Dishonesty Policy: The standards pertaining to Academic Integrity/Dishonesty will be rigorously enforced. Academic Dishonesty is defined as any incidence in which a student presents another’s work, in whole or part, as his or her own. This includes exam answers, research papers, and the like. Therefore, cheating in any form and plagiarism (the act of stealing or using the ideas or writings of another and representing them as one’s own) will not be tolerated. Student papers are subject to review by a plagiarism checking service (for example, Turnitin.com). Violations may result in an F grade for this course and possible expulsion from the University.

Make-Up Policy: Missed assignments—in-class discussions, essays, and exams—cannot be made up.

Substances, Victuals, and Libations: the use of tobacco products as well as the consumption of food or beverage in the classroom is strictly prohibited, apart from water in a water bottle.

Section 504 Compliance Statement: Special Circumstances Schreiner University is committed to ensuring the full participation of all students and is compliant with Section 504 of the Rehabilitation Act of 1973 with respect to providing appropriate academic accommodations to students with qualifying conditions. Students seeking accommodations should contact Dr. Jude Gallik, the Section 504 Coordinator, by calling 830.792.7258, e-mailing jgallik@schreiner.edu or by stopping by Room 218, Dickey Hall. Professional documentation of the qualifying condition is required for consideration of the request.

Students with mobility impairments whose instructor's office is inaccessible should contact the instructor directly to make alternative arrangements. If such arrangements are unsatisfactory, the student should contact the Section 504 Coordinator.

Course Prerequisites: There are no prerequisites for this course.

Course Assessment & Assignments: Percentage of Total Course Grade

- ◆ Attendance, 5%
- ◆ In-Class Discussions, 30%
- ◆ Analytical Essays, 30% (two at 15% each)
- ◆ Exams, 35%: Mid-Term (15%) & Final (20%)

Assessment: It is important you remain accountable to the coursework; therefore, be sure you keep up with all the work. You will be confronted with a lot of material and information during the term. It is very difficult to catch up if you get behind or procrastinate. Regular participation in class is expected as a sign of your intellectual curiosity and commitment to the learning process. Students are expected to participate fully in all interactive learning experiences and to demonstrate critical thinking and synthesis skills in class discussions, critical reading, and peer review.

Attendance: I will keep attendance. Please be punctual to each class. Contact me if there is a reason you will be tardy. If you are going to be massively late (15+ minutes), please refrain from coming to class and ask a classmate about what you missed. Habitual tardiness will negatively affect your overall grade. If you accrue more than three unexcused absences, your attendance grade will go down a letter grade for each absence thereafter.

In-Class Discussion: This class will have an intensive in-class discussion component. All discussions will be based on the primary documents found in RAP reader. See the course schedule below for exact reading assignments each week.

Every student will be expected to contribute to our conversations about U.S. history since 1865. Most class meetings will have a discussion session; some days will have two. During each discussion session students will be expected to share their *critical* thoughts (based on their readings of the primary documents, not only opinions) about the readings with classmates. Students should also be prepared to comment on their classmates' insights about the readings. Sometimes we will discuss as small groups; other times as an entire class. Sometimes we will answer prepared question from the RAP reader; other times I will ask students to develop their own questions on the readings. In every situation, students should come to each discussion session ready to discuss important points from the readings.

Note on speaking in front of others: Although it is common to experience anxiety while speaking in front of others, it is an essential skill not only in academia but life itself. It is imperative that respect be given to the opinions of fellow classmates so that a safe environment to practice this important skill is fostered.

Analytical Essays: You will be expected to write two essays during the semester which formulate a central argument based on primary readings from *Reading the American Past*. From the Canvas course homepage for this class, go to Files—*Analytical Essays* for further details on these assignments.

Examinations: Two major examinations will be given during the semester, one at the midterm and the other on the final day of class. These exams will assess your command of the historical topics we will have discussed in class. The midterm exam will test you on the material from chapters 15-24 in *The Unfinished Nation*; the final exam will test you on the material from chapters 25-32 of the same book. The final exam is *not* cumulative.

Grading Scale

Your total course grade will be determined on a 1 to 100 point scale. The percentages above reflect point values, totaling to 100 points. Depending on how well you complete the different course assignments, the total points earned will determine the final percentage and GPA of your course grade.

Feedback: I provide regular feedback on assignments so students are able to gauge their progress throughout the semester, with exception to class participation, which I tally on a rolling basis. Contact me if you have questions on the quality of your participation.

Final Grades for the course depend on the percentage of the total 100 points you earned during the semester. Below you will find a percentage-to-GPA chart.

A = 93-100%; A- = 90-92%; B+ = 88-89%; B = 83-87%; B- = 80-82%; C+ = 78-79%;
C = 73-77%; C- = 70-72%; D+ = 68-69%; D = 63-67%; D- = 60-62%; F = 0-59%

Tips for Success

- ◆ Take good notes and contribute to class.
- ◆ Take notes on the PowerPoint lessons.
- ◆ Take notes on your reading.
- ◆ Refer to your textbook regularly.
- ◆ Set up a notebook or binder to keep handouts, syllabus and your scores, etc.
- ◆ Keep in regular contact with your instructor, especially if you have questions or concerns about the course.
- ◆ Keep in touch with other students. Collaborative studying and peer discussions will further your knowledge and give you a different perspective.
- ◆ Always follow instructions.

Expectations from You:

- ◆ Prepared for class.
- ◆ Respect for other students, me and our work.
- ◆ Participate in class appropriately.
- ◆ Feel free to ask many questions.

Expectations from Me:

- ◆ Prepared for class.
- ◆ Keep meeting hours and respond to emails in a timely manner.

- ◆ Display respect for students and our work.
- ◆ Answer questions when I can; find answers, resources and provide guidance when I cannot.
- ◆ Have a clear expectation to be FAIR to all students.
- ◆ To be an awesome instructor.

Course Schedule

Date	Topic	Required Reading and Assignments
Week I	Week I	Week I
Tuesday, August 21 st	Course Introduction; Reconstruction	Make sure you have the course books
Thursday, 08/23	Reconstruction Collapses	TUN: 351-379 <u>In-Class Discussion:</u> 1.) Black Codes Enacted in the South RAP, 16-2; 2.) Klan Violence against Blacks RAP, 16-5
Week II	Week II	Week II
Tuesday, 08/28	The Gilded Age	TUN: 404-419 <u>In-Class Discussion:</u> William Graham Sumner on Social Obligations, RAP, 18-2; <u>Analytical Essay:</u> <i>Reconstruction, 1863-1877</i> {RAP, Ch. 16}—due in class
Thursday, 08/30	Politics, Society, and Reform of the Gilded Age	TUN: 419-426 <u>In-Class Discussion:</u> Henry George Explains Why Poverty is a Crime, RAP, 18-5
Week III	Week III	Week III
Tuesday, 09/04	Rise of the City; Racism & Work in the City	TUN: 427-442 <u>In-Class Discussion:</u> 1.) A Textile Worker Explains the Labor Market,

		<p>RAP, 19-1; 2.) George Washington Plunkitt Explains Politics, RAP, 19-5</p> <p><u>Analytical Essay:</u> <i>Business and Politics in the Gilded Age, 1870-1895</i> {RAP, Ch. 18}—due in class</p>
Thursday, 09/06	Labor Organization	<p>TUN: 443-453</p> <p><u>In-Class Discussion:</u> Walter Wyckoff Listens to Revolutionary Workers in Chicago, RAP, 19-4</p>
Week IV	Week IV	Week IV
Tuesday, 09/11	Populism; Depression Politics	<p>TUN: 454-471</p> <p><u>In-Class Discussion:</u> Conflicting Views on Labor Unions, RAP, 20-4</p> <p><u>Analytical Essay:</u> <i>The City and its Workers, 1870-1900</i> {RAP, Ch. 19}—due in class</p>
Thursday, 09/13	The United States & the World	<p>TUN: 472-486</p> <p><u>In-Class Discussion:</u> Emilio Aguinaldo Criticizes American Imperialism in the Philippines, RAP, 20-5</p>
Week V	Week V	Week V
Tuesday, 09/18	Progressivism, from its Grassroots to the White House	<p>TUN: 487-517</p> <p><u>In-Class Discussion:</u> A Sociologist Studies Working-Class Saloons in Chicago, RAP, 21-2</p> <p><u>Analytical Essay:</u> <i>Dissent, Depression, and War, 1890-1900</i> {RAP, Ch. 20}—due in class</p>
Thursday, 09/20	The United States in a World at War	<p>TUN: 518-526</p> <p><u>In-Class Discussion:</u> <i>The North American Review</i></p>

		Considers War a Blessing, Not a Curse RAP, 22-1
Week VI	Week VI	Week VI
Tuesday, 09/25	The United States in the Great War	TUN: 526-534 A Doughboy's Letter from the Front, RAP, 22-3 <u>Analytical Essay:</u> <i>Progressivism from the Grassroots to the White House, 1890-1916</i> {RAP, Ch. 21}—due in class
Thursday, 09/27	A Compromised Peace	TUN: 535-542 <u>In-Class Discussion:</u> Attorney General A. Mitchell Palmer Defends America from Communists, RAP, 22-4
Week VII	Week VII	Week VII
Tuesday, 10/02	Republican Resurgence; The "Roaring Twenties"; The Great Depression	TUN: 543-586 <u>In-Class Discussion:</u> The Ku Klux Klan Defends Americanism, RAP, 23-3 <u>Analytical Essay:</u> <i>World War I: The Progressive Crusade at Home and Abroad, 1914-1920</i> {RAP, Ch. 22}—due in class
Thursday, 10/04	The New Deals	TUN: 587-599 <u>In-Class Discussion:</u> Working People's Letters to New Dealers, RAP, 24-2 <u>Analytical Essay:</u> <i>From New Era to Great Depression, 1920-1932</i> {RAP, Ch. 23}—due in class
Week VIII	Week VIII	Week VIII
Tuesday, 10/09	Fall Break	No Class

Thursday, 10/11	Midterm Exam	Study Hard!
Week IX	Week IX	Week IX
Tuesday, 10/16	The Second New Deal: Challenges, Successes, Deadlock	TUN: 599-610 <u>In-Class Discussion:</u> Conservatives Criticize the New Deal, RAP, 24-5 <u>Analytical Essay:</u> <i>From New Era to Great Depression, 1920-1932</i> {RAP, Ch. 23}—due in class
Thursday, 10/18	The World Descends into War	TUN: 611-627 <u>Analytical Essay:</u> <i>The New Deal Experiment, 1932-1939</i> {RAP, Ch. 24}—due in class
Week X	Week X	Week X
Tuesday, 10/23	The United States in the Second World War	TUN: 628-652 <u>In-Class Discussion:</u> Soldiers Send Messages Home, RAP, 25-4
Thursday, 10/25	From World War to Cold War	TUN: 653-663 <u>In-Class Discussion:</u> George F. Kennan Outlines Containment, RAP, 26-2 <u>Analytical Essay:</u> <i>The United States and the Second World War, 1939-1945</i> {RAP, Ch. 25}—due in class
Week XI	Week XI	Week XI
Tuesday, 10/30	Containment in the Nuclear Age	TUN: 678-693; 663-676 <u>In-Class Discussion:</u> Senator Joseph McCarthy Hunts Communists, RAP, 26-4 <u>Analytical Essay:</u> <i>Cold War Politics in the Truman Years, 1945-1953</i> {RAP, Ch. 26}—due in class

Thursday, 11/01	Society and Culture in an Age of Abundance	TUN: 694-700 <u>In-Class Discussion:</u> Vance Packard Analyzes the Age of Affluence, RAP, 27-2
Week XII	Week XII	Week XII
Tuesday, 11/06	Emergence of a Civil Rights Movement	TUN: 700-706 <u>In-Class Discussion:</u> George E. McMillan Reports on Racial Conditions in the South in 1960, RAP, 27-3
Thursday, 11/08	Resurgence of Democratic Liberalism	TUN: 707-713
Week XIII	Week XIII	Week XIII
Tuesday, 11/13	Second Reconstruction	TUN: 713-720 <u>In-Class Discussion:</u> George C. Wallace Denounces the Civil Rights Movement, RAP, 28-3 <u>Analytical Essay:</u> <i>The Politics and Culture of Abundance, 1952-1960</i> {RAP, Ch. 27}—due in class
Thursday, 11/15	Rebellion Against the Status Quo	TUN: 720-735 <u>In-Class Discussion:</u> Equal Rights for Women, RAP, 28-5
Week XIV	Week XIV	Week XIV
Tuesday, 11/20	Containing Communism Around the World	TUN: 736-749 <u>In-Class Discussion:</u> President Kennedy Explains Why We Are in Vietnam, RAP, 29-1 <u>Analytical Essay:</u> <i>Reform, Rebellion, and Reaction, 1960-1974</i> {RAP, Ch. 28}—due in class
Thursday, 11/22	<i>Thanksgiving</i>	No Class
Week XV	Week XV	Week XV
Tuesday, 11/27	The Vietnam War	TUN: 750-757 <u>In-Class Discussion:</u> Military Discipline in an Unpopular War, RAP, 29-3

		<u>Analytical Essay:</u> <i>Vietnam and the End of the Cold War</i> <i>Consensus, 1961-1975</i> {RAP, Ch. 29}—due in class
Thursday, 11/29	The Search for Peace with Honor	TUN: 757-765
Week XVI	Week XVI	Week XVI
Tuesday, 12/04	U.S. Society in the post-Vietnam Era	TUN: 766-774 <u>In-Class Discussion:</u> The Watergate Tapes, RAP, 30-1 <u>Analytical Essay:</u> <i>Vietnam and the End of the Cold War</i> <i>Consensus, 1961-1975</i> {RAP, Ch. 29}—due in class
Thursday, 12/06	The Turbulent Last Decades of the Cold War	TUN: 775-788
Final Exam	Final Exam	Final Exam
Tuesday, 12/11, During normal classtime	In Our Classroom	Study Hard!

Note on Course Lessons and Course Schedule: All course lessons are in PowerPoint form and will be made available to you each class day after our meeting. You will find them on our Canvas page. The course schedule is subject to change according to class pace, student needs, Schreiner scheduling needs, etc. I will update you when changes are made, as well as provide an updated syllabus to the History 1302 Canvas page. The pace of the course will be brisk and it is essential that you keep up.