

HISTORY 1302

United States History From 1865

MW 11:00am-12:15pm (Section 008-10259)
Central Academic Building 334
Texas A&M University-San Antonio
Fall 2025

INSTRUCTOR: Dr. Dolph Briscoe IV

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OFFICE HOURS: Central Academic Building 313J, Mondays, 2:00-4:00pm, Wednesdays, 3:00-4:00pm, and by appointment.

COURSE DESCRIPTION: This course is a study of the history of the United States since 1865. It surveys the major developments in the political, economic, social, and cultural history of the United States and its people from Reconstruction to the early 21st century.

COURSE RATIONALE: The Texas Legislature requires students to take 6 hours of American history to graduate from all public institutions of higher learning in Texas. This course helps fulfill that requirement. Students taking History 1302 can expect to improve their reading and writing competencies as well as their critical thinking and research skills, all of which help students better succeed in life inside and outside of academia.

LEARNING OUTCOMES: Upon successful completion of this course, students will:

1. Evaluate the major political, economic, social, and cultural developments in this period of United States history.
2. Analyze and interpret primary and secondary sources.
3. Learn to create a thesis argument through the use of historical evidence.
4. Develop analytical writing skills.

COURSE METHODOLOGY: This is primarily a lecture course with opportunity for student discussion.

COURSE READINGS:

Textbook: *The American Yawp*

Available Online for Free: <http://www.americanyawp.com/>

Additional Required Readings:

Melba Pattillo Beals, *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*

COURSE GRADING: The grading scale for this course will be 90-100=A; 80-89=B; 70-79=C; 60-69=D; 60 and below=F

Exam 1:	20%
Exam 2:	20%
Exam 3:	20%
Discussion Board:	15%
<i>Warriors Don't Cry</i> :	15%
Participation:	10%

Course assignment grades will be posted on Blackboard.

EXAMS: There will be three exams in this course, including the final test. Exams will consist of approximately fifty multiple choice questions, and will be based upon material from lectures, class discussions, and the textbook. Early in the semester, the instructor will provide a study guide for students to use in preparation for the exams. Students must bring a Scantron to class the day of the test. Exams only will be given on the date assigned on the course calendar. Make-up exams only are allowed for emergencies such as debilitating illness, a death in the immediate family, and religious or school functions. In any case, documentation must be provided in order for the student to be allowed a make-up exam.

DISCUSSION BOARD: By the beginning of class each Wednesday, students will submit a short response to a post created by the instructor on a Blackboard discussion forum. Students should provide thoughtful replies and engage with previous insights posted by their classmates. Replies submitted late will not be accepted.

BOOK ESSAY: Students will complete a short in-class essay for *Warriors Don't Cry*. The instructor will provide students with an essay prompt at the beginning of class. The short essay will be completed within the first 30 minutes of class, with time following devoted to discussing the book. Students will need to bring paper and pens to class. The essay should include a strong thesis statement supported by evidence from the text to illustrate the student has completed the assigned book. Make-up essays only are allowed for emergencies such as debilitating illness, a death in the immediate family, and religious or school functions. In any case, documentation must be provided in order for the student to be allowed a make-up essay.

ATTENDANCE POLICY AND PARTICIPATION: Punctual and regular attendance is required. The instructor highly encourages students to attend each class meeting, as exams will include material from both lectures and the textbook. Students should read the noted chapters and primary sources for each day before the class meeting. The instructor will base students' participation grades upon both attendance and participation in class discussions.

STUDENT MISCONDUCT: Appropriate conduct is essential to the effective functioning of the University. University policy defines unacceptable conduct, both academic and non-academic misconduct, and penalties for such behavior in The Student Handbook and The Student Code of Conduct.

ACADEMIC MISCONDUCT POLICY: Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation. All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

ARTIFICIAL INTELLIGENCE POLICY: History 1302 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

IMPORTANT POLICIES AND RESOURCES: See handout.

ONE FINAL NOTE: The instructor encourages active discussion in class and online of topics studied in this course. Oftentimes students may disagree with one another and have a variety of

opinions on subjects. This is vital to academic freedom, the foundation for higher education. The instructor welcomes strong debate and asks that everyone treat each other with respect.

The instructor hopes that students will enjoy and learn much from this course. I welcome you to visit me during my office hours to discuss any questions or concerns you may have about the class or just to talk about historical topics you find interesting.

COURSE CALENDAR:

The course calendar is subject to change at the discretion of the instructor. The complete university academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>

Week 1 (August 25 & 27)—Introduction to Course; The Tragedy of Reconstruction

Introduction to *The American Yawp*

The American Yawp, Chapter 15

“Jourdon Anderson Writes His Former Enslaver, 1865”

Week 2 (September 3)—The Gilded Age: Industrialization, Urbanization, & Populism

The American Yawp, Chapters 16 & 18

“Henry George, *Progress and Poverty*, Selections (1879)”; “Rose Cohen on the World Beyond her Immigrant Neighborhood (ca.1897/1918)”

September 1—Labor Day Holiday—No Class Meeting

Week 3 (September 8 & 10)—The Gilded Age; The West: The Close of the Frontier

The American Yawp, Chapters 16, 17, & 18

“Chief Joseph on Indian Affairs (1877, 1879)”; “Frederick Jackson Turner, ‘Significance of the Frontier in American History’ (1893)”

Week 4 (September 15 & 17)—The West: The Close of the Frontier; The “New” South

The American Yawp, Chapters 17 & 18

“Henry Grady on the New South (1886)”; “Ida B. Wells-Barnett, Lynch Law in America (1900)”

Week 5 (September 22 & 24)—The “New” South; Imperialism: A New World Power

The American Yawp, Chapters 18 & 19

“William McKinley on American Expansionism (1903)”; “William James on ‘The Philippine Question’ (1903)”

Week 6 (Sept. 29 & October 1)—The Progressive Era: Change & the Search for Order

The American Yawp, Chapter 20

“Alice Stone Blackwell, Answering Objections to Women’s Suffrage (1917)”

September 29—Exam 1

Week 7 (October 6 & 8)—World War I & Its Trauma

The American Yawp, Chapter 21

“Woodrow Wilson Requests War (April 2, 1917)”; “Lutiant Van Wert describes the 1918 Flu Pandemic (1918)”

Week 8 (October 13 & 15)—The Roaring Twenties and the New Era

The American Yawp, Chapter 22

“Ellen Welles Page, ‘A Flapper’s Appeal to Parents’ (1922)”; “Alain Locke on the ‘New Negro’ (1925)”

Week 9 (October 20 & 22)—The Great Depression, Franklin Roosevelt, & the New Deal

The American Yawp, Chapter 23

“Second Inaugural Address of Franklin D. Roosevelt (1937)”; “Lester Hunter, ‘I’d Rather Not Be on Relief’ (1938)”

Week 10 (October 27 & 29)—World War II & the Arsenal of Democracy

The American Yawp, Chapter 24

“The Atlantic Charter (1941)”; “Harry Truman Announcing the Atomic Bombing of Hiroshima (1945)”

Week 11 (November 3 & 5)—Postwar America: Cold War & Conformity

The American Yawp, Chapters 25 & 26

“The Truman Doctrine (1947)”

November 3—Exam 2

Week 12 (November 10 & 12)—Postwar America: Cold War & Conformity

The American Yawp, Chapters 25 & 26

“Lillian Hellman Refuses to Name Names (1952)”; “Richard Nixon on the American Standard of Living (1959)”

Week 13 (Nov. 17 & 19)—The Civil Rights Movement: A Long March to Freedom

The American Yawp, Chapters 26 & 27

“*Brown v. Board of Education of Topeka* (1954)”; “Lyndon Johnson on Voting Rights and the American Promise (1965)”

November 19—*Warriors Don’t Cry* Essay

Week 14 (November 24)—The Sixties: Social Change & the Agony of the Vietnam War

The American Yawp, Chapters 27 & 28

“National Organization for Women, ‘Statement of Purpose’ (1966)”; “George M. Garcia, Vietnam Veteran, Oral Interview (1969/2012)”; “Statement by John Kerry of Vietnam Veterans Against the War (1971)”

November 26—Study Day—No Class Meeting

Week 15 (December 1 & 3)—Conservative Challenge to Liberalism; Recent U.S. History

The American Yawp, Chapters 28, 29, & 30

“Jimmy Carter, ‘Crisis of Confidence’ (1979)”; “First Inaugural Address of Ronald Reagan (1981)”

Exam 3—Monday, December 8, 10:00-11:50am