



HIST 1302: U.S. History from 1865

Course Basics

Meets Monday & Wednesday
11:00am - 12:15pm
Madla Bldg., Room 208

Instructor:

Dr. Bill Bush
Office: STEC 311R
210.784.2200
wbush@tamusa.edu

Office hours:

Mon/Wed 1:00-2:00pm,
or by appointment

Course website:

<http://tamusa.blackboard.com/>

Textbook

Joseph Locke and Ben Wright, eds.,
The American Yawp
<http://www.americanyawp.com/>

Supplemental materials where
indicated.

Course Description

Incorporating many perspectives, this course examines Reconstruction, the Gilded Age and Progressive Era, World War I, the Great Depression, World War II, post-war America, and other topics.

This course fulfills a general education requirement under the American History component area.



Course Overview

This course explores the history of the United States from Reconstruction to the twenty-first century. We will examine industrialization; immigration; urbanization; family and childrearing; civil rights and liberties; the changing meaning of democratic citizenship; war and foreign policy; the “American century” of global influence; and modernization and modernity.

Because this is a college course, it requires students to sharpen their ability to think about facts and not just memorize them. Students will discuss, interpret, analyze, create, and write – activities that represent core academic skills needed to succeed in college and the wider professional world.

This course is mix of lecture along with reading, writing, and group discussion. Learning is not a spectator sport, and students will need to speak up in class and demonstrate active learning (passive presence is not enough); take good notes in class; and, keep up with assigned reading. Students will be responsible for all the assigned content in the textbook even if we do not “cover” it in class.

Course Learning Outcomes

At the end of this course, the student will be able to:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on United States history since 1865.



Graded Work

Class Participation & Attendance:	15%
Journal Entries (3)	15%
Pandemics Projects (3):	30%
Exams (2):	40%

Grade Scale

A:	90%-up
B:	80-89%
C:	70-79%
D:	60-69%
F:	0-59%

Course Requirements

Class Participation & Attendance – 15%

Attendance and tardiness will be recorded. Be on time and ready to participate each day. I expect class discussion will be lively, respectful, substantive, and that you will have put in the necessary time to read and understand the assigned reading ahead of time. Your P&A grade will include any in-class writing or group work.

Journal Entries (3) – 15%

Where indicated on the calendar, students will submit a written journal entry of about 500 words. Entries will be written in class with open notes and should offer a critical reflection on historical topics we have explored in assigned materials and class discussions. These entries provide an opportunity to go deeper. A good entry will show that you've thought about the issues raised in the preceding weeks.

Pandemics in America Mini-Projects (3) – 30%

These projects focus on three previous pandemics in U.S. History: the Spanish Flu (1918-19); the Polio outbreak (1930s-50s); and the AIDS crisis (1980s). The objective is to allow students to see how Americans experienced and responded to public health emergencies resembling the recent COVID-19 pandemic. A full assignment description will be provided separately. Due Dates: September 30, November 4 and November 30.

Exams (2) – 40%

Each exam (midterm and final) is worth 20% overall and will be given in class using an exam booklet available at the A&M-SA Bookstore. The exam will be written, with essay and short answer sections. Students will receive essay questions in advance of the exam and will be permitted to prepare a written outline for use during the exam period. The exams will take place on October 5 and December 11.

Schedule

#	Date	Topic / Reading ("BB" = "Blackboard")	Work Due
1	Mon 8/24	Course Intro & Overview	
2	Wed 8/26	Reconstruction READ: CH 14 "Fr Douglass Remembers the Civil War, 1878"	
3	Mon 8/31	Labor, Capital, and Social Darwinism READ: CH 15 , parts I-IV "Andrew Carnegie's Gospel of Wealth" (1889)	
4	Wed 9/2	Populism READ: CH 15 , all	
	Mon 9/7	NO CLASS - Labor Day Holiday	
5	Wed 9/9	The West and the Indian Boarding Schools READ: CH 16 , parts I-VI OPTIONAL: Carlisle Indian School Digital Resource Center and Federal Indian Boarding School Initiative	
6	Mon 9/14	Who is an American? READ: CH 16 , all; CH 17 , all OPTIONAL: "Remade in America: Immigration Explorer," <i>New York Times</i>	
7	Wed 9/16	The Progressive Era READ: CH 18 Wells-Barnett, "Lynch Law in America" (1900)	Journal Entry 1
8	Mon 9/21	World War I READ: CH 19 , parts I-VI	
9	Wed 9/23	Pandemics in America I: The Spanish Flu READ: CH 19 , all READ/WATCH: Pandemics Module I (BB)	
10	Mon 9/28	Culture Wars of the 1920s READ: CH 20	
11	Wed 9/30	Catch-up day / Review for Midterm Exam	Pandemics Mini-Project I
12	Mon 10/5	Midterm Exam	
13	Wed 10/7	Fear Itself: The Great Depression READ: CH 21 , parts I-VI WATCH: "March of the Bonus Army" (2006)	
14	Mon 10/12	The New Deal READ: CH 21 , all OPTIONAL: "Living New Deal, Texas"	

15	Wed 10/14	World War II READ: CH 22 , part I-V	
16	Mon 10/19	Fighting for the Four Freedoms READ: CH 22 , all	
17	Wed 10/21	The Cold War READ: CH 23 , all WATCH: "Duck and Cover" (1951)	Journal Entry 2
18	Mon 10/26	Two Americas in the 1950's READ: CH 24 , all	
19	Wed 10/28	Pandemics in America II: Polio READ/WATCH: Pandemics Module II (BB)	
20	Mon 11/2	The Movement READ: CH 25 , parts I-III	
21	Wed 11/4	Vietnam READ: CH 25 , all "Vietnam Event Timeline," BBC	Pandemics Mini-Project II
22	Mon 11/9	America Divided READ: CH 26 , parts I-V WATCH: "Taking Back the Schools"	
23	Wed 11/11	The Me Decade READ: CH 26 , all	Journal Entry 3
24	Mon 11/16	Morning in America READ: CH 27 WATCH: "The Message"	
25	Wed 11/18	Pandemics in America III: The AIDS Crisis READ/WATCH: AIDS module (BB)	
26	Mon 11/23	9/11, Forever Wars, and Stagnation READ CH 28 , parts I-V	
	Wed 11/25	NO CLASS - Study Day	
27	Mon 11/30	COVID-19 and Post-Truth America READ CH 28 , all	Pandemics Mini-Project III
28	Wed 12/2	Catch-Up Day / Review for Final Exam	

FINAL EXAM:**Friday, December 11, 10:00-11:50am**

Class Policies & Resources

Civility Code: This course explores topics filled with controversy and thus it is inevitable that we will discuss issues about which there is disagreement, maybe even strong disagreement. That's great! Voice those disagreements openly and thoughtfully. But be sure to do so in a respectful way, in the tone and content of your comments. Per the A&M-SA Student Code of Conduct, students should never engage in name-calling, personal insults (open or veiled), bullying, hate speech, or inappropriate profanity.

Technology Policy: You are responsible for ensuring access to course content, including browser compatibility and Internet connectivity. Any issues with these can't be used as an excuse for late or incomplete work. Please contact the university's ITS for any tech support needs.

Academic Dishonesty: 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 submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. All students are responsible for being familiar with the Academic Dishonesty Policy which may be found in the A&M-San Antonio Student Handbook: (<http://www.tamusa.edu/studentengagementsuccess>).

"I don't like the idea that I'm not in control of my life"
– Neo, *The Matrix* (1999)



Chat GPT / AI Policy:

The use of AI is not allowed in this class.

Each time you use AI, the software draws from the published work of others - without their consent, without citing or compensating them - and produces a seemingly polished piece of writing. Moreover, this piece of writing is full of **made-up evidence and falsified citations**. The skills required of a student of history include reading critically; assessing a scholar's use of evidence; making connections between primary and secondary sources; and constructing your own arguments using all these skills. AI takes from people who have waded through these intellectual trenches, who have **done the work**. It does not itself have these skills.

Even worse, every time you use AI to write or to construct analysis, you are losing the ability to do this yourself. Writing and critical thinking are not easy skills to develop. They can make you uncomfortable and uneasy. They are time-consuming and inconvenient. But they help you develop your voice as a writer, as a thinker, and as a human being living in our modern world. The rise of AI begs a hard question: How much are we willing to pay for convenience? Are we willing to give up our ability to think for ourselves? I'm not, and I hope you're not either.

Students are not authorized to use any AI software in this course, and I will not use it either.

It is dishonest and a form of plagiarism. **You will not receive any credit for work that uses AI.**

(Special thanks to Dr. Philis Barragan Goetz for sharing her original draft of this policy statement)

Late Work / Make-Up Policy: Extensions on graded work will be given for only the most severe medical or family emergencies, and only with official documentation explaining your request. Late work will be assigned a one-letter grade penalty per day and will not be accepted after the third day.

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit our [website](#) or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Jaguar Writing, Language, and Digital Composing Center: The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in real time with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@tamusa.edu.

