

HIST 1302  
SPRING 2024  
HYBRID

# U.S. HISTORY SINCE 1865

DR. PHILIS BARRAGÁN GOETZ



## CONTACT

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210-784-2259

## OFFICE HOURS

In person: T & Th 12:30-1:30 PM  
[On Zoom](#): W 1:30-2:30 PM  
and by appointment

## COURSE READINGS

- *The American Yawp* is free and online at [www.americanyawp.com/](http://www.americanyawp.com/)
- Other readings will be available on Blackboard or as class handouts.

## LEARNING OUTCOMES

- Critically analyze primary and secondary source evidence to construct an argument
- Communicate in writing how race, class, and gender impacted the social, political, cultural, economic, and global developments in this period of U.S. history.
- Understand how the historical formations of race, class, and gender continue to shape world events today.

## COURSE DESCRIPTION

This [hybrid course](#) examines the social and cultural history of the United States from the end of the Civil War to the present, covering Reconstruction, westward expansion, capitalism and labor, the Great Depression, the World Wars, and twentieth-century social unrest, to name a few. As we dive into the last 150 years of our history, we will do so thematically, rather than chronologically, using race, class, and gender as lenses for interpreting the past. Throughout the semester, we will discuss these categories of analysis—race, class, and gender—as social constructions that not only shaped our past, but also continue to shape our present.

Taking this approach encourages students to think critically, identifying relationships between, for example, Reconstruction, the rise of Jim Crow, the Civil Rights Movement, the 1980s War on Drugs, and the Black Lives Matter Movement. Or the relationship between the Treaty of Guadalupe Hidalgo, Modernization, Mexican Repatriation, the Chicano Movement, and current Immigration debates. Being able to make these connections is far more important than memorizing dates and names. Understanding the ways in which our past informs our present—having the intellectual tools to contextualize and critically analyze a presidential candidate's speech, a newspaper article, as well as your favorite song or movie—is what this history class is all about.

# COURSE EXPECTATIONS



- **PARTICIPATION AND COURTESY:** Discussion is an important part of this course, and we will not always agree. All points of view are welcome, as long as they are informed (meaning, you have done the required reading for class) and are not deliberately discriminatory. As we engage in the material and in conversation with each other, we must remember to do so respectfully.
- **ATTENDANCE:** Attendance in this class is imperative. I will take attendance everyday. Be sure to log in often to keep up with course announcements and assignments. Changes to the syllabus, advice, and feedback will be given in class and/or through Blackboard announcements. If you miss more than 4 classes, your grade will drop one letter grade (-10 points).
- **LATE AND MAKE UP WORK:** Make-ups will be given in the case of documented medical or family emergencies. All makeups must be completed before the last day of classes (prior to final exam date). For each day an assignment is late, your grade drops five points. I will not accept late work after 6 days, unless other arrangements have been made. If you need to request an extension for an assignment, you need to contact me before the assignment is due to make your request.



**ACADEMIC MISCONDUCT:** 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, violating known safety requirements 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 or, if necessary, to the appropriate academic department head.

Students guilty of academic misconduct will receive a zero on the assignment and will be reported to Academic Affairs.

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

# ASSIGNMENTS

## READING QUIZZES AND IN-CLASS ASSIGNMENTS: 20%.

There will be Blackboard quizzes over the assigned readings throughout the semester. There will also be class work that you will complete in small groups over the reading/lecture material. Each student is responsible for writing their own answers. There will be a Breakfast Quiz when attendance is low.

## CHECK-IN JOURNAL: 10%.

There will be 4 check-in journal posts due throughout the semester. The writing in this space is different from what is expected in all the other writing assignments for the class, as it doesn't necessarily have to be formal. Other students will not see what you write.

## ASSESSMENT QUIZZES: 20%.

There will be 2 in-class Assessment Quizzes. These quizzes will have a combination of multiple choice-type and/or short answer questions.

## MIDTERM EXAM: 25%.

There will be an in-class midterm exam after Unit 2. It will be a combination of multiple choice-type questions, short answer questions, and one essay question.

## FINAL EXAM: 25%.

The final exam will take place during finals week. It will be cumulative, covering all our material for the semester. It will be a mixture of multiple choice-type questions, short answer questions, and one essay question.

# GRADING SCALE

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Below 60 F

# UNIVERSITY POLICIES & RESOURCES



**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.

**SIX-DROP RULE:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

**EMAIL POLICY AND COURSE COMMUNICATIONS:** All correspondence between professors and students must occur via University email accounts. If your jaguar account is not working, contact the help desk at [sahelp@tamusa.tamus.edu](mailto:sahelp@tamusa.tamus.edu) or at 210-784-4357.

**FINANCIAL AID AND VERIFICATION OF ATTENDANCE:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.



**COUNSELING SERVICES:** As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University - San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8 a.m. and 5 p.m., Monday - Friday. After-hours crisis support is available by calling 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the SCC are free, confidential (to the extent permitted by law), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling).

**RELIGIOUS OBSERVANCES:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under A&M System policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**EMERGENCY PREPAREDNESS:** JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff, and faculty who are registered in JagE Alert, will have the option to receive a text message, email, and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

**MEETING BASIC NEEDS:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. In addition, you may notify the instructor if you are comfortable doing so.

**ACADEMIC ACCOMMODATIONS FOR PERSONS WITH DISABILITIES:** The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodations of their disability. If you have a disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dss@tamusa.edu](mailto:dss@tamusa.edu).

**MILITARY AFFAIRS:** Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, about special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person, Room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@tamusa.edu) or (210)784-1397.

# UNIVERSITY POLICIES & RESOURCES

## STUDENT ACADEMIC SUCCESS

**CENTER:** takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in Modular C. Their services are currently offered virtually or by phone. To contact the Center, please call 210-784-1307 or email at [Student.Success@tamusa.edu](mailto:Student.Success@tamusa.edu).

## THE ACADEMIC LEARNING CENTER:

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

**STATEMENT OF HARASSMENT AND DISCRIMINATION:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about an incident of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

**JAGUAR WRITING CENTER** provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can schedule appointments with the Writing Center in JagWire under the student services tab. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at [www.tamusa.edu/Writing-Center](http://www.tamusa.edu/Writing-Center). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

**STUDENTS' RIGHTS AND RESPONSIBILITIES:** The purpose of the following statement is to enumerate the essential provisions of students' freedoms and responsibilities to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System, including the A&M-San Antonio Student Code of Conduct.

### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, genetic information, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and staff, and the administration.
2. A student has the responsibility to be fully acquainted and compliant with the University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and in the University Catalog.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their University email for any updates or official University notifications.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

# COURSE SCHEDULE

I RESERVE THE RIGHT TO CHANGE THIS SYLLABUS AS NECESSARY DURING THE SEMESTER.



## UNIT 1: RACE

### WEEK 1:

**In class:** Class introduction

**Async online work:**

- Listen to recorded lecture
- *American Yawp*, "Reconstruction" chapter
- "A Southern Song Opposes Reconstruction," c. 1860s
- "Lucy McMillan, a Former Slave in South Carolina, Testifies about White Violence, 1871"
- **Student Intro Assign due before midnight, Sunday, 1/21.**
- **Reading Quiz due before midnight, Monday, 1/22.**

### WEEK 2:

**In Class:** Reconstruction

**Async Online Work:**

- Listen to recorded lecture
- *American Yawp*, "The West," Parts I-VI
- Film: [Porvenir, Texas](#) (via library's database)
- Film: [Tulsa: The Fire and the Forgotten](#) (via library's database)
- **Reading Quiz due before midnight, Monday, 1/29.**

### WEEK 3:

**In Class:** Immigrants and Ethnic Minorities in the Gilded Age and Progressive Era

**Async Online Work:**

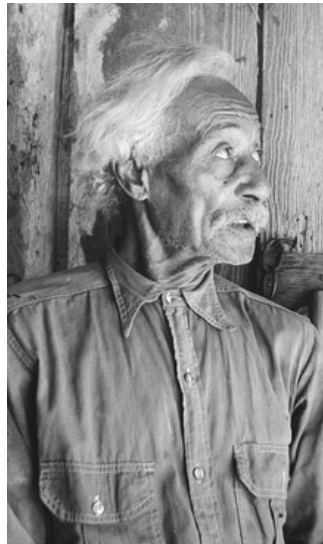
- Listen to recorded lecture
- *American Yawp*, "The New Era," Part IX and "World War II," Part IX
- "A Negro Leader Explains Why Colored Men Fought for America," 1919
- "The Klu Klux Klan Defines Americanism," 1926
- "Constitutional Principles Involved in the Relocation Program," 1943
- **Study for Assessment Quiz 1**
- **Reading Quiz due before midnight, Monday, 2/5.**

### KEY DATES

- Jan. 24: Last day to apply for graduation
- March 11-17: Spring Break
- April 13: Last day to drop with an automatic "W"
- April 29: Last day of class
- May 1-7: Final Exams

For more key dates, see

<https://www.tamusa.edu/about-us/provost/documents/ay2024-calendar-01112023.pdf>



## WEEK 4: ASSESSMENT AND REFLECTION WEEK

In Class: Race during the Two World Wars

### Assessment Quiz 1

Async Online Work:

- Listen to recorded lecture
- *American Yawp*, "Capital and Labor," Parts I-VIII
- Ida M. Tarbell, excerpt from *The History of Standard Oil*, 1904
- Film: [Triangle Fire](#) (via library's database)
- Check-in Journal 1 due before midnight, Sunday, 2/11.
- Reading Quiz due before midnight, Monday, 2/12.

# UNIT 2: CLASS

## WEEK 5:

In Class: Introduction to Class and Labor Unions in the Gilded Age

Async Online Work:

- Listen to recorded lecture
- *American Yawp*, "The Great Depression" chapter
- *American Yawp*, Primary Source Reader for "Great Depression," Document "Bonus Army Rerouted"
- Selections from WPA Photographs via [Photogrammer](#)
- Lyrics to "Brother, Can You Spare a Dime?"
- Reading Quiz due before midnight, Monday, 2/19.

## WEEK 6:

In Class: The Great Depression

Async Online Work:

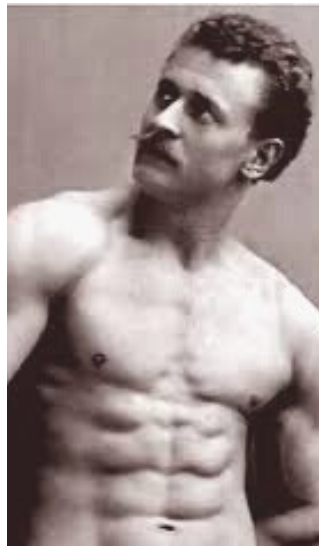
- Study for midterm

## WEEK 7: MIDTERM EXAM

In Class: MIDTERM EXAM

Async Online Work:

- Podcast: [And Nothing Less](#), Episodes 1-7
- Check-in Journal 2 due before midnight, Sunday, 3/3
- Reading Quiz due before midnight, Monday, 3/4.



## UNIT 3: GENDER

### WEEK 8:

**In Class:** Introduction to Gender and Woman Suffrage

**Async Online Work:**

- Listen to recorded lecture
- *American Yawp*, "The Progressive Era" chapter
- Film: [Ida B. Wells: A Passion for Justice](#) (via library's database)
- Reading Quiz due before midnight, Monday, 3/11.

### WEEK 9: SPRING BREAK

No Class.

**Async Online Work:**

- Film: [His Girl Friday](#), 1940 (via library's database)
- Reading Quiz due before midnight, Monday, 3/18.

### WEEK 10:

**In Class:** Film: [Blonde Venus](#), 1932 (via Internet Archive)

**Async Online Work:**

- Listen to recorded lecture
- *American Yawp*, "World War II" Part VIII
- Hortense Johnson Describes Black Women and the War Effort, 1943
- The Challenges of Maintaining the Health, Discipline, and Morale of the Women's Army Corps in North America and the Mediterranean during World War II
- Film: [Women of Steel](#) (via YouTube)
- Reading Quiz due before midnight, Monday, 3/25.

### WEEK 11:

**In Class:** Film: [Blonde Venus](#)

**Async Online Work:**

- Listen to recorded lecture.
- *American Yawp*, "The Cold War"
- *American Yawp*, "The Affluent Society" Parts III-V
- Film: ["Taking Back the Schools"](#) from Chicano!: History of the Mexican American Civil Rights Movement (via Facinghistory.org)
- Film: [Eyes on the Prize](#), Pt. 1: "Awakenings" and Pt. 2: "Fighting Back" (via library's database)
- Recommended Reading: Lita Price and Harriet Bonnet, "How to Manage without a Maid," 1942
- Study for Assessment Quiz 2
- Check-in Journal 3 due before midnight, Sunday, 3/31.



# UNIT 4: INTERSECTIONS OF RACE, CLASS, AND GENDER

## WEEK 12: ASSESSMENT AND REFLECTION WEEK

In Class: Assessment Quiz 2

Async Online Work:

- *American Yawp*, "The Sixties" chapter
- Mirra Vidal, "Chicanas Speak Out"
- Excerpts from *This Bridge Called My Back*
- Film: [Awakening: Women Who Make America](#) (via library's database)
- Recommended Reading: Betty Freidan, *The Feminine Mystique*, Chapter 1
- Reading Quiz due before midnight, Monday, 4/8.

## WEEK 13:

In Class: Women's Civil Rights

Async Online Work:

- *American Yawp*, "The Unraveling" chapter
- Recommended Film: *Network*, 1976 (rent on YouTube, iTunes, Google Play, or Prime Video)
- Reading Quiz due before midnight, Monday, 4/15.
- Study for Final Exam.

## WEEK 14:

In Class: Final Exam Review

Async Online Work:

- *American Yawp*, "The Triumph of the Right" chapter
- Podcast: [Slow Burn, Season 2](#), episodes 1-8 (via Slate.com and available on Spotify)
- Study for Final Exam.

## WEEK 15:

In Class: FINAL EXAM

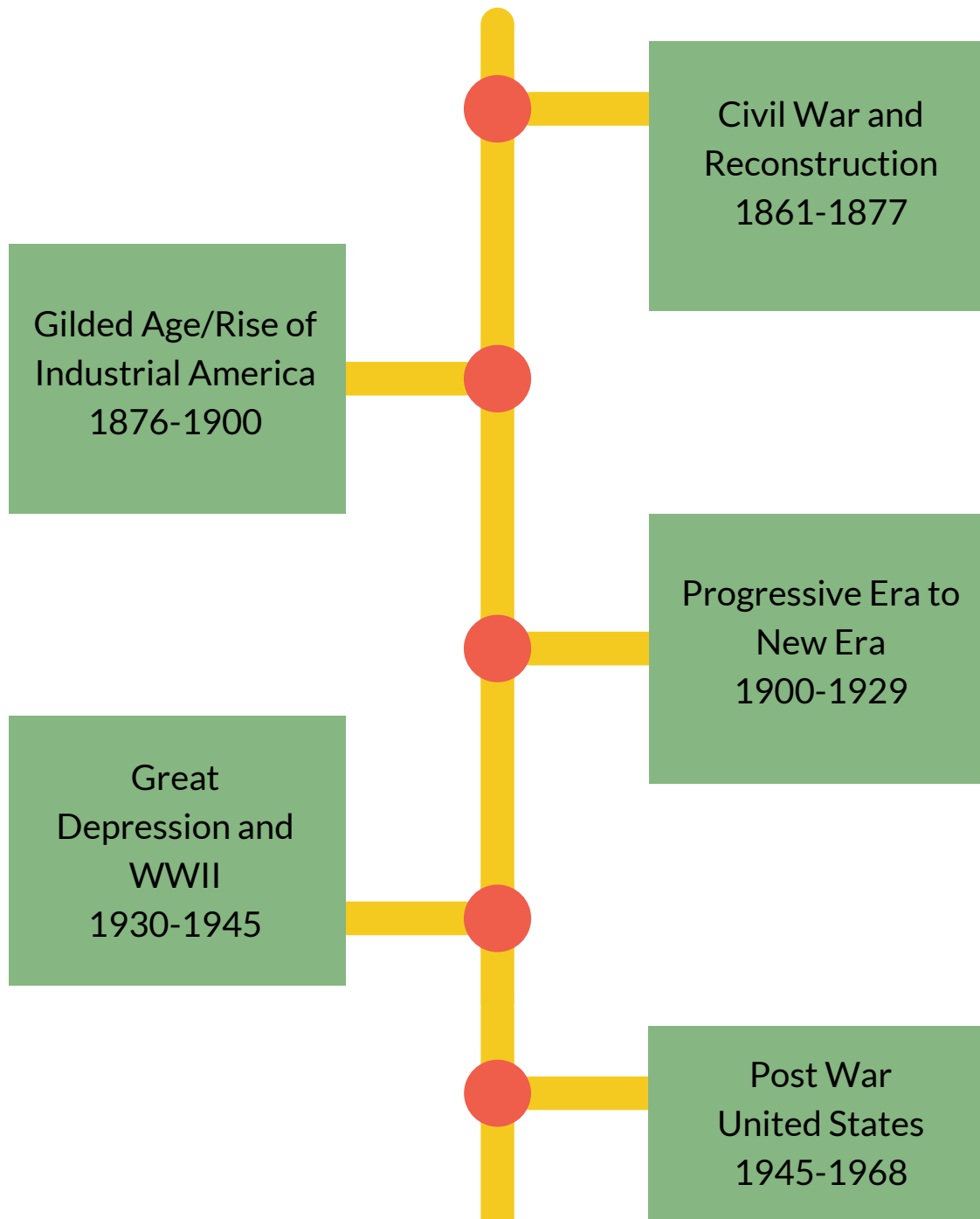
Async Online Work:

- *American Yawp*, "The Recent Past" chapter
- [Watch](#) or [Read](#) Barack Obama's Speech on Race, 2008
- Check-in Journal 4 due before midnight, Sunday, 4/28.



# Timeline of Eras of US History, 1861-1968

Chronology is important. Though we will be diving into our material thematically, keep in mind that we will be working within each theme chronologically. Below is a timeline of the major eras in U.S. history that we will be covering. It will help you maintain a sense of chronology within each of our units.



# NOTES & QUESTIONS: