

HIST 1302 (Hybrid): U.S. History since 1865

(Spring 2025)

Section 903
Wednesday (In-Person)
9:30 – 10:45 AM
Classroom: Madla 209

Instructor: Dr. Eric Rose
Email: erose05@tamusa.edu
Office: CAB Room 325
Hours: 2-3 PM (T-W-Th)

THIS IS A HYBRID COURSE, which requires your participation in TWO CLASSROOMS: one real (in the Madla building on Wednesdays) and one virtual (online via Blackboard, open 24/7). The workload is divided evenly between the in-person and online class settings, and you should budget your time accordingly. The [general equation](#) for college students is 2-3 hours of study time required for each hour spent in class. Since this class meets in-person once per week for 75 minutes, and the expectation for time spent in the online 'classroom' is the same, you should plan your week to accommodate these demands:

	<u>Class-time</u>	<u>Study time</u>
In-Person	75 minutes	(at least) 150 minutes
Online	<u>75 minutes</u>	<u>(at least) 150 minutes</u>
Total	150 min. (2.5 hours)	at least 5 hours

You will need to devote at least 7-10 hours of your time each week to this course, but only 75 minutes of that will be spent face-to-face with your instructor and classmates. This means we need to make the most of our in-class time. Weekly attendance and participation, as well as regular communication with your instructor (via in-class comment box, email, or office hours) are essential to your success in this course.

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This course presents a history of the American people from the Civil War to the present. Just as most of the word “hiSTORY” consists of “story;” most of our time in class will revolve around *stories* – narrative accounts of past events – told or retold through a range of storytellers. The primary objective of the course is to provide students with the tools and opportunity to develop their own interpretations of these storytellers, their stories, and this era in American history.

LEARNING OUTCOMES :

This course will provide students with a number of opportunities to practice his/her analytical skills. Upon successful completion of this course, students will be able to:

1. Build and support a thesis 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 this period of United States history.

REQUIRED READING :

READER: *Visions of Modern America: Countercurrents, Countercultures, and Counterpoints from Reconstruction to Trump* (Revised Preliminary Edition), ISBN# 978-1-5165-9227-2 – noted below as ‘**VISIONS**’

- See “Textbook Info” tab on Blackboard for links to publisher, other resources

TEXTBOOK: *The American Yawp* (online) available for free at <http://www.americanyawp.com/index.html> – noted below as ‘**YAWP**’

SOURCE READINGS / MEDIA: Brief readings, video and audio from sources posted to our class Blackboard site. Most of these required source materials are listed below as ‘**BBOARD**,’ with some additions to be announced later (“TBA”).

HOW TO USE SOURCES / AVOID PLAGIARISM

In accordance with the [Student Code of Conduct](#) (described below), students must adequately document source material used to complete any written assignments. Guidelines and suggestions for proper citation and quotation of source materials are clearly outlined in the ‘Course Policy on Citation’ statement (on Blackboard under ‘Information’ tab). Please review this statement before submitting any written work.

ASSIGNMENTS :

Unit Tests – there will be two Unit Tests: based upon the reading, lecture and discussion material for each of the first two units of the course. Unit Tests will be administered online on the dates listed below. You will be given a period of 48 hours to complete each test.

Final Paper – Instead of a Unit 3 Test or Final Exam, the last assignment of the course will be a comparative essay. Each student will select one episode from the history of racial relations covered in this course to analyze and compare with the present state of racial dynamics and policy in the U.S. Students will select readings from a pool of ‘Comparative Source Material’ (available on Blackboard) to ground their analysis of both the past and present moments. See separate assignment sheet and discussion prompts for more information.

Reading Quizzes – Most course modules require students to submit an online quiz based upon the required readings. Each quiz will consist of 2-5 questions in multiple choice or short-answer format. There are no time limits or editing restrictions for these quizzes, but final answers must be submitted by the deadline given for each. See “Assignment Calendar” below for dates and details

Journals / ‘Assigned’ Discussion Board – Most course modules require students to submit a journal post. Sometimes this will be an individual assignment, for each student to submit via the ‘turnitin’ app, and sometimes this will be a ‘Group Journal’ assignment to be submitted via the Discussion Board forum assigned to your group. For more on journal expectations, see “Guide to Success” file.

Participation / Attendance / Discussion Board¹ - Each student is expected to participate in every class session and discussion. Since this class only meets in-person once per week, weekly attendance and participation are essential. Attendance will be taken at the start of every class and folded into each student’s Participation grade (ca. 5%). You are expected to participate both in-class and online (via the Discussion Board). Each post to the Discussion Board will receive grade-weight equivalent to one in-class contribution (if time-stamped by due date).

Group Project – in the middle of the semester, each student will take part in a Group Project. Each group will be assigned an argument to present before a class-wide debate; each group will be responsible for developing a digital presentation of their argument (to post online) and each individual member of the group will submit his/her feedback to the rest of the groups during our in-class ‘foreign policy debate’ on March 26. Group assignments will appear a few weeks into the semester: see the ‘Groups’ tab for your group assignment and use tools on the Group page to organize your argument and presentation. There is also one day of class reserved for your group to plan your presentation.

GRADING : (based upon standard 100-point scale)²

Unit Tests	=	2 x 15%
Final Paper	=	15%
Reading Quizzes	=	10%
Journals	=	10%
Participation (incl. Attendance)	=	20%
Group Project	=	15%

¹ There will be multiple Discussion Board forums for each Module, but not all of these are graded assignments. Some forums (listed in red on Assignment Calendar) will host graded Group Journal assignments and your posts there will count toward your ‘Journal’ grade. You are expected to participate in every forum and every post (whether ‘assigned’ or not) to the Discussion Board will count toward your Participation grade.

² A = 90-100%; B = 80-89; C = 70-79; D = 60-69; F = 59 or below

STUDENT SUPPORT / RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA 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 accommodation of their disability. If you have a diagnosed 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 dsupport@tamusa.edu.

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.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and 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. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. 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 <https://bit.ly/WLDCCenter>.

ACADEMIC CONDUCT AND INTEGRITY

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

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.

STATEMENT ON ARTIFICIAL INTELLIGENCE: All student work must be generated by the students themselves. Students should not have another person/entity do any writing or portion of an assignment for them. This includes hiring a person or a company to write assignments, as well as using artificial intelligence tools including but not limited to ChatGPT. **Students will not receive credit for any submitted work that includes AI-generated content.**

READING SCHEDULE / ASSIGNMENT CALENDAR

UNIT ONE: The Making of Modern America

MODULE 1 Overview of Course; Introduction to Unit One; Reconstruction		
WEEK OF:	REQUIRED READING/FILM	ASSIGNMENT/ACTIVITY
1/21 – 1/28		
In-Class (1/22)	VISIONS: look over Chapter 1	DISCUSSION: Personal Turning Points ACTIVITY: Note-Taking Workshop (multimedia)
Online (due 1/28)	YAWP: Chapter 15	QUIZ: Ida Wells (in <i>VISIONS</i> , pp. 31-38) and YAWP (Ch. 15)*
1/29 – 2/3		
In-Class (1/29)	BBOARD: “WPA Narratives”	ACTIVITY: Note-Taking Workshop (Change vs. Continuity)
Online (due 2/3)	VISIONS: Franklin, “Counter-Reconstruction” (pp. 11-30) FILM: <i>Birth of a Nation</i>	GROUP JOURNAL: An Unfinished Revolution? *Contribute to ‘Group Journal’ wiki by Feb. 3
MODULE 2 Gilded Age / Faces of Modern America		
WEEK OF:	REQUIRED READING/FILM	ASSIGNMENT/ACTIVITY
2/4 – 2/10		
In-Class (2/5)	VISIONS: Huch, “The Gilded Age” (pp. 63-74) BBOARD: Decker, “Class Mobility”	DISCUSSION: Self-Making and the American Dream (Decker)
Online (due 2/10)	YAWP: Chapters 16 (esp. section V) and 18	QUIZ: YAWP (Chap.s 16 and 18) and Huch, “Gilded Age” (in <i>VISIONS</i>)
2/11 – 2/15		
In-Class (2/12)	Ben Tillman Readings (Ch. 2)	GROUP DISCUSSION: Monument to a Murderer (Ben Tillman / Memorial Debate)
Online (due 2/15)	Review Decker (BBOARD) and <i>VISIONS</i> , p. 55-57	JOURNAL: Myth of the Self-Made Man
MODULE 3 Progressivism and Gender		
WEEK OF:	REQUIRED READING/FILM	ASSIGNMENT/ACTIVITY
2/16 – 2/25		
In-Class (2/19)	VISIONS: “Women’s Suffrage,” pp. 107-24 YAWP: Chapter 20	(BONUS*) QUIZ: YAWP (20) and <i>VISIONS</i> (Keyssar) * Submit via Blackboard BEFORE class; Bonus = extra credit, not a required assignment
Online (due 2/25)	YAWP: Chapter 17 BBOARD: <ul style="list-style-type: none"> “Single Girl, Married Girl” (song) “Sanger-Russell Debate (birth control)” 	GROUP JOURNAL (DISCUSSION BOARD forums)
UNIT 1 TEST		
In-Class (2/26)	UNIT 1 WRAP-UP / REVIEW SESSION	ACTIVITY: Essay-Writing Workshop
Online (Due 2/28)	UNIT 1 TEST = Available Wed., Feb. 26 (by 6:00 PM) > Due Fri., Feb. 28 @ midnight	

* Due date requires submission by end-of-day (EOD = 11:59 PM), unless otherwise noted.

UNIT TWO: The United States and the Modern World

MODULE 4 Overview of Unit, Foreign Policy; World War I		
WEEK OF:	REQUIRED READING/FILM	ASSIGNMENT/ACTIVITY
3/1 – 3/8		
In-Class (3/5)	VISIONS: Unit II Introduction (pp. 159 – 210) YAWP: Chapter 19	INTRO TO GROUP PROJECT : “Revolutionary Visions” SOURCE INTERPRETATION: Roosevelt Corollary
Online (due 3/8)	VISIONS: “Why America Fought” (pp. 225-29) YAWP: Chapter 21 BBOARD: “Woodrow Wilson” (video)	QUIZ : Adesnik (in <i>VISIONS</i>), YAWP (Ch. 21) and Woodrow Wilson video
3/10 – 3/15	NO CLASS – SPRING BREAK	
3/17 – 3/24		
In-Class (3/19)	BBOARD: Resources from “Group Project” folder	WORKDAY : Organize Group Project
Online (due 3/24)	GROUP PRESENTATION : Post (Video/Slideshow/Media) to Blackboard	
MODULE 5 The US in an Age of Global Crisis		
WEEK OF:	REQUIRED READING	ASSIGNMENT/ACTIVITY
3/25 – 4/1		
In-Class (3/26)	BBOARD: View Group Presentations YAWP: Chapters 23 and 24	GROUP PROJECT : Feedback / Foreign Policy Debate BONUS QUIZ: YAWP Ch. 23
Online (due 4/1)	VISIONS: “Why We Fight” (pp. 231-47) BBOARD: <ul style="list-style-type: none"> “Vernon Brantley” folder <i>Why We Fight</i> (film) 	JOURNAL : Why We Fight
MODULE 6 Vietnam Era		
WEEK OF:	REQUIRED READING	ASSIGNMENT/ACTIVITY
4/2 – 4/9		
In-Class (4/2)	YAWP: Chapters 25 and 27 (selected sections) VISIONS: Chapter 5 (week-long assignment)	ACTIVITY: How to Start a War
Online (due 4/8)	VISIONS: Chapter 5 (continued) YAWP: Chapter 28	QUIZ : VISIONS (Ch. 5) and YAWP (Ch.s 27, 28) DISCUSSION : (Counter)Cultural Change

In-Class (4/9) – Unit 2 Wrap-Up / Review Session

UNIT 2 TEST = Available Wed., 4/9 (by 6:00 PM > Due Fri., 4/11 @ midnight

UNIT THREE: Revolutions and Counterrevolutions

MODULE 7 Conservative Revolutions: “New Right,” Reagan, Trump		
WEEK OF:	REQUIRED READING	ASSIGNMENT/ACTIVITY
4/12 – 4/18 In-Class (4/16)	VISIONS: Chapter 7 YAWP: Chapter 29 BBOARD: Perlstien, “Trump Proved Me Wrong”	ACTIVITY: Conservative Checklist (Balance Sheet)
Online (due 4/18)	VISIONS: Chapter 6 BBOARD: “Immigration Readings” (folder)	DISCUSSION BOARD FORUMS: NAFTA, Immigration, Schlafly
MODULE 8 The Long Civil Rights Movement: An Unfinished Revolution?		
WEEK OF:	REQUIRED READING / VIEWING	ASSIGNMENT/ACTIVITY
4/19 – 4/26 In-Class (4/23)	VISIONS: Duster on Ida B. Wells (pp. 335-59) YAWP: Chapters 26 and 27 (selected sections) BBOARD: Wells, “Southern Horrors”	QUIZ: YAWP (Ch. 27) and VISIONS (Duster)* ³ GROUP ACTIVITY: The Long Civil Rights Movement, “In Their Words”
Online (due 4/26)	BBOARD: “Racial (In)equality” folder	DISCUSSION Board: Approaches to Racial Inequality
4/27 – 5/5 In-Class (4/30)	BBOARD: <ul style="list-style-type: none"> • “Racial (In)equality” (folder) readings TBA • scenes from <i>Malcolm X</i> (Film) 	ACTIVITY: Final Paper Workshop
Online (due 5/5)	VISIONS: Jackson, “Race and Representation” BBOARD: readings from “Recent Trends” folder	DISCUSSION: Race, Inequality and ‘Epiphenomena’

FINAL PAPER DUE: During Final Exam time (Week of 5/7 – 5/13)

* Online quiz, due before start of Wednesday’s class