

History 1302: U.S. History since 1865

(Spring 2025)

Section 008
Tuesday / Thursday
12:30 – 1:45 PM
Classroom: Madla 209

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

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. We will focus on three types of historical narrative: 1) *primary source* accounts (authored by historical witnesses), 2) later (*secondary*) recounting of these (hi)stories structured around recurrent *themes*, and 3) *biographies* of historical figures. All coursework requires students to engage and analyze these sources critically. The primary objective of the course is to provide students with the tools and opportunity to develop their own interpretations of this era in American history.

LEARNING OUTCOMES :

This course will provide students with regular 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) – 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.

A S S I G N M E N T S :

- **Unit Tests** – there will be two Unit Tests: based upon the reading, lecture and discussion material for the first two units of the course. Unit Tests will take place during class on the dates listed below (Feb. 25 and April 8). The pool of possible questions for each Unit Test will be made available to students (at least 48 hours) prior to the test date.
- **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.
- **Journals/ Reading Quizzes** – most classes will start with a brief assignment; once per week, this will be a *graded* assignment – either a Journal or a Reading Quiz to assess your engagement with the source material required for that class. See “Assignment Calendar” below for dates and details. For more on the expectations for each assignment, and how to write a successful Journal, see the “Guide to Success” file on our class Blackboard site, under the ‘Information’ tab.
- **Participation/ Attendance/ Discussion Board** - each student is expected to participate in every class session and discussion. Since records of class attendance are required and monitored by Department of History, Philosophy and Geography, attendance will be taken at the start of every class and folded into each students’ Participation grade (ca. 5%). You may also participate in class discussions ‘virtually’ via the Discussion Board forums on our Blackboard site. Each post to the Discussion Board will receive grade-weight equivalent to one in-class contribution (if time-stamped by day of class).
- **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 an in-class presentation and each individual member of the group will submit a personalized “reaction paper” following the debate. 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. See the Calendar below for dates and details.

G R A D I N G : (based upon standard 100-point scale)¹

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

¹ 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 the writing or any other 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.

READING SCHEDULE / ASSIGNMENT CALENDAR

UNIT ONE: The Making of Modern America

MODULE 1		
Overview of Course; Introduction to Unit One; Reconstruction		
	REQUIRED READING/FILM	ASSIGNMENT/ACTIVITY
1/23 (Thurs.)	YAWP: Chapter 15	ACTIVITY: Personal Timelines
1/28 (Tues.)	VISIONS: Wells, "Born into Slavery" (pp. 31-38, pdf also on BBOARD due to bookstore delay) BBOARD: "WPA Narratives"	QUIZ: Ida Wells and WPA Narratives (both available on Blackboard) ²
1/30 (Thurs.)	VISIONS: Franklin, "Counter-Reconstruction" FILM: <i>Birth of a Nation</i>	JOURNAL: An Unfinished Revolution? > Discussion Board (start writing in class > post to DBoard)
MODULE 2		
Gilded Age / Faces of Modern America		
	REQUIRED READING	ASSIGNMENT/ACTIVITY
2/4 (Tues.)	YAWP: Chapter 16 (esp. section V) VISIONS: Ben Tillman Readings (Ch. 2)	GROUP DISCUSSION: Monument to a Murderer (How to Remember Ben Tillman?)
2/6 (Thurs.)	YAWP: Chapter 18 VISIONS: Huch, "The Gilded Age" (pp. 63-74)	QUIZ: YAWP (Chap.s 16 and 18) and Huch (in <i>VISIONS</i>)
2/11 (Tues.)	BBOARD: Jeffrey Decker, "Class Mobility"	JOURNAL: American Dream
MODULE 3		
Progressivism and the American Frontier		
	REQUIRED READING	ASSIGNMENT/ACTIVITY
2/13 (Thurs.)	VISIONS: "Women's Suffrage," pp. 107-24 YAWP: Chapters 17 and 20	ONLINE* (BONUS) QUIZ: YAWP, Ch. 17 and 20 * See Blackboard for Instructions; Bonus = extra credit, not a required assignment
2/18 (Tues.)	VISIONS: Ch. 3, continued (pp. 131-57) BBOARD: <ul style="list-style-type: none"> "Single Girl, Married Girl" (song) "Sanger-Russell Debate (birth control) 	DISCUSSION BOARD forum: "How Change Happens" (submit post BEFORE class) ACTIVITY: Sanger-Russell Debate
2/20 (Thurs.)	UNIT 1 WRAP-UP / REVIEW SESSION	

UNIT 1 TEST = Tuesday, February 25

² "ASSIGNMENT" headings that appear in red refer to graded in-class assignments and list the source materials required to complete each assignment. For example, the first assignment – "QUIZ: 'Ida Wells and WPA Narratives'" (Jan. 28) – will be a quiz on the required reading for that day; Complete the required reading (the Ida Wells and WPA Narrative readings from Ch. 1 of *Visions*) BEFORE coming to class and prepare yourself to take a quiz on that reading at the start of class on the day listed.

UNIT TWO: The United States and the Modern World

MODULE 4		Overview of Unit, Foreign Policy; World War I
	REQUIRED READING/FILM	ASSIGNMENT/ACTIVITY
2/27 (Thurs.)	VISIONS: Unit 2 Introduction (pp. 159 – 220) YAWP: Chapter 19 BBOARD: scenes from <i>Why We Fight</i> (film)	GROUP ACTIVITY: “Revolutionary Visions” (Pastor)
3/4 (Tues.)	VISIONS: “Why America Fought” (pp. 225-29) YAWP: Chapter 21 BBOARD: “Woodrow Wilson” (video)	QUIZ: Adesnik (in <i>VISIONS</i>) and Woodrow Wilson video
3/6 (Thurs.)	BBOARD: Resources from “Group Project” folder	WORKDAY: Organize Group Project
3/10 – 3/15	NO CLASS – SPRING BREAK	
3/18 (Tues.)	#WhatWouldWoodrowWilsonDo?: Group Presentations and Foreign Policy Debate	
MODULE 5		The U.S. in an Age of Global Crisis
	REQUIRED READING	ASSIGNMENT/ACTIVITY
3/20 (Thurs.)	YAWP: Chapters 22 and 23	BONUS QUIZ (online): YAWP Ch. 23
3/25 (Tues.)	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
	REQUIRED READING	ASSIGNMENT/ACTIVITY
3/27 (Thurs.)	YAWP: Chapters 25 and 27 (selected sections) VISIONS: Chapter 5 (week-long assignment)	ACTIVITY: How to Start a War
4/1 (Tues.)	VISIONS: Chapter 5 (continued) YAWP: Chapter 28	QUIZ: VISIONS (Ch. 5) and YAWP (Ch.s 27, 28) DISCUSSION: Flappers vs. Hippies
4/3 (Thurs.)	UNIT 2 Wrap-Up / REVIEW for UNIT 2 TEST	

UNIT 2 TEST = Tuesday, April 8

UNIT THREE: Revolutions and Counterrevolutions

MODULE 7		Conservative Revolutions: “New Right,” Reagan, Trump	
		REQUIRED READING	ASSIGNMENT/ACTIVITY
4/10 (Thurs.)	VISIONS: Chapter 7 YAWP: Chapter 29 BBOARD: Perlstein, “Trump Proved Me Wrong”		ACTIVITY: Conservative Checklist (Balance Sheet)
4/15 (Tues.)	VISIONS: Chapter 6 BBOARD: “Immigration Readings” (folder)		DISCUSSION BOARD FORUMS (online): NAFTA, Immigration, Schlafly (post before start of class) GROUP ACTIVITY: Immigration Debate
MODULE 8		The Long Civil Rights Movement: An Unfinished Revolution?	
		REQUIRED READING / VIEWING	ASSIGNMENT/ACTIVITY
4/17 (Thurs.)	VISIONS: Franklin/Duster on Ida B. Wells (pp. 335-59) YAWP: Chapters 26 and 27 (selected sections) BBOARD: Wells, “Southern Horrors”		QUIZ: YAWP (Ch. 27: sec. 3) and VISIONS (Duster) DISCUSSION: Approaches to Racial Inequality
4/22 (Tues.)	BBOARD: <ul style="list-style-type: none"> • “Racial (In)equality” (folder) readings TBA • scenes from <i>Malcolm X</i> (Film) 		JOURNAL (online / DBoard): The Ballot or the Bullet or the Boycott... GROUP ACTIVITY: The Long Civil Rights Movement, “In Their Words”
4/24 (Thurs.)	VISIONS: Jackson, “Race and Representation” BBOARD: readings from “Recent Trends” folder		DISCUSSION: Race, Inequality and ‘Epiphenomena’
4/29 (Tues.)	BBOARD: Peruse documents/resources in ‘Final Paper’ and ‘Comparative Source Material’ folders		ACTIVITY: Final Paper Workshop

Bonus / Flex-Day (Thurs May 1)

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