

History 1302: U.S. History since 1865

(Spring 2026)

Section 005
Tuesday / Thursday
9:30 – 10:45 AM
Classroom: Madla 236

Instructor: Dr. Eric Rose
Email: erose05@tamusa.edu
Office: CAB # 318 B
Hours: MW 2-3 PM, Tues 11-12 Noon*¹

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:

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.

¹ Please visit me during office hours or email to schedule an appointment any other time/place/via phone or video conference. Direct teacher-student dialogue will be a great benefit to your performance in this course.

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

- **Unit Tests** – there will be three “open-note” Unit Tests: based upon the reading, lecture and discussion material for each Unit of the course. Unit Tests will take place at the start of class on the dates listed below (Feb. 24, April 7, April 30). Students may bring one page of notes to class for reference during the test (hard-copy only, no digital notes). Each student is responsible for providing three (3) bluebooks to Professor Rose by Feb. 5.²
- **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 before the start of class on the date listed. See “Assignment Calendar” below for dates and details.
- **Participation / Attendance / Discussion Board** - each student is expected to participate actively in class activities and discussions. 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. Most course modules also require students to participate in online class discussions via the Discussion Board forums on our Blackboard site. These forums provide time and space for students to post their reflections on the readings and discussions for that day’s class. Participation in required Discussion Board forums accounts for half of the student’s overall Participation Grade. Due dates for required Discussion Board assignments are listed below.
- **Group Work** – during the second week of the semester, the class will be divided into Discussion Groups. Most class sessions will involve an activity for students to work together on as a group and share their findings with the rest of the class. For most course modules, one of these in-class Group Activities will be a graded assignment, to be signed by all contributing members of the Group and submitted at the end of class. Most of these graded assignments are **Group Journals**. For more on how to write a successful Journal, see the “Guide to Success” file on our class Blackboard site. The dates for graded Group Activities are listed (in red) in the calendar below.
- **Final Paper** – Instead of a Final Exam, the last assignment of the course will be a comparative essay. Each student will select from a flow-chart of topics to conduct a thematic comparison of (at least) two historical events/developments based upon analysis of required course materials. Students will workshop rough drafts as a group and meet with Professor Rose to receive feedback before submitting their Final Paper during exam week (May 6-12). See separate assignment sheet and flow-chart of essay prompts for more information.

G R A D I N G : (based upon standard 100-point scale)³

Unit Tests	=	3 x 10%
Final Paper	=	15%
Reading Quizzes	=	20%
Group Journals/Activities	=	15%
Participation (incl. Discussion Board)	=	20%

² “Bluebooks” are ready-made test-taking booklets. You can purchase bluebooks (or greenbooks) at the University Bookstore. Please do not write anything on or in the books before submitting.

³ 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@tamu.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@tamu.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 generative AI tools like ChatGPT to produce content for your assignments without approval and/or acknowledgement. We will determine course policy for acceptable use of AI together via in-class discussions on the days noted below.

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
1/20 (Tues.)	BBOARD: Course Syllabus and Schedule	ACTIVITY: Personal Timelines DISCUSSION: Primary vs. Secondary Sources
1/22 (Thurs.)	YAWP: Chapter 15 BBOARD: <ul style="list-style-type: none">• Wells, "Born into Slavery"• "WPA Narratives" (Folder)	QUIZ: YAWP and Ida B. Wells reading – submit online before Thursday's class (due 9:29 AM) ACTIVITY: Artificial Source Interpretation?
1/27 (Tues.)	BBOARD: Selected scenes from <i>Birth of a Nation</i> (1915)	GROUP JOURNAL: An Unfinished Revolution? (Comparative Source Interpretation)

1/29 (Thurs.) **NO CLASS** – Field Trip to BLH Multi-Purpose Room

MODULE 2	Gilded Age / Faces of Modern America	
	REQUIRED READING	ASSIGNMENT/ACTIVITY
2/3 (Tues.)	YAWP: Chapter 16 (esp. section V) BBOARD: Ben Tillman Readings (Folder)	Q+A: Use and Abuse of AI in Online Learning DISCUSSION BOARD: Monument to a Murderer (Ben Tillman) – due after class (end-of-day, ca. midnight)
2/5 (Thurs.)	YAWP: Chapter 18 BBOARD: Huch, "The Gilded Age"	QUIZ: YAWP (Chaps 16 and 18)
2/10 (Tues.)	BBOARD: <ul style="list-style-type: none">• Jeffrey Decker, "Class Mobility" and• Carnegie, "The Triumph of America"	GROUP JOURNAL: American Dreams
MODULE 3	Progressivism and the American Frontier	
	REQUIRED READING	ASSIGNMENT/ACTIVITY
2/12 (Thurs.)	YAWP: Chapters 17 and 20	(BONUS*) QUIZ: YAWP, Ch. 17 and 20 * See Blackboard for Instructions; Bonus = extra credit, not a required assignment
2/17 (Tues.)	BBOARD: <ul style="list-style-type: none">• Keyssar, "Women's Suffrage"• Rose, "How Change Happens"• M.E. Lease, "Speech to WCTU"	GROUP ACTIVITY (Central Theme): How Change Happens, part 1 (Keyssar reading)
2/19 (Thurs.)	BBOARD: <ul style="list-style-type: none">• "Single Girl, Married Girl" (song)• "Sanger-Russell Debate" (birth control)	ACTIVITY: Sanger-Russell Debate Q+A: How to Prepare for Unit 1 Test

UNIT 1 TEST = Tuesday, February 24

UNIT TWO: The United States and the Modern World

MODULE 4	Overview of Unit, Foreign Policy; World War I	
	REQUIRED READING/FILM	ASSIGNMENT/ACTIVITY
2/26 (Thurs.)	YAWP: Chapter 19 BBOARD: <ul style="list-style-type: none">• Roosevelt Corollary• Robert Pastor, "Revolutionary Visions"	GROUP DISCUSSION / ACTIVITY: "Revolutionary Visions" of National Identity and Foreign Policy (Pastor)
3/3 (Tues.)	YAWP: Chapter 21 BBOARD: <ul style="list-style-type: none">• Adesnik, "Why America Fought"• "Woodrow Wilson" (video)	QUIZ: Chapter 21 (selected sections) and Woodrow Wilson video
3/5 (Thurs.)	BBOARD: Review Pastor and Adesnik readings	GROUP PROJECT: #WhatWouldWoodrowWilsonDo
3/9 – 3/14	NO CLASS – SPRING BREAK	
MODULE 5	The U.S. in an Age of Global Crisis	
	REQUIRED READING	ASSIGNMENT/ACTIVITY
3/17 (Tues.)	YAWP: Chapters 22 and 23	BONUS QUIZ: YAWP Ch. 23 ACTIVITY: Political Cartoons
3/19 (Thurs.)	BBOARD: <ul style="list-style-type: none">• "Vernon Brantley" folder• K. Rose, "Why We Fight"• <i>Why We Fight</i> (film)	DISCUSSION BOARD forums: Why We Fight (posts due ca. midnight)
MODULE 6	Vietnam Era	
	REQUIRED READING	ASSIGNMENT/ACTIVITY
3/24 (Tues.)	YAWP: Chapters 25 and 27 (selected sections)	ACTIVITY: How to Start a War
3/26 (Thurs.)	YAWP: Chapter 28 BBOARD: <ul style="list-style-type: none">• Port Huron Statement (excerpt)• Sharon Statement (excerpt)	QUIZ: YAWP (Chapters 27, 28) and excerpts from Huron/Sharon Statements (on BBOARD)
4/2 (Thurs.)	BBOARD: <ul style="list-style-type: none">• Klatch, "The Counterculture..."• "Countercultures and Countercurrents"	GROUP DISCUSSION BOARD (Central Themes): <ol style="list-style-type: none">1. National Identity and Foreign Policy (Hawks v. Doves)2. How Change Happens, part 2 (Flappers v. Hippies)
4/7 (Tues.)	BBOARD: "Assignment Sheet for Final Paper"	UNIT 2 TEST Group Activity: Brainstorming for Final Paper

UNIT 2 TEST = Tuesday, April 7

UNIT THREE: Revolutions and Counterrevolutions

MODULE 7		
	REQUIRED READING / VIEWING	ASSIGNMENT/ACTIVITY
4/9 (Thurs.)	YAWP: Chapters 26 and 27 (selected sections) BBOARD: <ul style="list-style-type: none">• Duster, Introduction to <i>Crusade for Justice</i>• Wells, "Southern Horrors"	QUIZ : YAWP (Ch. 27) and Duster (BBOARD) DISCUSSION : Approaches to Racial Inequality
4/14 (Tues.)	BBOARD: <ul style="list-style-type: none">• "Racial (In)equality" (folder) readings TBA• scenes from <i>Malcolm X</i> (Film)	GROUP JOURNAL : The Long Civil Rights Movement, "In Their Words"
4/16 (Thurs.)	BBOARD: <ul style="list-style-type: none">• Gilman, "What Katrina Teaches Us about Race"• readings from "Recent Trends" folder	DISCUSSION BOARD : Injustice on Repeat?
Due Date: ROUGH DRAFT	Submit Rough Draft of FINAL PAPER (via BBOARD link) no later than Sunday, 4/19	
4/21 (Tues.)	BBOARD (access through 'Groups' tab: <ul style="list-style-type: none">• Student Papers (read rough drafts submitted by members of your group)• "Grading Rubric and Feedback"	GROUP ACTIVITY : Final Paper (Peer Review) Workshop *Peer Review Feedback form due at end of class
MODULE 8		
	REQUIRED READING / VIEWING	ASSIGNMENT/ACTIVITY
4/23 (Thurs.)	YAWP: Chapter 29 BBOARD: <ul style="list-style-type: none">• Reagan, "Inaugural Address"• <i>The Phyllis Schlafly Report</i>	QUIZ : YAWP (Chapter 29) ACTIVITY : Conservative Checklist (Balance Sheet)
4/28 (Tues.)	BBOARD: <ul style="list-style-type: none">• Perlstein, "Trump Proved Me Wrong"• "Immigration Readings" (folder)	GROUP ACTIVITY : Unpacking Perlstein DISCUSSION BOARD FORUMS *: National Identity, Foreign Policy, and Immigration (Central Theme) *Due Thursday, 4/30 (before class)
4/30 (Thurs.) Due Date: FEEDBACK SESSION	UNIT 3 TEST Last Day to meet with Professor Rose For (required) Final Paper Feedback Session	

UNIT 3 TEST = Thursday, April 30

FINAL PAPER DUE: During Final Exam time (Week of 5/6 – 5/12)