

**THE UNITED STATES SINCE 1876**  
**SPRING 2018, HIS 1302-12**  
**AB IV, 220 | M, W, F, 10:00-10:50**

**Dr. Zachary Montz**  
**Office hours: M, W, F 2:00 – 4:00**

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This course introduces students to the past century and a half of American history, a period in which America's economy, government, population, landscape, and relationship to the global community have undergone remarkable changes. Over the semester we will discuss numerous people and events, but we will concentrate on a handful of major themes – The relationship between laborers, consumers, and businesses in a capitalist economy; the changing role of government and its influence on the lives of Americans; the struggles of women, African Americans, immigrants, and other minorities for full citizenship; shifting concepts of the family and the roles of men and women; and the powerful role of global affairs in domestic life.

**Course Format:**

The course consists of three equally important components: lectures, readings, and in-class activities and discussion. Attendance and consideration of all three will be required to successfully complete the course assignments. Lectures and readings will familiarize students with some of the wealth of evidence we have of life in the past and introduce them to interpretations of its meaning. In discussions and written assignments, students will be asked to craft their own interpretations from that evidence, and to evaluate those of the professor, their fellow students, and professional historians. Students should keep in mind that history is fundamentally a discipline of interpretation and debate, and though they will be called upon to confront a wide range of new information in this course, they will be served less here by their powers of memorization than by those of skepticism and imagination.

**Required Readings:**

Students are responsible for completing the assigned reading *before* the lecture in which it will be discussed so that the class can benefit from the full participation of all students. Most of the readings can be found in the document reader posted on Blackboard. From time to time, a few other, longer readings will be made available on Blackboard as well.

In addition to material on Blackboard, one book is required:

Jo Anne Gibson Robinson, *The Montgomery Bus Boycott and the Women Who Started It: The Memoir of Jo Ann Gibson Robinson* (ISBN: 978-0870495274)

An optional online textbook will also be made available to students at no cost. This text may be useful for reference or for making up missed class days.

**Assignments and Assessment:**

All written assignments will be submitted to turnitin on Blackboard by 11:59 PM on the due date. Grades in this course will be based on:

**Assignment 1: Understanding Plagiarism. Due Jan 22.** This is a very short assignment intended to introduce students to standards of academic integrity and to Turnitin. **(2%)**

**Assignment 2: Considering a Primary Source. Due Jan 31.** This is a short, one page assignment intended to familiarize students with summarizing, contextualizing, and quoting primary source documents. **(5%)**

**Assignment 3 – Putting sources “in conversation.” Due Feb 12.** This is a short, two page essay that considers two or more primary sources and their context. **(10%)**

**Assignment 4 – Putting sources “in conversation.” Due Feb 23. (10%)**

**Assignment 5 – Take-home midterm. Due Mar 9.** This take-home midterm will consist of short answer and essay questions. Students will be given the questions well beforehand. **(15%)**

**Assignment 6 – Putting sources “in conversation.” Due Mar 30 (10%)**

**Assignment 7 – Essay on Montgomery Bus Boycott and Civil Rights Movement. Due April 13 (16%)**

**Assignment 8 – Final Exam, format TBA. Mon, May 7, 10:30 AM (16%)**

**Class participation and in-class assignments (16%)**

**A note on keeping up with work:**

Students will be “working” in this course over the entirety of the semester. That is, they will be responsible for completing assigned readings before every class, and will always have a prompt for a short paper or for a take-home exam portion in their hands (and on their minds). This is not intended to create a hectic experience. On the contrary, the course schedule is designed with the hope that by providing students with the essay prompts well in advance, they will be able to process lectures and readings and incorporate that knowledge into their own arguments from the very first time they confront new information. In other words, paying careful attention in class and doing a little bit of work each day should ease the stress of completing the major assignments. Read and listen with the assignments in mind.

I will not tolerate late assignments without a very good *documented* reason. Late assignments will be docked one letter grade for each day they are late.

### **UNIVERSITY POLICIES**

**Academic dishonesty:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. **PLAGIARISM IS VERY EASY TO CATCH. ALL OF YOUR WRITTEN WORK WILL BE SUBMITTED TO TURNITIN, A PLAGIARISM DETECTION PLATFORM.**

**Student absences on religious holy days policy:** Students may be excused from classes or other required activities, including examinations, for the observance of a religious holy day. Details of this policy can be found at <http://www.shsu.edu/syllabus/>

**Students with disabilities policy:** Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. Further details can be found at <http://www.shsu.edu/syllabus/>

### **HIST 1302 - SKILL OBJECTIVES**

**Critical Thinking:** Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and cultures, integrating and synthesizing knowledge they gain in the course, forming

conclusions, and building an informed belief system from the complex of information presented in the course content.

**Communication:** to include effective development, interpretation and expression of ideas through written, oral and visual communication. Communication skills will be addressed in this class through class participation, the reading and discussion of historical texts, attending lectures, and by serving as course associates. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated.

**Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making. Personal responsibility will be addressed in this course as students articulate how to make sound ethical judgments based on the development of their personal value system. By studying how individuals in the past drew upon their cultural belief systems to make ethical choices students will learn how their personal choices based upon ideas, values, and beliefs influence their larger society and culture today.

**Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus learn about their own social responsibilities in improving current American society.

## **LECTURE AND ASSIGNMENT SCHEDULE**

### **Week 1 Civil War and Reconstruction**

W, Jan 17: Course Introduction: Civil War

F, Jan 19: Reconstruction (sharecropping contract)

### **Week 2 The South and the West**

M, Jan 22: Reconstruction and its Constitutional Legacy (13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amend.) **Assignment 1 due.**

W, Jan 24: The West (Deadwood Dick)

F, Jan 26: Genocide and Opportunity. (Pratt and Ah-nen-la-de-ni)

### **Week 3 Industrial Capitalism and the World of Workers**

M, Jan 29: Industrialization and the Modern Corporation

W, Jan 31: Workers in Industrial America (Miner) **Assignment 2 due.**

F, Feb 2: Alternate Economic Visions and Working Class Movements (Knights of Labor and Sumner)

### **Week 4 Gilded Age Politics, Populism, and the Birth of Jim Crow**

M, Feb 5: The Agrarian Revolt (Omaha Platform)

W, Feb 7: Politics from the End of Reconstruction until the Election of 1896 (Gompers)

F, Feb 9: NO CLASS

### **Week 5 The Boundaries of the American Nation**

M, Feb 12: Segregation, Disfranchisement and Resistance (BTW and Dubois) **Assignment 3 due.**

W, Feb 14: The "New" Immigration (T. Roosevelt and Bourne)

F, Feb 16: Empire and Citizenship. (Beveridge and Ames)

### **Week 6 Progressive Reform and the Boundaries of Public Life**

M, Feb 19: Urban America and the Middle Class

W, Feb 21: Progressive Regulation and Women as Economic Citizens

F, Feb 23: *Guest Lecture: Korean conflicts, past and present.* **Assignment 4 due**

### **Week 7 America in the 1920s**

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M, Feb 26: Women, Progressive Democracy and Equal Rights (Debating the first ERA)

W, Feb 28: Culture Wars of the 1920s (Middletown)

F, Mar 2: The Crash and the Great Depression.

### **Week 8 The New Deal**

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M, Mar 5: F.D.R., the First New Deal, and the New Deal Coalition. (Citizens write the White House)

W, Mar 7: The Second New Deal and Its Limits (FDR and Hoover)

F, Mar 9: NO CLASS – **Assignment 5 (Take Home Midterm) due**

### **SPRING BREAK**

### **Week 9 World War II**

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M, Mar 19: From Isolation to Global War

W, Mar 21: The War at Home (Sone and Terry)

F, Mar 23: The Good War or a War Without Mercy? (Evers and Sledge)

### **Week 10 Containment at Home and Abroad**

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M, Mar 26: The Early Cold War, 1945 – 1954 (NSC-68)

W, Mar 28: Middle Class America and the Domestic “Consensus” (Nixon)

F, Mar 30: NO CLASS, Good Friday Holiday **Assignment 6 due**

### **Week 11 Movements for Rights and Justice**

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M, April 2: Family and Home in Cold War America (Freidan)

W, April 4: Civil Rights and Conservative Resistance, 1945 – 1960 (be reading Robinson, *MBB*)

F, April 6: Discussion: Robinson, *The Montgomery Bus Boycott and the Women Who Started It*

### **Week 12 Liberalism at High Tide**

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M, April 9: Jobs, Justice, and the Ballot: Civil Rights, 1960 – 1965 (MLK, Goldwater)

W, April 11: The Great Society and the Limits of the Second Reconstruction. (CORE and Kerner Comm.)

F, April 13: “Liberation” and Equality in the post-Civil Rights Era. (Chavez) **Assignment 7 due**

### **Week 13 Vietnam, Deindustrialization and the Fracturing of the Liberal Order**

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M, April 16: The Vietnam War, 1954 – 1968 (LBJ and Potter)

W, April 18: America Divided, 1968 – 1974 (Agnew)

F, April 20: Deindustrialization and Age of Limits (Gaye, Springsteen)

### **Week 14 The Conservative Ascendancy**

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M, April 23: Feminism and the Culture Wars (Schlafly, Falwell)

W, April 25: The Conservative Triumph (Reagan)

F, April 27: Conservative Political Economy, 1980 - 2018

### **Week 15 Past as Prologue: Considering Contemporary America**

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M, April 30: The U.S. in the World: From the Cold War to the War on Terror (Bush)

W, May 2: The World in the U.S.: Immigration and Society after 1965

F, May 4: “All Men are Created Equal”: Assessing Equality, Rights, and Inequality in Contemporary America

**Final Exam: Mon, May 7, 10:30 AM**