



Course Syllabus: Survey of American History since 1865
Prothro-Yeager College of Humanities and Social Sciences
HIST 1233 Section x21
Spring Semester 2025

Contact Information

Instructor: Faith Reeves

Office: PY O-232

Office hours: Monday: 11:00-1:00; Wednesdays: 2:00-4:00; and Friday: 12:00-1:00; or by appointment.

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Course Description

This course will examine the history of the United States from Reconstruction to the end of the 20th century. The class will heavily focus on industrialization, major world wars, the Great Depression, the Cold War, Civil Rights movements, societal changes, the politics of the American people, as well as the economic issues that have shaped and still continue to shape the United States to this day. This course will help demonstrate why and how the United States evolved into being a global power. Furthermore, this course will give the students the ability to use their critical thinking skills by making arguments and answering questions in essay format.

Objectives:

- Examine the various events and interactions that shaped the latter half of America.
- Look at primary sources in class and analyze their views and stances on the events that have shaped United States history to this day.
- Learn to write and make arguments by answering questions from writing prompts.

Textbook & Instructional Materials

Text: Wilfred McClay, Land of Hope, 2019, ISBN: 9781594039379

The American Yawp Reader,

<https://msutexas.on.worldcat.org/search/detail/1083641800?queryString=The%20American%20yawp>

- This collection of primary sources is available for free online.

Study Hours and Tutoring Assistance

TASP is available to students who need tutoring or assistance. You can contact TASP at (940) 397-4684 or visit the [TASP homepage](#)

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student’s studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Points allocated to each assignment

Assignments	Points
Attendance and Participation	10%
Quizzes	5%
Primary Source Analyses	15%
Exam One	20%
Exam Two	20%
Exam Three	20%
Book Review	10%
Total Percentage	100%

A

Table 2: Total points for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79

Grade	Points
D	60 to 69
F	59 or below

Homework

Primary Source Analyses- 15%

For this class, you will have to complete 5 primary source analyses. PSAs are important because they help us understand how people viewed certain events and how those events affected others. They also provide first person perspectives.

- There is an example PSA at the end of this document.
- They should be 1-2 pages, double spaced, and typed in Times New Roman 12-point font.
- PSA Schedule
 - PSA 1- Feb 2
 - Chapters 16-17
 - PSA 2- Feb. 16
 - Chapters 18-20
 - PSA 3- March 23
 - Chapters 21-23
 - PSA 4- April 13
 - Chapters 24-26
 - PSA 5- April 27
 - Chapters 27-30

Quizzes

Quizzes- 5%

You will have 5 quizzes that are due at 11:59 on Fridays. They are timed and will be multiple choice.

Exams

There will be 3 exams. The exams are 20% each and make up 60% of your overall grade.

- a. These exams will be 5 IDs and 1 essay question.
 - i. There will be a group of IDs that will require you to explain who, what, when, and why? I will provide an example before your first exam. The IDs need to be written in complete sentences and must be a paragraph long.
 - ii. There will be one essay question to answer per exam. The essays must have an introduction, a thesis, three body paragraphs and a conclusion.
- b. The exams will be open book and open notes, so you are able to use the book and the PowerPoint lectures. **So absolutely do not use any outside resources.**

- c. The exams should be 1-2 pages, double line spacing, 12-point font, with Times New Roman style.
- d. Finally, I will let you guys have the opportunity to correct one of your essays.

Projects Required

Book Review

A big part of being a historian requires you to review books. Many of you have probably written a book report before, but a book review is different. A book review will require you to describe the book and then critique the book as well. Half of the book review will be description and the other half should be analytical. You need to use the MSU Database to access a scholarly book to review. The book review needs to be 2-3 pages long, typed in 12-point font, Times New Roman, with double line-spacing.

There is an example of a book review at the end of this document.

The project is due May 4th by 11:59 p.m.

Final Exam

The final exam will be Exam 3 and is worth 20%. It will follow the same format as Exam one and Exam two: pick 5 ids and discuss the who, what, when, where, and why it is important; and one essay question. It will be over chapters 27-30. It will be due Wednesday, May 14th, by 11:59 p.m.

Extra Credit

There will not be extra credit given.

Late Work

I understand that life will happen; however, you are still taking a college class. If you are behind on an assignment, you must send me an email 24 hours in advance for an extension.

Make-up Work/Tests

If you miss an assignment or exam, please email me for make up work.

Important Dates

Last day for term schedule changes: January 25th. Check the date on the [Academic Calendar](#).

Deadline to file for graduation: February 17th for May graduation. Check the date on the [Academic Calendar](#).

Spring Break: March 10-14. Check the date on the [Academic Calendar](#).

Holiday Break: April 16-20. Check the date on the [Academic Calendar](#).

Last Day to drop with a grade of "W:" April 30th. Check the date on the [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records daily. The instructor must give the student a verbal or written warning before being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still

requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 1/20 to 1/24	Powerpoints: Introduction to course Reading: McClay, Introduction and Epilogue	
Week 2 1/27 to 1/31	Powerpoints: Reconstruction, post Civil War The Weakening of the Presidency Readings: McClay, Chapter 11	PSA 1 due Sunday 2/2.
Week 3 2/3 to 2/7	Powerpoints: Post Reconstruction America: Western Expansion and Indian Conflict Reading: McClay, Chapter 12	Quiz Approval of book you plan to review by 11:59
Week 4 2/10 to 2/14	Powerpoints: Building and American Empire: The Spanish-American War American Foreign Policy, 1865-1914 Reading: McClay, Chapter 13	PSA 2 by 2/16.

Week or Module	Activities/Assignments/Exams	Due Date
Week 5 2/17 to 2/21	Powerpoints: Problems with Progressivism and the Growth of the Government Reading: McClay, Chapter 14	Exam 1 Due Sunday 2/23.
Week 6 2/24 to 2/28	PowerPoints: Woodrow Wilson and the Great War: Technocratic Rule and Elitism in American Government The Great War Reading: McClay, Chapter 15	Quiz
Week 7 3/2 to 3/7	Powerpoints:World War I, the European Experience, 1914-1917 and American Difference and Experience on the Western Front Readings: 7-Fighting the Great War, the American Experience Reading: James W. Rainey, "Ambivalent Warfare: The Tactical Doctrine of the AEF in World War I," Parameters: U.S. Army War College 13 (3) (1983): 34 46; and Stephen J. Lofgren, "Unready for War: The Army and World War I," Army History (22) (1992): 11-19. (Both on D2L)	
3/10 to 3/14	SPRING BREAK	
Week 8 3/17 to 3/21	PowerPoints: The Roaring 1920s: Urban Hedonism: Flappers, jazz, Changing Culture Teetotalallers, Do-Gooders, and Organized Crime: Prohibition and Al Capone Reading : McClay, Chapter 16	PSA 3 Sunday 3/23
Week 9 3/24 to 3/28	PowerPoints: FDR and the New Deal: Progressive Reaction to the Grear Depression New Deal or "Raw" Deal? Prolonging the Depression under Roosevelt Reading: McClay, Chapter 17	

Week or Module	Activities/Assignments/Exams	Due Date
Week 10 3/31 to 4/4	Powerpoint: The Greatest Generation's Greatest Challenge: World War II The Second World War and America's Experience Readings: McClay, Chapter 18	Exam 2 Sunday 4/6.
Week 11 4/7 to 4/11	Powerpoint: America in World War II Reading: Morgan, Thomas D. "The Industrial Mobilization of World War II: America Goes to War." Army History, no. 30 (1994): 31-35. Available on D2L	PSA 4 Due 4/13.
Week 12 4/14 to 4/17	Powerpoint: The Cold War: The Korean War The Vietnam War Reading: McClay, Chapter 19 Holiday Break 4/17-4/18.	Quiz.
Week 13 4/21 to 4/25	Powerpoint: The 1960s and the Baby Boomers: Counterculture and the Reaction to Middle America Rock and Roll: Dylan to the Fall of Grunge Reading: McClay, Chapter 20	PSA 5 Sunday 4/27. Book review due Sunday 4/27.
Week 14 4/28 to 5/2	LAST DAY TO DROP is the 30 th . PowerPoint: Nixon to Reagan: Stagflation to Prosperity: The Reagan Revolution: Partial Repudiation of Progressivism The Fall of Soviet Communism Reading: McClay, Chapter 21	
Week 15 5/5 to 5/9	Powerpoint: Recent America: Polarizing American Society: Bush I-Trump Reading: McClay, Chapter 22	Quiz.
Week 16 5/12 to 5/16	Finals Week	Exam 3 Due Wednesday 5/14

Book Review Example:

Name:

Review One: Ancient Greeceae

Goff, Barbara. *Citizen Bacchae: Women's Ritual Practice in Ancient Greece*. Berkeley, Los Angeles, and London: University of California Press, 2004.

The primary goal of Barbara Goff's book *Citizen Bacchae: Women's Ritual Practice in Ancient Greece*, is to "attempt to recover and reconstruct an important dimension of the lived experience of Ancient Greek women"¹ Through reconstructing ritual practices that Ancient Greek women performed, Goff was able to argue that women in Ancient Greece were not completely restricted to their homes like some historians believed before. In fact, Goff makes the argument that through ritual practice women were able to go out and participate in many aspects of Greek life and were vital to the ritual practices.

The book takes a deep dive into areas that different groups of Greek women participated in. Goff gives examples of unwed women, priestesses, elder women, and even the role that the prostitutes of Ancient Greece played in the ritual sphere. The book also tries to break down the differentiation of women's roles in the different parts of Ancient Greece. Parts such as, Athens and Sparta. There were different ritual practices performed in Athens and Sparta, but in both ritual practices allowed the women more freedom. Specifically in Sparta, the women were even more free through ritual practice than in Athens. For example, not only does Goff speak about this in her book, but Dr. Ziegler states that the women of Sparta were "the most free"²

There was a heavy emphasis placed on women's role as reproductive entities for their culture. In fact, Goff describes the many rituals that women who were trying to conceive, pregnant women, women who had died in child birth, and women who had recently given birth participated in. Pregnant

¹ Barbara E. Goff, *Citizen Bacchae: Women's Ritual Practice in Ancient Greece* (Berkeley: University of California Press, 2004). I.

² Ziegler, D. (2023, September). The Spartan Social Pyramid. Lecture, Midwestern State University; Midwestern State University.

women in Greece were not confined to the household, Goff states that “while birth is an event readily connected to the domestic environment, it could furnish the occasion for women’s mobility and consequent public visibility”³ The ritual sphere gave pregnant women an excuse to leave their homes, unlike what historians believed to be true before. The rituals that women practiced while they were pregnant were to help ensure a safe pregnancy and a healthy baby.

The book also describes how ritual activity was used as an opportunity to teach young girls and prepare them for their future role as a wife in Ancient Greece. For example, Goff states “since the rite of the Arkteia must be performed before marriage, it is an obvious inference that the participants are preparing for marriage, and the symbolism of bear, deer, and goat suggests that the little girls are being purged of their inherent “wildness,””⁴ While the rituals did give women a way out of the household, they were, at the same time used as a tool to prepare them for what the rest of their lives would look like. Other rituals were used to scare young girls, such as the ritual performed on women who had died in child birth.

This book had a goal to reconstruct the experiences that the women of Ancient Greece went through, it did just that. Goff was able to use pottery to describe the different lives of the women who were in a different standing on the social pyramid. Goff was also able to prove that women had a larger role in Ancient Greece through ritual practices, because women were often vital to the ritual practices. She proved that women were able to assimilate into the public life in Greece through their vital roles in rituals, that provided women with an identity outside of being at home. Goff states, “the ritual sphere provides for women, at least, a parapolitical form of activity and identity that partly

³ Barbara E. Goff, *Citizen Bacchae: Women’s Ritual Practice in Ancient Greece* (Berkeley: University of California Press, 2004). 27.

⁴ Barbara E. Goff, *Citizen Bacchae: Women’s Ritual Practice in Ancient Greece* (Berkeley: University of California Press, 2004). 107.

remedies their exclusion”⁵ Goff was able to demonstrate that the women were entrusted with some of the most important rituals, rituals that the Greek people believed would secure their livelihood. Goff also demonstrated that through ritual practice women could sometimes assimilate into public life in an economical stance, when they were priestesses.

The book would have been extremely easy to read if it was not for all of the Greek words, which cannot be avoided in a book that is about Ancient Greece. There were just a lot of Greek words back to back and to someone who does not speak Greek, it can get a little overwhelming at some point while reading. Goff was able to make this book extremely accessible to anyone who is interested in learning about the women of Ancient Greece. Goff did a lovely job of explaining aspects of Greek life that would not make sense if the reader did not have a strong background in history. Goff also inserted a lot of pictures of vases with are on them that helped the reader get a visual representation of what was going on during rituals in Ancient Greece, this helped further the accessibility of the book to the readers.

This book was packed full of knowledge about the women of Ancient Greece. The author was able to fill in a lot of the missing aspects of the lives of the Greek women. Learning just how much the women were relied on when it came to ritual practices was significant, before reading this book I was under the assumption that the Greek women were like women in most societies long ago and were only seen suitable for taking care of the house and children. It was amazing to learn that the women of Ancient Greece had a vital role in the public life through rituals.

This book contributed a lot to the greater field of study, because through this book Goff was able to help reconstruct a time in history that there was very little knowledge of and give a new perspective on the women of Ancient Greece. Specifically, she reconstructed the role of the female gender that there was even less knowledge about during that time period. In conclusion, Goff was able

⁵ Barbara E. Goff, *Citizen Bacchae: Women's Ritual Practice in Ancient Greece* (Berkeley: University of California Press, 2004). 6.

to offer a new aspect to the women of Ancient Greece, giving them a voice where they did not have one before. The women of Greece can be seen no longer as just silent and shut away in their homes.

PSA Example:

Name

Class

Date

Professor

In the year 1676 Nathaniel Bacon wrote a declaration that intended to call out Governor Berkeley for being corrupt as well as his inability to protect the colony from the Native Americans. The declaration of Bacon aimed to put on display Berkeley's biased, showing that he did not do what was good for the people, but he rather did what was of the best interest for himself and the people he implanted into the government. He also wanted to demonstrate how the governor was purposefully protecting the Indians for his own gain, rather than doing right by the people who he was governing. The declaration was essentially a list of grievances because of how the elites were solely looking out for themselves, while the non-elites in the colony often struggled to get by, while constantly being met with danger at each corner because of their lack of protection from the Native Americans.

One of Bacon's major complaints within the declaration was that Berkeley was only electing his friends to the government because they were his friends, despite the fact that they were not qualified for the jobs they held in the government. By doing so, the governor was also able to do whatever he wanted without any of his colleagues disagreeing with him. Bacon expressed that "For having abused and rendered contemptible the magistrates of justice by advancing to places of judicatory scandalous and ignorant favorites" (Bacon). He wrote this to the Majesty in order to argue his case better that Berkeley was in it for himself, not for the greater good of the colony.

The Indians were a great concern of Bacon's due to the fact that they were constantly getting into disagreements over land/livestock and crops or being killed by one another. He believed that

Berkeley was protecting the Indians, because they hunted beavers, and the people of Virginia made a large profit off of them. Bacon exclaimed that “For having wronged his Majesty’s prerogative and interest by assuming monopoly of the beaver trade and for having in it unjust gain betrayed and sold his Majesty’s country and the lives of his loyal subjects to the barbarous heathen” (Bacon).

Meanwhile, Berkeley’s people who he was governing suffered at the hands of the Native Americans. Bacon was insinuating that the governor’s personal gain was much more important than the people’s lives who he was supposed to be loyal to. By taking the side of the Native American people over his subjects, the governor was directly going against the Majesty.

Bacon’s declaration was important, because the document accentuated a pivotal time in history. Because of the declaration that Bacon wrote, he was dismissed from the council leading to Bacon’s Rebellion occurring. Bacon’s Rebellion was a critical time in history, because it made the leaders of the Virginia colony rethink if being fueled off of indentured servitude was the best way to run the colony. Shortly after the rebellion, they began relying more on the enslavement of African people to get work done rather than using indentured servitude. Although, the enslavement of African people was not a good thing, it was a crucial moment that altered the history of Colonial America forever.