



HIST 1233-X13 Survey of American History Since 1865 (3 credits)

Section 1: Faculty Information

About the Professor/Instructor

Isabella Black, M.A.

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Office hours: Virtual, by appointment; email instructor for times and meeting dates

Section 2: Course Information

Course description

This course surveys for students the last 160-odd years of American history, starting with the Reconstruction Era through the 2008 financial crisis. Much more than learning facts and dates, however, this course emphasizes engaging with the practice of history as a discipline.

Throughout this course, students will learn to critically assess dominant narratives and to orient themselves within the broader story of American history. We will navigate this course sequentially through the four following sections: 1) 1865-1899: Reconstruction and Gilded Age; 2) 1900-1940: Foundations of the American Century; 3) 1941-1991: *Pax Americana?*; and 4) 1990s-2008: The Recent Past. In each of these sections, we will explore various themes, ideologies, and evolving perceptions of national identity. In doing so, we will chronicle the expansion of federal power, foreign policy shifts and international leadership, cultural movements, and changes to America's socio-political landscape.

Learning Outcomes

Upon successful completion of this course, students should be able to:

- Critically assess historical arguments and narratives by practicing reading comprehension and research skills;
- Interpret and analyze primary source materials to more effectively understand the past;
- Orient yourself within American history and have a general understanding of key events, people, and movements; and
- Appreciate and maintain active civic awareness.

Course Format

This course is a fully asynchronous learning experience:

- Asynchronous format: Each week, students will review the asynchronous material consisting of video-recorded discussions and applications through videos, assigned readings, primary source materials, and written documents.
 - It is strongly recommended that students take notes while watching the recordings and completing the readings in the same way you would if you were in front of a professor in person.
- Opportunities for virtual interaction: The instructor will hold virtual office hours by appointment for any students who wish to meet, ask questions, receive verbal feedback on class assignments or performance, or seek clarification over course materials.

Textbook and Course Material

Required:

The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. 2: Since 1877, ed. Joseph L Locke and Ben Wright (Stanford: Stanford University Press, 2019).

Available online with free access: https://www.americanyawp.com/text/wp-content/uploads/yawp_v2_open_pdf.pdf

This syllabus provides a comprehensive list of required readings. All readings are available through Course Reserves on the course's D2L site.

The instructor reserves the right to assign free, accessible articles or primary sources not listed in this syllabus at any time during the semester.

Section 3: Grading and Assessment

Course Breakdown

Participation	5%
Section Quizzes	15%
<i>Thinking Critically</i> responses	20%
Primary Sources Reviews	25%
Midterm Take-Home Exam	15%
Final Exam	20%

Assignment Overview

1) Participation

- a. Students will be graded on their engagement with the course material, consisting of:
 - i. Clicking through all assigned readings, videos, or other postings on the course site;
 - ii. Responding to D2L assignments and discussion posts;
 - iii. Critically engaging with the course material, which can be demonstrated by thoughtful and genuine responses to D2L assignments and discussion posts; and
 - iv. Submitting all assignments in a timely manner.

2) Quizzes

- a. Students will take sectional quizzes that review course content, reading materials, and primary sources.

3) Primary Source Reviews (PSRs)

- a. Students will submit a total of **three** written analyses of primary sources covered in class.
 - i. However, you will have five different opportunities to do so.
 - ii. You may pick and choose the PSR due dates on which you want to submit your assignment.
- b. These will range from a minimum of 1,000 words to a maximum of 1,500 words.
- c. Students may conduct outside research to more accurately assess and analyze their selected primary sources; however, students may not use generative Artificial Intelligence (AI) to write their essays (see Section 4 on the rules for using AI in this course).

4) Thinking Critically responses

- a. Students will be periodically asked to “think critically” about course content and provide written responses on D2L.
- b. Students will also need to respond to other students’ posts.

- i. Participation will be assessed on the thoughtfulness of the response.

5) Midterm Exam

- a. This exam will assess student knowledge of the course content, reading materials, and primary sources covered throughout the first half of the semester.
- b. The midterm exam will be a take-home exam.

6) Final Exam

- a. This exam will assess student knowledge of the course content, reading materials, and primary sources covered throughout the second half of the semester.
- b. The final exam will be a take-home exam.

Grading

Specific criteria for evaluation will be specified when assignments are given. Instructions for all assignments will be posted on your course page on D2L. Your instructor will post updates or clarifications of assignments as needed, so please don't hesitate to ask if you are unclear about expectations or need additional guidance.

Course Grading Scale

Percentage	Mark	Description
100-95	A	Excellent
94-90	A-	
89-87	B+	
86-83	B	Very good
82-80	B-	
79-77	C+	
76-73	C	Satisfactory
72-70	C-	
69-67	D	Unsatisfactory / Poor
Below 67	F	Unsatisfactory / Fail

Decimal points at or above .56 will be rounded up to the nearest whole number.

Late Assignment Policy

- Students will receive a 1-hour grace period for written assignments.
- Written assignments that are less than or equal to 12-hrs late will receive a 5pt deduction.
- Written assignments that are less than or equal to 13-24-hrs late will receive a 10pt deduction.
- Instructor will not take any written assignments that are more than 24-hrs late *without* prior written permission.

- There is not late assignment policy for quizzes—they must be completed ON TIME for grades to count.
- There is no late assignment policy for the Midterm Exam or the Final Exam except in extreme or emergent circumstances.
- Students with emergent situations can contact the instructor to arrange for deadline extensions, but the instructor reserves the right to deny requests.

Extra Credit Opportunities

- Students can complete an extra Primary Source Review on any of the assigned primary sources, and the instructor will replace the lowest grade with the new assignment.
- Instructor may include additional opportunities for extra credit throughout the semester.

Section 4: Artificial Intelligence and Plagiarism Policy

AI is a great tool, and it is an asset for both students and instructors to know how and when to incorporate it into their workflows. Rather than outright banning the use of AI, it is more useful to teach students how to appropriately use and cite AI responses.

Learning AI discernment (i.e., when it is useful and appropriate to use AI, and when it is not) is a vital skill that will set students up for success in the workforce. As such, my AI policy for this course is as follows:

- Students may use AI to assist in any required or permitted outside research, but must do the following:
 - Denote when AI was used to assist with research; and
 - Include a separate record of the AI chat with all submissions (prompts and responses).
- Students may NOT use AI to write essays—this is plagiarism and will be treated as such.

If plagiarism (including use of an AI model that “authors” a written assignment) is suspected, the instructor will ask to meet with the student during office hours during which the instructor will quiz the student on the content they wrote about or were tested on.

- This process reveals whether students plagiarized any content, used AI inappropriately, or both.
- If the instructor determines that plagiarism occurred, then the student will receive a zero for the assignment with no chance of redoing it.

Students may ask the instructor for clarification or guidance on citations or how to avoid plagiarism at any point in the semester.

Section 5: Modules

<u>Module</u>	<u>Readings</u>	<u>Assignments</u>
<u>Section 1. 1865-1899: Reconstruction and the Gilded Age</u>		
<u>Week 1: Introduction and Civil War Recap</u>	<u>Textbook Chapter and External Readings:</u> Chapter 14, “The Civil War,” from <i>The American Yawp, Vol. 1</i> (p. 371-401): found here. Ira Berlin, “Who Freed the Slaves? Emancipation and Its Meaning,” (1997): p. 3-10. Found here. Crash Course Civil War Parts 1 and 2: Part 1: https://www.youtube.com/watch?v=rY9zHNOjGrs Part 2: https://www.youtube.com/watch?v=GzTrKccmj_I <u>Primary Sources:</u> Corner Stone Speech, Alexander H. Stephens, March 21, 1861. Found here. Abraham Lincoln papers: Series 2. General Correspondence, “Abraham Lincoln to Horace Greely,” Friday, August 22, 1862. Found here. The Inaugural Address of President Abraham Lincoln, delivered at the National Capitol, March 4, 1865. Found here.	1) <i>Thinking Critically: How Meaning Evolves Overtime</i> (due <u>Friday, August 28, 11:59p CST</u>) 2) Syllabus quiz (due <u>Sunday, August 30, 11:59p</u>)

<u>Week 2: Reconstruction</u>	<u>Textbook Chapter and External Readings:</u> Chapter 18, “Life in Industrial America,” from <i>The American Yawp</i>, Vol. 2 (p. 65-71). “Re-thinking the Colfax Riot,” Louisiana Public Broadcasting (PBS) (2023): https://www.youtube.com/watch?v=_IOUwLCBdnE PBS Reconstruction America After the Civil War (episode 2). Documentary length: 00:00-55:09: https://www.youtube.com/watch?v=avV4gvteYo8 <u>Primary Sources:</u> Currier & Ives Lithography Company, “The First Colored Senator and Representatives,” c. 1872. Found here. “Colored Rule in a Reconstructed State,” <i>Harper’s Weekly</i>, Vol. 18, No. 898 (1874). Image found here.	1) <i>Thinking Critically: Media depictions</i> (due Friday, September 4, at 11:59p)
<u>Week 3: The Gilded Age: Westward Expansion</u>	<u>Textbook Chapters and External Readings:</u> Chapter 17, “Conquering the West,” from <i>The American Yawp</i>, Vol. 2 (p. 28-55). Chapter 18, “Life in Industrial America,” from <i>The American Yawp</i>, Vol. 2 (p. 58-61). Excerpts from Frederick Jackson Turner’s “The Significance of the American Frontier in American History” (1893). Found here. <u>Primary Sources:</u> John Gast “American Progress,” (1872). Found here.	1) Primary Source Review 1 (due <u>Sunday, September 13</u>, at 11:59p CST)

<u>Week 4: The Gilded Age: Society and Labor</u>	<u>Textbook Chapters and External Readings:</u> Chapter 16, “Capital and Labor,” from <i>The American Yawp</i>, Vol. 2 (p. 1-13) Chapter 18, “Life in Industrial America,” from <i>The American Yawp</i>, Vol. 2 (p. 61-65). Chapter 19, “American Empire,” from <i>The American Yawp</i>, Vol. 2 (p. 99-104). <u>Primary Sources:</u> Excerpts from Jacob Riis, “How the Other Half Lives” (1890). Found here. Tenement Museum “Brick by Brick: The Many Lives of 103 Orchard Street.” Found here. Chinese Immigrants Write to President Grant (1876). Found here.	1) Section 1 Quiz (due <u>Sunday, September 20, at 11:59p CST</u>)
<u>Section 2. 1900-1940: Foundations of the American Century</u>		
<u>Week 5: The Birth of American Empire?</u>	<u>Textbook Chapters and External Readings:</u> Chapter 19, “American Empire,” from <i>The American Yawp</i>, Vol. 2 (p. 82-99). Henry Kissinger, “Acting for All Mankind? The United States and Its Concept of Order,” in <i>World Order</i> (New York: Penguin Random House, 2015): p. 234-247. Emily Rosenberg, “The Promotional State: 1890-1912,” in <i>Spreading the American Dream: American economic and Cultural Expansion 1890-1945</i> (New York: Hill and Wang, 1982): p. 38-48. <u>Primary Sources:</u> All sources in the Imperialism and Anti-Imperialism Perspectives packet. Found here.	1) <i>Thinking Critically: Assessing Henry Kissinger’s account of early USFP</i> (due <u>Friday, September 25, 11:59p CST</u>)

	President Benjamin Harrison and Grover Cleveland's perspectives on Hawaiian annexation (1893). Found here. Queen Liliuokalani's letter to William F. McKinley (1897). Found here. Recovered letters from American soldiers fighting in the American-Philippine War (1902). Found here.	
<u>Week 6: The Progressive Era: Society and Labor</u>	<u>Textbook Chapters and External Readings:</u> Chapter 20, "The Progressive Era," from <i>The American Yawp</i>, Vol. 2 (p. 109-139) Henry Kissinger, "Acting for All Mankind? The United States and Its Concept of Order," in <i>World Order</i> (New York: Penguin Random House, 2015): 247-256. <u>Primary Sources:</u> Theodore Roosevelt's Corollary to the Monroe Doctrine (1904). Found here. Excerpts from <i>The Jungle</i> by Upton Sinclair (1906). Found here.	1) Primary Source Review 2 (due <u>Sunday, October 4, at 11:59p CST</u>)
<u>Week 7: WWI</u>	<u>Textbook Chapters and External Readings:</u> Chapter 21, "World War I and Its Aftermath," from <i>The American Yawp</i>, Vol. 2 (p. 140-162). Henry Kissinger, "Acting for All Mankind? The United States and Its Concept of Order," in <i>World Order</i> (New York: Penguin Random House, 2015): 256-269. <u>Primary Sources:</u> President Woodrow Wilson's 14 Points (1918). Found here.	Nothing due

	Letter from Ho Chi Minh (Nguyen Ai Quoc) to Secretary of State Robert Lansing (1919 Paris Peace Conference). Found here .	
<u>Week 8: The Interwar Years</u>	<u>Textbook Chapters and External Readings:</u> Chapter 22, “The New Era,” from <i>The American Yawp</i>, Vol. 2 (p. 163-188). Chapter 23, “The Great Depression,” from <i>The American Yawp</i>, Vol. 2 (p. 206-219). <u>Primary Sources:</u> Franklin D. Roosevelt, Fireside Chat “Outlining the New Deal Program,” (May 7, 1933). Found here. FDR’s Second Bill of Rights (Economic Bill of Rights) (1944). Found here. Excerpts from Senator Huey P. Long, “Statement of the Share Our Wealth Movement” (May 23, 1935). In <i>Congressional Record</i>, 74th Cong., 1st sess., Vol. 79, 8040-43. Found here. Excerpts from Huey Long, “Every Man a King,” Radio Address (February 23, 1934). Found here.	1) Section Quiz 2 (due <u>Friday, October 9, at 11:59p CST</u>) 2) MIDTERM EXAM (take-home), due Sunday, <u>October 11 at 11:59p CST</u>
<u>Section 3. 1941-1991: Pax Americana?</u>		
<u>Week 9: WWII</u>	<u>Textbook Chapters and External Readings:</u> Chapter 24, “World War II,” from <i>The American Yawp</i>, Vol. 2 (p. 239-252). Excerpts from Henry Luce, “The American Century,” (1941): p. 167-171. Found here. Henry Kissinger, “Acting for All Mankind? The United States and Its Concept of Order,” in <i>World Order</i> (New York: Penguin Random House, 2015): p. 269-275.	Nothing due

	<u>Primary Sources:</u> A Night at the Garden by Marshall Curry (Sundance) (2017). Found here.	
<u>Week 10: The Postwar Years (1945-1949)</u>	<u>Textbook Chapters and External Readings:</u> Chapter 25, “The Cold War,” from <i>The American Yawp</i>, Vol. 2 (p. 257-266). Michael Kazin, “Freedom and Fragmentation,” in <i>What It Took to Win: A History of the Democratic Party</i> (New York: Farrar, Straus and Giroux, 2022): p. 210-218. <u>Primary Sources:</u> “The House I Live In” short film by Mervyn LeRoy (1946) starring Frank Sinatra. Timestamp 0:00-10:49. Found here. Harry Truman, Annual Message to the Congress on the State of the Union (January 7, 1948). Found here.	1) <i>Thinking Critically: Out of all challenges Harry Truman faced, which was the most significant, and why?</i> (due <u>Friday, October 23</u>, at 11:59p CST) 2) Primary Source Review 3 (due <u>Sunday, October 25</u> at 11:59p CST)
<u>Week 11: The Cold War Part 1 (1950-1965)</u>	<u>Textbook Chapters and External Readings:</u> Lisa McGir, “The Setting,” in <i>Suburban Warriors: The Origins of the New American Right</i> (Princeton: Princeton University Press, 2001): p. 26-37. Henry Kissinger, “The United States: Ambivalent Superpower,” in <i>World Order</i> (New York: Penguin Random House, 2015): 276-295. Chapter 27, “The Sixties,” in <i>The American Yawp</i>, Vol. 2 (p. 315-317; 327-329). Chapter 29, “The Unraveling,” in <i>The American Yawp</i>, Vol. 2 (p. 344-347). <u>Primary Sources:</u>	Nothing due

	“Enemies from Within”: Address to the Ohio County Republican Women’s Club (February 9, 1950). Found here. Excerpts from the National Security Council (NSC)-68 report (1950). Found here. Part 5 of the “Long Telegram” addressed to the U.S. Department of State, authored by George Kennan (1946). Found here.	
<u>Week 12: The Cold War Part 2 (1966-1979)</u>	<u>Textbook Chapters and External Readings:</u> Henry Kissinger, “The United States: Ambivalent Superpower,” in <i>World Order</i> (New York: Penguin Random House, 2015): 295-310. Chapter 26, “The Affluent Society,” in <i>The American Yawp, Vol. 2</i> (p. 299-306). Chapter 28, “The Unraveling,” in <i>The American Yawp, Vol. 2</i> (352-356). <u>Primary Sources:</u> <i>Joint Resolution Concerning the War Powers of Congress and the President</i>, House Joint Resolution 542, (short title: War Powers Resolution), promulgated November 7, 1973. Found here. Watergate Trial tapes subpoenaed by the Watergate Special Prosecution Force. Found here.	1) Primary Source Review 4 (due <u>Sunday, November 8, at 11:59p CST</u>)

<u>Week 13: The Cold War Part 3 (1980-1991)</u>	<u>Textbook Chapters and External Readings:</u> Henry Kissinger, “The United States: Ambivalent Superpower,” in <i>World Order</i> (New York: Penguin Random House, 2015): 310-317. Chapter 29, “The Triumph of the Right,” from <i>The American Yawp</i>, Vol. 2 (p. 376-399). <u>Primary Sources</u> Ronald Reagan, “Address to the National Association of Evangelicals” (March 8, 1983). Timestamp: 00:00-30:05. Found here.	1) Section 3 Quiz (due <u>Sunday, November 15, at 11:59p CST</u>)
<u>Section 4. 1990-2008: The Recent Past</u>		
<u>Week 14: The Unipolar Moment</u>	<u>Textbook Chapters and External Readings:</u> Henry Kissinger, “The United States: Ambivalent Superpower,” in <i>World Order</i> (New York: Penguin Random House, 2015): 317-329. Francis Fukuyama, “The End of History?” <i>The National Interest</i>, No. 16 (Summer 1989): p. 3-18.* <i>*Students will only be required the introduction on pages 3-4.</i> <u>Primary Sources:</u> George H. W. Bush, Address Before a Joint Session of the Congress on the Persian Gulf Crisis and the Federal Budget Deficit (September 11, 1990). Found here.* <i>*Students are only required to read paragraphs 7-10 of this document.</i>	2) <i>Thinking Critically: Do you agree with Francis Fukuyama’s “end of history” thesis? Why or why not?</i> (due <u>Friday, November 20, at 11:59p CST</u>)

<u>Week 15: The 1990s at Home</u>	<u>Textbook Chapters and External Readings:</u> Chapter 29, “The Triumph of the Right,” from <i>The American Yawp</i>, Vol. 2 (399-404). Chapter 30, “The Recent Past,” from <i>The American Yawp</i>, Vol. 2 (p. 411-419). <u>Primary Sources:</u> TBD—Subject to change.	<u>Extra credit opportunity:</u> Watch the 2016 Netflix documentary “13th,” write me a 1pg essay talking about it (due <u>Sunday, November 22, at 11:59p CST</u>). Full film found here.
<u>Week 16: The Early-Aughts</u>	<u>Textbook Chapters and External Readings:</u> Chapter 30, “The Recent Past,” from <i>The American Yawp</i>, Vol. 2 (p. 419-437). Henry Kissinger, “America at the Apex: Empire or Leader?” in <i>Does American Need a Foreign Policy? Toward a Diplomacy for the 21st Century</i>, first Touchstone Ed., (New York: Simon & Schuster, 2002): p. 17-31. “How it Happened – The 2008 Financial Crisis: Crash Course Economics #12,” Timestamp: 00:00-11:24. Found here. <u>Primary Sources:</u> TBD—Subject to change.	1) Primary Source Review 5 (due <u>Sunday, November 29, at 11:59p CST</u>) 2) Section 5 quiz (due <u>Sunday, November 29, at 11:59p CST</u>)
<u>Final Exam</u>	FINAL EXAM (Take-home) due <u>Sunday, December 6, at 11:59p</u>	

Section 6: Technology Requirements and University Policies

Desire-to-Learn (D2L) Brightspace

This course requires extensive use of D2L (Brightspace). Students are expected to be familiar with the course site and to check-in regularly to maintain awareness of instructor and/pr student communications, assignment updates, and general course information.

For distance education learning support, students may visit MSU Texas' online resources page: <https://msutexas.edu/distance/>.

Accommodation

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 application for such assistance through Disability Support Services, located in the Student Wellness Center. Current disability documentation will be required to provide appropriate services, and each request will be individually reviewed. For more details, please visit <https://msutexas.edu/student-life/disability/>.

The course instructor is committed to ensuring a fair and accessible classroom experience for all students. If you require accommodation, please do not hesitate to reach out. The instructor will also be proactive in creating a culture of accessibility for this course.

Grade Appeal Process

Students who wish to appeal a grade should consult the MSU Texas Catalog, which can be accessed by following this link: <https://msutexas.edu/academics/academic-affairs/academic-affairs-grade-appeals.php>.

Student Handbook and Student Code of Conduct

Students can access the Student Handbook, which contains the Student Code of Conduct, at this link: https://msutexas.edu/student-life/involvement/_assets/files/student-handbook-2017-18.pdf.