

**UNIVERSITY OF THE INCARNATE WORD**  
**School of Professional Studies**  
**HIST 1322 United States History from 1865 to the Present**  
**COURSE OUTLINE**

**See Faculty Section of Blackboard Course for more information**

**Overview of the Course**

This course surveys U.S. History from 1865 to the present. The main emphasis is on the effects of modernization, industrialization and political changes that shape modern America.

**Weekly Study Topics:**

1. Restoring the Union, Remaking of the South, Radical Reconstruction, Collapse of Reconstruction, Westward Spirit, Homesteading, Gold and Cattle, Loss of American Indian Life and Culture, Chinese Immigrants, Hispanic Citizens
2. Inventors, Industrial Growth, Labor, Consumer Culture, Urbanization, African American “Great Migration”, New European Immigration, Chaos of Urban Life,
3. Political Corruption, Tariffs, Gold, Populist Era, Progressive Spirit, New Voices for Women and African Americans, Progressivism in the White House
4. Roots of Empire, Spanish-American War, Economic Imperialism, Roosevelt’s “Big Stick”, Taft’s “Dollar Diplomacy”, American Isolationism, European War, United States Prepares for War, From War to Peace
5. Prosperity, Popular Entertainment, Republican Ascendancy, Stock Market Crash, Hoover’s Response, Great Depression, Assessing the Hoover Years
6. Franklin Roosevelt, First New Deal, Second New Deal, Origins of War, Home Front, European Theater, Pacific Theater, Atomic Bomb
7. Challenges of Peace, Cold War, American Dream, African American Struggle for Civil Rights, Kennedy, Lyndon Johnson and the Great Society, Civil Rights Movement, Fractured Society, Vietnam, Watergate, Jimmy Carter
8. Reagan Revolution, A New World Order, Bill Clinton’s New Economy, War on Terror, New Century, Old Disputes, Hope and Change

**Description of the course:**

At the end of this class, students should be able to recognize major landmarks of American History and their importance, and analyze and integrate historical knowledge. Reconstruction, industrialization, two world wars and Cold War should be recognized for their influence on American society. Students should be able to analyze the United States place in world society. In this manner, students will fulfill the university mission of becoming enlightened and aware citizens not just of the United States but of the world.

**This course is part of:** The University Core Curriculum. This course may be offered in a face-to-face, blended and online format.

Outcomes	Assessments will be a combination of the following
<ol style="list-style-type: none"><li>1. Articulate and analyze the important events and developments in United States History</li><li>2. Discuss American industrialization and urbanization since the Civil War and the political responses to those socio-economic developments, both in reform</li></ol>	<ol style="list-style-type: none"><li>1. Instructor designed examinations evaluating objective and applied concepts.</li><li>2. Applied technology-based weekly assignments, problem solving exercises.</li></ol>

<p>movements (Progressive Reforms and the New Deal) and Conservative impulses</p> <p>3. Assess America's role in the world in response to external conflicts and threats and its own global endeavors</p> <p>4. Understand and take responsibility for class requirements, grading, and material covered in the text and lectures</p>	<p>3. Discussion and participation both in course objectives and problem solving exercises.</p>
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## Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	<p>Chapter 16 The Era of Reconstruction, 1865–1877</p> <p>Chapter 17 Go West Young Man! Westward Expansion, 1840-1900</p>	<p>Homework/Class Activities (3)</p> <p>Course Materials Review and Discussion (2)</p> <p>Paper/Project Development (1)</p>
Week #2	<p>Chapter 18 Industrialization and the Rise of Big Business, 1870-1900</p> <p>Chapter 19 The Growing Pains of Urbanization, 1870-1900</p>	<p>Homework/Class Activities (3)</p> <p>Course Materials Review and Discussion (2)</p> <p>Paper/Project Development (1)</p> <p>Submit topic for research paper/project</p>
Week #3	<p>Chapter 20 Politics in the Gilded Age, 1870-1900</p> <p>Chapter 21 Leading the Way: The Progressive Movement, 1890-1920</p>	<p>Homework/Class Activities (3)</p> <p>Course Materials Review and Discussion (2)</p> <p>Paper/Project Development (1)</p>
Week #4	<p>Chapter 22 Age of Empire: American Foreign Policy, 1890-1914</p> <p>Chapter 23 Americans and the Great War, 1914-1919</p>	<p>Homework at the end of each chapter (3)</p> <p>Course Materials Review and Discussion (2)</p> <p>Paper/Project Development (1)</p>

		Submit outline of research paper/project  Midterm Examination (questions from the first half of the course)
Week #5	Chapter 24 The Jazz Age: Redefining the Nation, 1919-1929  Chapter 25 Brother, Can You Spare a Dime? The Great Depression, 1929-1932	Homework at the end of each chapter (3)  Course Materials Review and Discussion (2)  Paper/Project Development (1)
Week #6	Chapter 26 Franklin Roosevelt and the New Deal, 1932-1941  Chapter 27 Fighting the Good Fight in World War II, 1941-1945	Homework/Class Activities (3)  Course Materials Review and Discussion (2)  Paper/Project Development (1)
Week #7	Chapter 28 Post-War Prosperity and Cold War Fears, 1945-1960  Chapter 29 Contesting Futures: America in the 1960s  Chapter 30 Political Storms at Home and Abroad, 1968-1980	Homework/Class Activities (3)  Course Materials Review and Discussion (2)  Paper/Paper Development (1)
Week #8	Chapter 31 From Cold War to Culture Wars, 1980-2000  Chapter 32 The Challenges of the Twenty-First Century	Homework/Class Activities (3)  Course Materials Review and Discussion (2)  Paper/Project Development (1)  Submit completed research paper/project  Final Examination (covers the second half of the course)

Total 48 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation. I just did not want you to be confused when you see them in the table above.

### Grading Activities Criteria and Guidelines

#### Grading Standards:

Discussion	20%
Homework	15%
Research Paper/Project	15%
Midterm Examination	25%
Final Examination	25%
<b>Total</b>	<b>100%</b>

#### Grading Scale:

A	93 - 100	B-	80 – 82	D+	67 – 69
A-	90 - 92	C+	77 – 79	D	63 – 66
B+	87 - 89	C	70 – 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW		F	< 60

**A and A-** indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

**B+, B, and B-** indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

**C+ and C** indicates an acceptable grasp of the essentials of the course.

**D+, D, and D-** indicates less than average performance in the course.

**F** indicates failure to master the minimum essentials of the course. The course must be repeated.

#### Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

**Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes**

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: <https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

**Homework Rubric:**

Use APA style writing as the standard format. Homework will be graded using the rubric below:

<b>Homework Rubric</b>				
<b>Criteria</b>	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70% Poor
<b>Completeness</b>	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
<b>Analysis, evaluation, and recommendations</b>	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
<b>Research</b>	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
<b>Writing mechanics</b>	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

**Discussion Rubric:**

	<b>&lt;70%</b>	<b>70%-79%</b>	<b>80%-89%</b>	<b>90%-100%</b>
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<b>Business Acumen</b>	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use of concepts.
<b>Critical Thinking</b>	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
<b>Personal Effectiveness</b>	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.

		occasionally has a negative impact.	variety of contribution guidelines.	
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### [Academic Integrity Policy](#)

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

### [UIW Course Policies, Guidelines and Accommodations](#)

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class. Hyperlink takes you to Blackboard, please click on UIW Course Policies, Guidelines and Accommodations tab.

**Updated 01/2020**