Course Title: United States 1876 To Present  
Course Prefix: HIST  
Course No.: 1323  
Section No.: P08

Department of: Division of Social Work, Behavioral and Political Sciences  
College of: Brailsford College of Arts and Sciences

Instructor Name: Prof. Kisha T. Turner  
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P.O. Box 519  
Mail Stop 2203  
Prairie View, TX 77446

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Tues. 12:30pm – 1:30pm  
Wed. 10:00am – 12:30pm  
Thurs. 12:30pm – 1:30pm  
Fri. 9:00am – 5:00pm

Virtual Office Hours: Via Email, Mon. – Fri., 9:00am – 5:00pm, kturner@pvamu.edu

Course Location: NSCI Room 103  
Class Meeting Days & Times: Online

Catalog Description: This course covers American development from the era of discovery to the close of the Civil War. This course includes modules on the following topics: the colonial era; the young republic; westward expansion and sectionalism; and the Civil War and Reconstruction.

Required Text:  
US: A Narrative History, Volume 1: to 1877 (Paperback)  
by James West Davidson, Brian DeLay, Christine Leigh Heyrman, Mark Lytl, Michael Stoff (ISBN 978-0073385679). It is required to purchase the textbook from the Prairie View A&M University Bookstore. No other books will have the same information.

The Autobiography of Malcolm X by Malcolm X and Alex Haley

Access to Learning Resources: PVAMU Library:  
phone: (936) 261-1500;  
web: http://www.tamu.edu/pvamu/library/  
University Bookstore:  
phone: (936) 261-1990;  
web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Goals or Overview: The goal of this course is to contribute to students' basic understanding of their individual roles and responsibilities in American society. By semester's end, students should be conversant in myriad social, cultural, economic, and political forces that impacted the early American experience. By the course's culmination, students must be able to identify key figures, events, organizations, and possess an understanding of a basic historical narrative of early US history. Finally students should possess the insight to discuss the historical antecedents to the struggle and strife that has become a mainstay of American domestic and foreign relations.
Course Outcomes/Objectives
At the end of this course, the student will

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<tr>
<td>1</td>
<td>Learn basic facts of American history;</td>
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<td>2</td>
<td>Be better able to think critically, recognize change over time, and demonstrate an understanding how actions have consequences;</td>
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<td>3</td>
<td>Relate present-day issues and experiences to those of the past, in order to provide a better basis for personal responsibilities, appreciating challenges, and possibilities of contemporary times;</td>
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<td>4</td>
<td>Supplement knowledge of sources and methods of learning American history;</td>
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<td>5</td>
<td>Develop global perspective and social responsibility by recognizing and remarking upon relationships between domestic and foreign affairs.</td>
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Critical Thinking Skills

Personal Responsibility

Social Responsibility

Course Requirements & Evaluation Methods
This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

Tests/Exams – Multiple choice tests designed to measure knowledge of course material presented in readings and lectures.

Book Precis – Measure ability to analyze course related texts.

Grading Matrix:

<table>
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<tr>
<th>Instrument</th>
<th>Value</th>
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<tr>
<td>EXAMS (4)</td>
<td>80% (20% each)</td>
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<tr>
<td>BOOK PRECIS (1)</td>
<td>20%</td>
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<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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Grade Determination:
A = 100 - 90
B = 89 - 80
C = 79 - 70
D = 69 - 60
F = 59 and below

Course Procedures

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).
## Spring 2015 Class Schedule

### Week One:

**Tuesday 1/19**  
Introduction; Pre-Course Assessment

**Thursday 1/21**  
Chapter 17: Reconstructing the Union, 1865 – 1877

Discussion Questions:
- What were Lincoln’s and Andrew Johnson’s approaches to Reconstruction, and why did Congress reject Johnson’s approach?
- What was Congress’s approach to Reconstruction, and why did it not include a provision for giving land to former slaves?
- What roles did African Americans, southern whites, and northern whites play in the Reconstruction governments of the South?
- In what ways were the church and the school central to African American hopes after the Civil War?
- What factors in the North and the South led the federal government to abandon Reconstruction in the South?

### Week Two

**Tuesday 1/26**  
Chapter 18: The New South and the Trans-Mississippi West, 1870 – 1890

Discussion Questions:
- What factors explain the failure of the campaign for a “New South”?
- How did segregation work as an instrument of social control?

**Thursday 1/28**

- How did Indian conceptions of the environment compare and contrast with white conceptions?
- Through what means did American Indians lose their independence and land?
- How did the pattern of labor and management introduced in mining function in other businesses such as cattle ranching?
- What problems did the environment of the West present for farmers and ranchers?

### Week Three

**Tuesday 2/2**  
Chapter 19: The New Industrial Order, 1870 – 1900

Discussion Questions:
- What factors led to the development of industrial systems?
- How did the railroads contribute to the rise of big business?
- What strategies and structures did businesses use to grow and at what costs?
- How did industrialization change the working day for people employed in factories?
- Through what means, organized and unorganized, did workers respond to industrialization?

**Thursday 2/4**

Chapter 20: The Rise of an Urban Order, 1870 – 1900

Discussion Questions:
- How did industrial cities grow, and at what costs?
- In what ways did boss rule represent “reform” of the city government, and at whose expense did such reform come?
- How did class and ethnicity determine life for city dwellers?
- How did city culture shape national culture?

**Week Four**

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tues. 2/9</td>
<td>EXAM REVIEW</td>
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<td>Thurs. 2/11</td>
<td>EXAM 1</td>
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**Week Five**

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<th>Date</th>
<th>Event</th>
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<tr>
<td>Tues. 2/16</td>
<td>Chapter 21: “The Political System Under Strain at Home and Abroad, 1877 – 1900”</td>
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<td>Discussion Questions:</td>
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<td>- What factors led to the paralysis of politics in the late nineteenth century?</td>
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<td>- How did the Farmers’ Alliance and the People’s Party attempt to resolve the problems faced by farmers?</td>
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<td>- How did the election of 1896 resolve the “politics of Stalemate” of the late nineteenth century?</td>
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<td>- What social, economic, and cultural factors drew the United States into the race for empire?</td>
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<td>- Why did imperialists launch their quest for empire, and why did anti-imperialists oppose them?</td>
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<td>Thurs. 2/18</td>
<td>Chapter 22: “The Progressive Era, 1890 – 1920”</td>
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<td>Discussion Questions:</td>
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<td>- What ills did progressives see in society, and what solutions did they propose, and what ideas shaped those solutions?</td>
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<td>- Why were women so deeply involved in the “Search for the Good Society,” and what were some of their chief accomplishments?</td>
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<td>- Which “masses” did progressives want to control, why did they want to control them, and what instruments did they employ?</td>
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<td>- What reforms did cities and states enact, and how did those reforms address the problems they faced?</td>
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<td>- How did President Roosevelt’s reform agenda reflect his promise of a “Square Deal” for Americans?</td>
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<td>- Compare and contrast Theodore Roosevelt’s approach to reform with that of Woodrow Wilson.</td>
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**Week Six**

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<tr>
<td>Tues. 2/23</td>
<td>Chapter 23: “The United States and the Collapse of the Old World Order, 1901 – 1920”</td>
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<td>Discussion Questions:</td>
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<td>- How did Theodore Roosevelt’s policies in Latin America and Asia differ from William Howard Taft’s?</td>
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<td>- What was “missionary” about Woodrow Wilson’s diplomacy, and how successfully did he pursue it?</td>
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<td>- What steps did Woodrow Wilson take to avoid World War I, and why did they fail?</td>
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<td>- How did progressivism shape the home front during World War I?</td>
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<td>- What were the results of the Paris Peace Conference and the Treaty of Versailles?</td>
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<td>Discussion Questions:</td>
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</table>
- What factors produced unprecedented economic growth in the 1920s?
- How did mass media and mass culture reshape American life in the 1920s?
- Along what fronts did traditionalists fight the culture war of the 1920s and with what weapons?
- What public policies did President Harding and Coolidge pursue during the 1920s?
- What caused the Great Depression, and what role did the Great Stock Market crash play in the downturn?

**Week Seven**

**Tues. 3/1**


Discussion Questions:
- What were the human costs of the Great Depression for Anglos, Latinos, and African Americans?
- What were the shortcomings of Herbert Hoover’s depression program?
- What measures did the early New Deal take to relieve the Depression, and how successful were they?
- What were the differences between the “first” and “second” New Deals?
- How did the New Deal help minorities and workers?
- What did the New Deal accomplish and what did it fail to accomplish?

**Thurs. 3/3**

Chapter 26: “America’s Rise to Globalism, 1927 – 1945”

Discussion Questions:
- Explain why at least three events pushed the United States to intervene in World War II.
- What strategy did the Big Three adopt to fight the war, and when did it begin to succeed?
- How did advances in technology support the Allied war effort?
- In what ways did discrimination against minorities continue after the war started?
- Over what issues did Stalin, Churchill, and Roosevelt disagree as they planned for peace?

**Week Eight**

**Tues. 3/8**

Midterm Review

**Thurs. 3/10**

Exam 2 (Midterm)

**Week Nine**

Mon 3/14 – Fri 3/18

SPRING BREAK!!!

**Week Ten**

**Tues. 3/22**

Chapter 27: “Cold War America, 1945 – 1954”

Discussion Questions:
- What were Soviet and American strategies after World War II, and what were the hot spots where these strategies clashed?
- How did the federal government promote postwar prosperity?
- How did Truman’s actions contribute to the red scare at home and the rise of McCarthyism?
On what major issues did Truman and General MacArthur disagree?

**Book Precis 1 Due**

**Chapter 28: “The Suburban Era, 1945 – 1963”**

**Discussion Questions:**

- What factors pushed the growth of suburbs, and what were the environmental costs of pushing too hard?
- How did religion, the role of women, and television each help define suburban culture?
- In what ways did President Eisenhower show his pragmatic approach to governing?
- Why did social critics worry about conformity in the 1950s?
- How did Eisenhower’s “New Look” foreign policy affect American actions in Asia, the Middle East, and Latin America?
- How did crises in Berlin and Cuba push President Kennedy to change Cold War policies?

**Week Eleven**

**Tues. 3/29**

**Chapter 29: “Civil Rights and Uncivil Liberties, 1947 – 1969”**

**Discussion Questions:**

- In what way did the Brown and Hernandez cases promote the cause of civil rights?
- How did the SCLC and SNCC differ in their tactics for promoting civil rights?
- What were three major legislative achievements of Johnson’s Great Society?
- How did the following elements influence the counterculture: drugs, music, and religion?

**Thurs. 3/31**

**Book Precis Due**


**Discussion Questions:**

- Why did Lyndon Johnson choose to escalate the war in Vietnam, and how did he do it?
- What factors complicated conducting the war in Vietnam and managing the war at home?
- What events of 1968 made that year a turning point in the war in Vietnam and in politics at home?
- How did Richard Nixon both escalate the war in Vietnam and wind it down?
- In what ways were the movements for the rights of Latinos, Indians, Asian Americans, gays, and women similar and in what ways different?
- What were the philosophies behind the consumer and environmental movements, and how well did they succeed in the political arena?
- In what ways was Richard Nixon a conservative, and why did he adopt some liberal policies?
- What impact did the OPEC boycott have on the United States
Week Twelve

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<td><strong>Discussion Questions:</strong></td>
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<td>• Why did evangelical Christians become more politically active in the 1970s, and what tactics did they use?</td>
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<td>• How did Jimmy Carter’s presidency demonstrate that he could be both liberal and conservative in his approach to governing?</td>
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<td>• What were the major goals of the Reagan Revolution”</td>
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<td>• How did Reagan’s foreign policy try to overcome the legacy of Vietnam?</td>
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<td>• What steps did Reagan, Gorbachev, and Bush take to stop the arms race and end the cold war?</td>
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<th>Thurs. 4/7</th>
<th>Chapter 32: “The United States in a Global Community, 1989 – Present”</th>
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<td><strong>Discussion Questions:</strong></td>
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<td>• What are the major sources of immigration over the past two decades, and how has the composition of those immigrants changed?</td>
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<td>• What were President Clinton’s greatest successes and failures in foreign and domestic policy?</td>
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<td>• How did the internet and multiculturalism reflect a new global order?</td>
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<td>• What issues made the Republicans vulnerable in the 2008 election?</td>
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<td>• List the major problems dealt with by the Bush and Obama administrations, and rank them as short -, medium -, or long – term crises. How successfully can they be addressed?</td>
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Week Thirteen

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<tr>
<th>Tues. 4/12</th>
<th>Exam Review</th>
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<tr>
<td>Thurs. 4/14</td>
<td><strong>Exam 3</strong></td>
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Week Fourteen

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<tr>
<th>Tues. 4/19</th>
<th>Open</th>
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<td>Thurs. 4/21</td>
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Week Fifteen

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<th>Tues. 4/26</th>
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<td>Thurs. 4/28</td>
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Week Sixteen

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<th>Tues. 5/3</th>
<th>Exam Review</th>
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<tr>
<td>Wed. 5/5 – Tues. 5/10</td>
<td><strong>Exam 4 (Final Exam Period)</strong></td>
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University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0/plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The Helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282.

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will be distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.