

A SYLLABUS FOR

UNITED STATES HISTORY 1865-PRESENT

HIST 1302

Through the support of the Texas Higher Education Coordinating Board, the American Yawp has produced a reference syllabus for college-level instructors who wish to offer an entirely open-source survey course in United States history.



Civil rights demonstrators march from Selma to Montgomery, Alabama, in 1965. [Library of Congress](#).

# HIST 1302: U.S. History II (1865-Present)

[COURSE NUMBER] · [INSTITUTION]  
[SEMESTER] · [MEETING TIMES] · [CLASSROOM]

Instructor: [INSTRUCTOR NAME]  
Email: [INSTRUCTOR EMAIL]  
Office: [INSTRUCTOR OFFICE]  
Office Hours: [INSTRUCTOR OFFICE HOURS]

## Course Description

*From the Texas Higher Education Coordinating Board's Academic Course Guide Manual:* "A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy."

## Course Objectives

*From the Texas Higher Education Coordinating Board's Academic Course Guide Manual:* "Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history."

## **Required Texts**

*The American Yawp: A Free and Online, Collaboratively Built American History Textbook*, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019). [LICENSE: CC BY-SA 4.0; LINK: <http://www.americanyawp.com> ISBN: 978-1503606883.]

*The American Yawp Reader: A Documentary Companion to the American Yawp*, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019). [LICENSE: CC BY-SA 4.0; LINK: <http://www.americanyawp.com/reader.html> ISBN: N/A.]

Edward Bellamy, *Looking Backward, 2000-1887* (Boston: Ticknor, 1888). [LICENSE: PUBLIC DOMAIN; LINK: [https://archive.org/details/bub\\_gb\\_nRMZAAAAYAAJ](https://archive.org/details/bub_gb_nRMZAAAAYAAJ) ISBN: N/A.]

Keith Beattie, *The Scar That Binds: American Culture and the Vietnam War* (New York: NYU Press, 1998). [LICENSE: CC BY-NC-ND; LINK: <https://www.jstor.org/stable/j.ctt9qfbwd> ISBN: 0-8147-1326-2]

## **Additional Readings**

Jason E. Pierce, “Enforcing the White Man’s West through Violence in Texas, California, and Beyond,” from *Making the White Man’s West: Whiteness and the Creation of the American West* (Boulder: University Press of Colorado, 2016), 209-246. [LICENSE: CC BY-NC-ND; LINK: <https://www.jstor.org/stable/j.ctt19jcg63> ISBN: 978-1-60732-906-0.]

Roy Rosenzweig, “Organizing the Unemployed: The Early Years of the Great Depression, 1929–1933,” in *Workers’ Struggles, Past and Present: A “Radical America” Reader*, Edited by James Green (Philadelphia: Temple University Press, 1983), 168-189. [LICENSE: CC BY-NC-ND 4.0; LINK: <https://www.jstor.org/stable/j.ctv6mtdnm> ISBN: 978-0877223153.]

Mary Brennan, “Women Arise: The Red Threat on the Domestic Scene,” from *Wives, Mothers, and the Red Menace: Conservative Women and the Crusade against Communism* (Boulder: University Press of Colorado, 2008), 85-114. [LICENSE: CC BY-NC-ND; LINK: <https://www.jstor.org/stable/j.ctt1d8h9s3> ISBN: 978-0-87081-885-1.]

## **Grading**

3 Exams:	45% (15% each)
2 Essays:	30% (15% each)
5 Short Responses Papers:	15% (3% each)
Attendance & Participation:	10%

## Assignments

### Exams

There will be three non-cumulative exams given over the course of the semester. Each exam will cover all prior material discussed in class since the last exam. Each exam will be worth 15% of the student's final grade and will require critical reflection of course material.

### Essays

There will be two assigned essays in this class. Each will address a major work and require your own scholarly interpretation. Guidelines, prompts, readings, and rubrics will be available on [[Learning Management System](#)]. Note that no instances of plagiarism will be tolerated at any time.

### Response Papers

All students are required to complete five short response papers. Students must use primary sources to make historical arguments. Prompts and guidelines are available on [[Learning Management System](#)].

### Attendance & Participation

Class attendance is mandatory. Students are expected to attend class, arrive on time, and observe proper classroom etiquette. Course material includes several primary source readings. Discussion of this material and other subjects will constitute a portion of the class period as well as a portion of the student's grade—active, courteous, and intelligent participation is required.

## Course Schedule

*Note: course schedule subject to change*

### **Week 1 (DATES): Course Introduction; Reconstruction**

*Textbook Reading:* [American Yawp](#), Chapter 15

*Primary Source Discussion:* [General Reynolds Describes Lawlessness in Texas, 1868](#)

*Primary Source Discussion:* [Mississippi Black Code, 1865](#)

*Primary Source Discussion:* [Jourdon Anderson Writes His Former Master, 1865](#)

*Primary Source Discussion:* [Frederick Douglass on Remembering the Civil War, 1877](#)

### **Week 2 (DATES): Industrial America**

*Textbook Reading:* [American Yawp](#), Chapter 16

*Primary Source Discussion:* [William Graham Sumner on Social Darwinism \(ca.1880s\)](#)

*Primary Source Discussion:* [Grover Cleveland's Veto of the Texas Seed Bill \(1887\)](#)

*Primary Source Discussion:* [Andrew Carnegie on "The Triumph of America" \(1885\)](#)

*Primary Source Discussion:* [Henry Adams, The Education of Henry Adams \(1918\)](#)

*Secondary Reading:* Edward Bellamy, *Looking Backward, 2000-1887* (Boston: Ticknor, 1888).

*[LICENSE: PUBLIC DOMAIN; LINK: [archive.org/details/bub\\_gb\\_nRMZAAAAYAAJ](http://archive.org/details/bub_gb_nRMZAAAAYAAJ)]*

**\*\*RESPONSE #1 DUE [DATE]\*\***

### **Week 3 (DATES): Industrial America, II**

*Textbook Reading:* [American Yawp](#), Chapters 18

*Primary Source Discussion:* [Henry George, Progress and Poverty, Selections \(1879\)](#)

*Primary Source Discussion:* [The "Omaha Platform" of the People's Party \(1892\)](#)

*Primary Source Discussion:* [Henry Grady on the New South \(1886\)](#)

*Primary Source Discussion:* [Ida B. Wells-Barnett, "Lynch Law in America" \(1900\)](#)

*Primary Source Discussion:* [Charlotte Perkins, "Why I Wrote The Yellow Wallpaper" \(1913\)](#)

**\*\* RESPONSE #2 DUE [DATE]\*\***

#### Week 4 (DATES): Imperialism at Home and Abroad

Textbook Reading: [American Yawp](#), Chapters 17, 19

Primary Source Discussion: [Chief Joseph on Indian Affairs \(1877, 1879\)](#)

Primary Source Discussion: [Frederick Jackson Turner, “Significance of the Frontier” \(1893\)](#)

Primary Source Discussion: [William McKinley on American Expansionism \(1903\)](#)

Primary Source Discussion: [William James on “The Philippine Question” \(1903\)](#)

Secondary Reading: Jason E. Pierce, “Enforcing the White Man’s West through Violence in Texas, California, and Beyond,” from *Making the White Man's West: Whiteness and the Creation of the American West* (Boulder: University Press of Colorado, 2016), 209-246. [LICENSE: CC BY-NC-ND; LINK: <https://www.jstor.org/stable/j.ctt19jcg63>; ISBN: 978-1-60732-906-0.]

**\*\* RESPONSE #3 DUE [DATE]\*\***

#### Week 5 (DATES): The Progressive Era

Textbook Reading: [American Yawp](#), Chapter 20

Primary Source Discussion: [Jane Addams, “Subjective Necessity for Social Settlements” \(1892\)](#)

Primary Source Discussion: [Eugene Debs, “How I Became a Socialist” \(April, 1902\)](#)

Primary Source Discussion: [Alice Stone Blackwell, Answering Objections to Suffrage \(1917\)](#)

Primary Source Discussion: [Woodrow Wilson on the “New Freedom,” 1912](#)

**\*\*\* EXAM #1 ON [DATE]\*\*\***

#### Week 6 (DATES): World War I & Its Aftermath

Textbook Reading: [American Yawp](#), Chapter 21

Primary Source Discussion: [Woodrow Wilson Requests War \(April 2, 1917\)](#)

Primary Source Discussion: [Alan Seeger on World War I \(1914; 1916\)](#)

Primary Source Discussion: [Emma Goldman on Patriotism \(July 9, 1917\)](#)

Primary Source Discussion: [W.E.B DuBois, “Returning Soldiers” \(May, 1919\)](#)

#### Week 7 (DATES): The New Era

Textbook Reading: [American Yawp](#), Chapter 22

Primary Source Discussion: [Warren G. Harding and the “Return to Normalcy” \(1920\)](#)

Primary Source Discussion: [Hiram Evans on the “The Klan’s Fight for Americanism” \(1926\)](#)

Primary Source Discussion: [Crystal Eastman, “Now We Can Begin” \(1920\)](#)

Primary Source Discussion: [Objects of the Universal Negro Improvement Association \(1921\)](#)

**\*\* RESPONSE #4 DUE [DATE]\*\***

#### Week 8 (DATES): The Great Depression

Textbook Reading: [American Yawp](#), Chapter 23

Primary Source Discussion: [Herbert Hoover on the New Deal \(1932\)](#)

Primary Source Discussion: [Huey P. Long, “Every Man a King” and “Share our Wealth” \(1934\)](#)

Primary Source Discussion: [Franklin Roosevelt’s Re-Nomination Acceptance Speech \(1936\)](#)

Primary Source Discussion: [Second Inaugural Address of Franklin D. Roosevelt \(1937\)](#)

Secondary Reading: Roy Rosenzweig, “Organizing the Unemployed: The Early Years of the Great Depression, 1929–1933,” in *Workers' Struggles, Past and Present: A “Radical America” Reader*, Edited by James Green (Philadelphia: Temple University Press, 1983), 168-169. [LICENSE: CC BY-NC-ND 4.0; LINK: <https://www.jstor.org/stable/j.ctv6mtdnm> ISBN: 978-0877223153.]

#### Week 9 (DATES): World War II

Textbook Reading: [American Yawp](#), Chapter 24

Primary Source Discussion: Henry R. Luce, [The American Century \(1941\)](#)

Primary Source Discussion: [Charles A. Lindbergh, “America First” \(1941\)](#)

Primary Source Discussion: [FDR, Executive Order No. 9066 \(1942\)](#)

Primary Source Discussion: [Harry Truman Announcing Atomic Bombing of Hiroshima \(1945\)](#)

\*\*\***ESSAY #1 DUE [DATE]**\*\*\*

### Week 10 (DATES): The Cold War

Textbook Reading: [American Yawp](#), Chapter 25

Primary Source Discussion: [The Truman Doctrine \(1947\)](#)

Primary Source Discussion: [NSC-68 \(1950\)](#)

Primary Source Discussion: [Joseph McCarthy on Communism \(1950\)](#)

Primary Source Discussion: Henry Steele Commager, [“Who Is Loyal to America?” \(1947\)](#)

Video: [Duck and Cover \(1952\)](#)

\*\*\***EXAM #2 ON [DATE]**\*\*\*

### Week 11 (DATES): The Affluent Society

Textbook Reading: [American Yawp](#), Chapter 26

Primary Source Discussion: [John F. Kennedy on the Separation of Church and State \(1960\)](#)

Primary Source Discussion: [Richard Nixon on the American Standard of Living \(1959\)](#)

Primary Source Discussion: [Hernandez v. Texas \(1954\)](#)

Primary Source Discussion: [Brown v. Board of Education of Topeka \(1954\)](#)

Secondary Reading: Mary Brennan, “Women Arise: The Red Threat on the Domestic Scene,” from *Wives, Mothers, and the Red Menace: Conservative Women and the Crusade against Communism* (Boulder: University Press of Colorado, 2008), 85-114. [LICENSE: CC BY-NC-ND; LINK: <https://www.jstor.org/stable/j.ctt1d8h9s3> ISBN: 978-0-87081-885-1.]

### Week 12 (DATES): The Sixties

Textbook Reading: [American Yawp](#), Chapter 27

Primary Source Discussion: [Barry Goldwater, Republican Nomination Acceptance \(1964\)](#)

Primary Source Discussion: [Lyndon Johnson on Voting Rights and the American Promise \(1965\)](#)

Primary Source Discussion: [Lyndon Johnson, Howard University Address \(1965\)](#)

Primary Source Discussion: [National Organization for Women, “Statement of Purpose” \(1966\)](#)

\*\* **RESPONSE #5 DUE [DATE]** \*\*

### Week 13 (DATES): The Unraveling

Textbook Reading: [American Yawp](#), Chapter 28

Primary Source Discussion: [Barbara Jordan, 1976 DNC Keynote Address \(1976\)](#)

Primary Source Discussion: [Jimmy Carter, “Crisis of Confidence” \(1979\)](#)

Primary Source Discussion: [George M. Garcia, Vietnam Veteran, Oral Interview \(2012/1969\)](#)

Primary Source Discussion: [John Kerry and the Vietnam Veterans Against the War \(1971\)](#)

Secondary Reading: Keith Beattie, “The Healed Wound,” from *The Scar That Binds: American Culture and the Vietnam War* (New York: NYU Press, 1998), 11-57. [LICENSE: CC BY-NC-ND; LINK: <https://www.jstor.org/stable/j.ctt9qfbwd> ISBN: 0-8147-1326-2]

### Week 14 (DATES): The Triumph of the Right

Textbook Reading: [American Yawp](#), Chapter 29

Primary Source Discussion: [Jerry Falwell on the “Homosexual Revolution” \(1981\)](#)

Primary Source Discussion: [Statements from The Parents Music Resource Center \(1985\)](#)

Primary Source Discussion: [Pat Buchanan on the Culture War \(1992\)](#)

Primary Source Discussion: [First Inaugural Address of Ronald Reagan \(1981\)](#)

\*\*\***ESSAY #2 DUE [DATE]**\*\*\*

**Week 15 (DATES): Recent History; The Next America**

Textbook Reading: [American Yawp](#), Chapter 30

Primary Source Discussion: [Bill Clinton on Free Trade and Financial Deregulation \(1993-2000\)](#)

Primary Source Discussion: [Obergefell v. Hodges \(2015\)](#)

Primary Source Discussion: [Barack Obama, Howard University Commencement Address \(2016\)](#)

\*\*\* **EXAM #3 ON [DATE]**\*\*\*

**FINALS WEEK (DATES): \*\*\*OPTIONAL FINAL EXAM ON [DATE] AT [TIME]\*\*\***

**[COURSE- AND SCHOOL-SPECIFIC POLICIES]**