



THE HISTORY OF THE UNITED STATES SINCE RECONSTRUCTION (SINCE 1865)

HIST 1302 • Course Syllabus & Reading Schedule • Fall 2026

INSTRUCTOR INFORMATION

Instructor: Alice Ivas

Office Location: 132B Ferguson Social Sciences

Office Hours: Tues/Thurs 1-2pm

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Preferred Form of Communication: email

Communication Response Time: up to 48 hrs

COURSE INFORMATION

Course Description

HIST 1302: A broad interdisciplinary course in the historical development of the United States and North America from 1865. Note: Assignments will focus on reading, writing, and analysis. Prerequisites: ENG 1301 or concurrent enrollment or ENG 1302 or concurrent enrollment.

Required Reading

Benjamin, Locke, and Joseph M. Wright, eds. *The American Yawp*. Stanford, CA: Stanford University Press, 2023. <https://www.americanyawp.com/>.

Brinkley, Alan. "The Fifties." Gilder Lehrman Institute of American History. <https://www.gilderlehrman.org/history-resources/essays/fifties>

Broun, Elizabeth. "Are Artists 'Workers'? Art and the New Deal." *History Now*, no. 19 (Spring 2009). <https://www.gilderlehrman.org/history-resources/essays/are-artists-workers-art-and-new-deal>.

Foner, Eric. "The New View of Reconstruction." *American Heritage* 34, no. 6 (1983). <https://www.americanheritage.com/new-view-reconstruction>.

Lears, Jackson T. "The Gilded Age." Gilder Lehrman Institute of American History, 2014. <https://www.gilderlehrman.org/history-resources/essays/gilded-age>.

National Park Service. "Abolition, Women's Rights, and Temperance Movements." Women's Rights National Historical Park. <https://www.nps.gov/wori/learn/historyculture/abolition-womens-rights-and-temperance-movements.htm>

The syllabus/schedule are subject to change.

- Patterson, James. "The Civil Rights Movement: Major Events and Legacies." History Now, no. 8 (Summer 2006). <https://www.gilderlehrman.org/history-resources/essays/civil-rights-movement-major-events-and-legacies>
- Ronda, James. "How Railroads Changed the Frontier." American Heritage 58, no. 4 (2008). <https://www.americanheritage.com/how-railroads-forever-changed-frontier>
- U.S. House of Representatives Office of the Historian. "The Women's Rights Movement, 1848–1917." In Women in Congress, 1917–2006. Washington, D.C.: U.S. Government Printing Office, 2007. <https://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Continued-Challenges/>
- West, Elliott. "Two Years that Made the West." American Heritage 69, no. 3 (2024). <https://www.americanheritage.com/two-years-made-west>
- White, Richard. "The Origins of the Transcontinental Railroad." Gilder Lehrman Institute of American History, 2014. <https://www.gilderlehrman.org/history-resources/essays/origins-transcontinental-railroad>
- White, Richard. "The Rise of Industrial America." Gilder Lehrman Institute of American History, 2014. <https://www.gilderlehrman.org/history-resources/essays/rise-industrial-america-1877-1900>

Student Learning Outcomes

As a Core Curriculum requirement, this class focuses on four common Student Learning Outcomes:

- **Critical Thinking:** Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
- **Oral/Visual Communication:** Students will communicate in a manner appropriate to audience and occasion with an evident message and organizational structure.
- **Personal Responsibility:** Students will understand and practice academic honesty.
- **Social Responsibility:** Students will demonstrate an understanding of societal and/or civic issues.

Student Learning Outcomes will be assessed by the Student Responsibility Quiz and Primary Source Analysis assignments.

Course Outline & Reading Schedule

Dates	Topics	Readings & Assignments
8/25, 8/27	Reconstruction	• American Yawp (Ch. 14: Reconstruction) • Foner, "The New View of Reconstruction"
9/1, 9/10	Westward Expansion: Manifest Destiny and the Federal Government's Vision for the West	• West, "Two Years that Made the West" • Primary Source Assignment 1: The Morrill Act (1862), National Archives
9/15, 9/17	Railroads, the Frontier, and Indian Wars	• American Yawp (Ch. 16: Geography of Empire) • White, "Origins of the Transcontinental Railroad" • Ronda, "How Railroads Changed the Frontier"

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Dates	Topics	Readings & Assignments
9/22, 9/24	The Rise of Industrial Capitalism, Labor, and Growing Economic Inequality	- American Yawp (Ch. 15: Capital and Labor) - White, "The Rise of Industrial America" Exam 1
9/29, 10/1	The Gilded Age, The Immigrant City, and Political Machines	- American Yawp (Ch. 17: Conquering the West / New Lives) - Lears, "The Gilded Age" Primary Source Assignment 2: Thomas Nast Cartoon, William "Boss" Tweed All Primary Source Project Planning Document Due
10/6, 10/8	First-Wave Feminism, Jim Crow, and Populism	- NPS, "Abolition, Women's Rights, and Temperance Movements" - U.S. House Historian, "The Women's Rights Movement, 1848–1917"
10/13, 10/15	Spanish-American War, Progressive Era, and World War I	American Yawp (Ch. 18: Industrial America & Ch. 19: American Empire / World War I)
10/20, 10/22	The Roaring '20s, Migration, The Great Depression, and the New Deal	- American Yawp (Ch. 20: The New Era & Ch. 21: The Great Depression) - Broun, "Are Artists 'Workers'? Art and the New Deal"
10/27, 10/29	World War II, The Atomic Age, The Marshall Plan, America and NATO	- American Yawp (Ch. 22: World War II) Exam 2 Primary Source Assignment 3: FDR, Executive Order No. 9066 (1942)
11/3, 11/5	Cold War, The Red Scare, Korean War, and the 1950s	- Brinkley, "The Fifties" - American Yawp (Ch. 23: The Cold War & Ch. 24: The Affluent Society) Exam 3
11/10, 11/12	African American Civil Rights, Great Society, Vietnam War, and Antiwar Movement	- American Yawp (Ch. 25: The Sixties) - Patterson, "The Civil Rights Movement: Major Events and Legacies" Primary Source Assignment 4: "Letter from Birmingham Jail" (Martin Luther King Jr.)
11/17, 11/19	The Turbulent 1970s, Feminism and the Rights Revolution, New Conservatism	- American Yawp (Ch. 26: The Unraveling) Library Visit Worksheet Due

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Dates	Topics	Readings & Assignments
11/24, 11/26	The Reagan Era, The End of the Cold War, and Operation Desert Storm	- American Yawp (Ch. 27: The Triumph of the Right) - In-Class Writing Assignment
12/1, 12/3	Changing Economy, NAFTA, 9/11, and the War on Terror	Project Poster Presentations
Final (TBA)	Final Exam (Exam 4)	Details to be announced.

Course Components & Assignment Descriptions

Graded Notebook

Writing things down forces your brain to actively process and organize new concepts rather than just passively listening. This physical act strengthens neural connections, making it significantly easier to recall details later.

You will not need to copy all the words on the slides because lecture PowerPoints will be shared with you. Instead, you must write out key takeaways and details from the lecture that reflect the essence of what is presented. Occasionally, you will be asked to write down specific items not included on the slides, which will be checked in your notes. To receive full credit, you must make a good-faith effort at note-taking and include the required information for every lecture you attend. Misspellings, sloppy handwriting, doodles, and random thoughts do not count against you—just keep it PG. I will check notebooks on exam days.

Library Visit Worksheet

This exercise focuses on locating academic resources and non-digital data. You must physically visit an academic or public research library to complete this assignment.

Primary Source Assignments

These assignments ask students to analyze information, communicate clearly and effectively, and show awareness of social and civil issues or problems. Using the selected primary source document, students should write 1-2 paragraphs that: (1) identify the author/creator and context of the document (including when and where it was created); (2) consider the purpose of the document, including the author's goals in its creation and its intended audience; and (3) evaluate the document, analyzing why this document is important to help understand the historical period or the events it describes (its significance), and how the document contributes to our historical understanding of the period (historical causes and effect). The written analysis should be presented using full and complete sentences and proper grammar and punctuation.

Exams

Each exam will consist of 25 multiple-choice questions, a primary source analysis section, and a long essay prompt. Select questions on each exam will connect directly to assigned readings. Exams are

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carefully proctored; all cell phones and earbuds must be stored at the front of the classroom prior to testing.

AI Primary Source Project Planning Document

A completion handout requiring specific details regarding:

- Historical context of the chosen topic
- Method of recording and validating AI outcomes
- Feasible research questions
- Expected types of evidence within the data

In-Class Writing Exercise

This exercise focuses on applying and critiquing evidence to construct and support a coherent historical argument.

Project Poster Presentation

A formal presentation of the results from your AI primary source project. A detailed grading rubric will be distributed alongside the AI Project Planning Document.

Grading Policy & Evaluation

Final course grades will be calculated according to the following component weight distribution:

Assessment Component	Weight
Graded Notebook	5%
Library Visit Worksheet	5%
In-Class Writing Assignment	10%
Primary Source Exercises (4 total)	10%
AI Primary Source Project Planning Document	15%
Project Poster Presentation	15%
Exams (4 total)	40%
Total	100%

Final grades in this course will be based on the following scale:

- A = 90%–100%
- B = 80%–89%

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C = 70%–79%
D = 60%–69%
F = 59% or Below

Assignments, Student Responsibilities, Expectations, and Tips for Success

To succeed in this course, regular attendance and punctuality are essential for staying on track. Complete all assigned readings before class, engage actively in discussions, and dedicate sufficient study time to outside projects. Please note that no extra credit is offered. Late assignments will drop a letter grade for every class meeting they are late. If you are going to miss an exam, you need to notify me before the exam is missed. All make-up exams are strictly essay format. Plan ahead, manage your time effectively, uphold academic integrity, and visit office hours whenever you need extra support!

TECHNOLOGY REQUIREMENTS

LMS: LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements: <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool:

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Technical Support: If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

All tests and assignments will be taken in class. On these days, you'll be asked to store your phones and laptops in the front of the classroom.

Interaction with Instructor Statement

Respectful interaction between professors and students builds a collaborative, supportive learning environment. We encourage open dialogue, active listening, and mutual courtesy. Engaging with curiosity, honoring diverse perspectives, and maintaining professionalism ensures a productive, comfortable academic experience for everyone.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Statement on Student Grievances

Students who have questions or concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@etamu.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate Student Academic Dishonesty Form

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI Use Policy

East Texas A&M University acknowledges that there may be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services: Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Email: studentdisabilityservices@etamu.edu

Website: <http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel



<http://telusproduction.com/app/5108.html>

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