



## **HIST 1302.09E: History of the United States Since Reconstruction (Since 1865)**

COURSE SYLLABUS: FALL 2026

### **INSTRUCTOR INFORMATION**

Instructor: Judge Bill Harris  
Office Location: By appointment only  
Office Hours: By appointment only  
Office Phone: n/a (cell)  
University Email Address: [bharris@lamarcountytex.gov](mailto:bharris@lamarcountytex.gov)  
Preferred Form of Communication: **email**  
Communication Response Time: Within one (1) hour

### **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.

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Texts:**

*The American Yawp*, 2d Edition: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/file:///C:/Users/Owner/Downloads/Yawp.webcopy.vol2.pdf

*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.]

*The syllabus/schedule are subject to change.*

## Student Learning Outcomes

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

1. **Critical Thinking** - Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. **Oral/Visual Communication** - Students will communicate in a manner appropriate to audience and occasion with an evident message and organizational structure.
3. **Personal Responsibility** - Students will understand and practice academic honesty.
4. **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 a Primary Source Analysis assignment.**

## COURSE REQUIREMENTS

### Assignments, Student Responsibilities, Expectations, and Tips for Success

**Response Papers** All students are required to complete six (6) short response papers. Students must use primary sources to make historical arguments.

**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.**

## GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

*The syllabus/schedule are subject to change.*

Weights of the assessments in the calculation of the final letter grade.

Example:

|              |      |
|--------------|------|
| Assignments  | 20%  |
| Discussions  | 20%  |
| Midterm Exam | 30%  |
| Final Exam   | 30%  |
| TOTAL        | 100% |

## **COURSE OUTLINE / CALENDAR**

Week 1: Course Introduction; Reconstruction Textbook Reading: American Yawp, Chapter 14

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: Capital and Labor Textbook Reading: American Yawp, Chapter 15

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)

**\*\*RESPONSE #1 DUE\*\***

Week 3: Geographies of Empire Textbook Reading: American Yawp, Chapter 16

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)

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.]

Week 4: New Lives, Textbook Reading: American Yawp, Chapters 17

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\*\***

*The syllabus/schedule are subject to change.*

Week 5: The Progressive Era Textbook Reading: American Yawp, Chapter 18

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 \*\*\*

Week 6: 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 Discussion: The Sedition Act of 1918 (1918)

Primary Source Discussion: Emma Goldman on Patriotism (July 9, 1917)

Primary Source Discussion: W.E.B DuBois, "Returning Soldiers" (May, 1919)

Discussion: How WWI Changed America: African Americans in WWI,

<https://www.youtube.com/watch?v=YliPrfjIzdE>

**\*\* RESPONSE #3 DUE\*\***

Week 7: The New Era Textbook Reading: American Yawp, Chapter 20

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)

**\*\*MIDTERM EXAM THURSDAY, OCTOBER 15, 2026\*\***

Week 8: The Great Depression Textbook Reading: American Yawp, Chapter 21

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 BYNC-ND 4.0; LINK: <https://www.jstor.org/stable/j.ctv6mtdnm> ISBN: 978-0877223153.]

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

Week 9: World War II Textbook Reading: American Yawp, Chapter 22

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)

Video & Discussion: America and the Holocaust,  
<https://www.youtube.com/watch?v=ZG1GR61qkls>

Week 10: The Cold War Textbook Reading: American Yawp, Chapter 23

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 and Discussion: Duck and Cover (1952)

Week 11: The Affluent Society Textbook Reading: American Yawp, Chapter 24

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: 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.]

**\*\* RESPONSE #5 DUE\*\***

Week 12: The Sixties Textbook Reading: American Yawp, Chapter 25

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)

Video & Discussion: The Civil Rights Act of 1964,  
<https://www.youtube.com/watch?v=bVMH5u6bPGA>

Video & Discussion: Heart of Atlanta Motel v. United States.  
<https://www.youtube.com/watch?v=EsktEwEOII8>

Week 13: The Unraveling Textbook Reading: American Yawp, Chapter 26

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)

Video & Discussion: Ford, Carter, and the Economic Malaise: Crash Course US History,  
[https://www.youtube.com/watch?v=pyN5LPHEQ\\_0](https://www.youtube.com/watch?v=pyN5LPHEQ_0)

**\*\*RESPONSE #6 DUE^^**

**Week 14: The Triumph of the Right Textbook Reading: American Yawp, Chapter 27**

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)

**Week 15: American Carnage; 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)

**FINALS WEEK (DATES): \*\*\*OPTIONAL FINAL EXAM ON TUESDAY, DECEMBER 8, 2026\*\***

## **TECHNOLOGY REQUIREMENTS**

### **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](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](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

### **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](mailto:helpdesk@etamu.edu).

**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.

*The syllabus/schedule are subject to change.*

## COMMUNICATION AND SUPPORT

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

### 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>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Interaction with Instructor Statement

Students should feel free to email or call me with any questions or issues they may have. While I do not maintain an office on campus, I can meet you in person on campus if an appointment is scheduled.

### 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](mailto: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>

*The syllabus/schedule are subject to change.*

<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](mailto:studentdisabilityservices@etamu.edu)

Website: [Office of Student Disability Resources and Services](#)

<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

*The syllabus/schedule are subject to change.*

discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **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://www.etamu.edu/counsel)



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

## Primary Source Analysis Assignment

A primary source provides a first-hand account of a historical event, concept, or person. Some examples of primary sources include speeches, government reports, treaties, laws, judicial rulings, public and private letters, journals, contracts, literature, poetry, paintings, and any number of other categories. These sources reveal the views and expectations of historical persons and help establish a context for the understanding of the developments and controversies of a given period.

Primary sources are the raw material of history; they provide key insights for historians and students of history. Historians use them to produce history books, articles, documentary films, exhibits, and other projects (called secondary sources). You use primary sources as windows into the past and to understand historical perspectives of people who lived at the time.

Primary sources are products of a specific time and place and are often the product of a specific author/creator. While they provide vital clues to unlock the secrets of history, they can also be misinterpreted and misused. It is also important to remember that while these historical authors shared many of the same concerns of modern readers, they should be treated on their own terms. Try not to project too much onto these sources and override their voice.

Primary source analysis should enable students to demonstrate that they have read and understood the source and connected the primary source to lectures or other course materials to gain a more complete understanding of the material.

When you analyze this primary source, you will answer the following questions in complete sentences in one or more paragraphs.

- **Context** - What was going on at the time the source was produced? Think about the year and the larger era surrounding the creation of this source. Does the context offer any clues to the author's purpose?
- **Author/Creator** - Who wrote/created the source? Is the author/creator known or unknown? Was it written/created by a single person or a group? What do we know about the author/creator? For example: Was the author/creator a government official or a private person? Male or female? Educated or uneducated? Or any other descriptors?
- **Point of View** - Can you identify or make any guesses regarding the worldview of the author/creator based on occupation, country or region of origin, class, community identity, etc.? Make sure to identify any words or phrases that reveal the author's/creator's perspective and/or goals.
- **Audience** - Why did the author/creator produce this source? For example: did the author/creator seek to convey information, make an observation, change opinions, or for personal reasons? Describe the intended audience(s) of this primary source. What purpose was it meant to fulfill? Was it written to report, persuade, educate, inspire, entertain, or something else?
- **Evaluate** - Does this primary source corroborate or conflict with your historical understanding of its moment? Does the primary source change, augment, or reinforce your own views?