**MSU Texas**

**HIST 1233: US HISTORY SINCE 1865**

**Course Description:**

This is an introductory survey of United States history from Reconstruction to the end of the 20th century. The class is meant to give the students a basic knowledge and framework of American History, illustrating how the Constitution and America’s changing role in the world led to its superpower status and overall prosperity. This course focuses on the political, legal, social, and economic issues that contributed to competing concepts of American identity and offers explanations for how and why the country developed in the manner it did. Major themes include changes in society, the development of American prominence on the world political and economic stages, and the crises that shaped the state and its people. Furthermore, it challenges some of the preconceived and learned notions about American History and the American people that are often presented as “truths” in public school courses, popular (and flawed) books, and in the media. These challenges are meant to stimulate lively and rational debate, in which students with various opinions can exchange points of view respectfully without childish shunning and cancelling or ad hominem attacks. There is NO room for personal and intellectual growth unless your opinions and values are challenged. The discussions, lectures, and readings are meant to develop critical thinking skills in relation to historical themes and particular events. A primary element of the course is the improvement of critical thinking skills, using historical themes and paradigms (examples, patterns, models, and standards) for this intellectual growth.

**Course objectives:**

1. Students will develop a basic knowledge and framework of American History from 1865 to the present
2. Students will develop the ability to critically examine a historical topic through a written essay question, a primary document, an academic history monograph, or a longer research project.
3. Students will develop the ability to clearly communicate ideas in written form using appropriate evidence and effective language and structure.
4. Students will illustrate their understanding of historical intercultural knowledge in correct context.
5. Student will develop an understanding of how and why personal responsibility and mores shifted over time in historical context. This includes the student understanding multiple worldviews, cultural differences, historical values, and changing ethics.

**Assessment of THECB core objectives for American History**

American History courses must teach and assess the following core objectives:

Critical Thinking; Communication; Social Responsibility; Personal Responsibility

For HIST 1233, **all four criteria are measured through a critical writing assignment**, which may include one or more of the following:

1. Substantial essay exam question;
2. A critical and analytical book review;
3. A research paper or project; or
4. Other appropriate assignment as determined by the course professor

{See attached Discussion/Papers Scoring Rubric for each of the four criteria}.

**Content covered**:

Results of the American Civil War

Reconstruction

Building American Empire

American Industrial and Economic Growth

Early Progressivism (1880s-1914)

The Great War (World War I)

The 1920s: Roaring Twenties, Prohibition, Organized Crime

The Great Depression and New Deal

World War II

The Early Cold War

The Civil Rights Movement

The American Counterculture

Stagflation: America in the 1970s

The Reagan Revolution

The Late Cold War and the Fall of the USSR

America as a Unipolar Power

The War on Terror

Grading (example of one professor’s course):

| **Assignments** | **Percentage of grade** |
| --- | --- |
| Essay Exams (3) 20% each | 60% |
| Analytical book review | 20% |
| Active participation and attendance(includes pop-quizzes and in-class assignments) | 20% |

Text varies by instructor.

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| --- |
| **Discussion Papers Scoring Rubric** |
|  |  | Capstone | Milestone | Benchmark |
|  |  | 4 | 3 | 2 | 1 |
| Critical Thinking: Explanation of the Issue |  | Clear, strong, comprehensive thesis stated delivering all relevant information necessary | Thesis is weak or flawed but present to the extent that it is not impeded by omissions | Thesis is more implied than clear or is at the end; the thesis may leave some terms undefined, ambiguities unexplored, and/or backgrounds unknown | No clear thesis or the thesis is stated without clarification or description |
| Critical Thinking: Use of Evidence |  | Appropriate sources (namely primary (4) but also secondary) present with appropriate analysis/interpretation and relation to thesis, meaning that there is enough interpretation and evaluation to develop a comprehensive analysis while also considering others' points of view | Appropriate sources present (3) but without appropriate analysis/interpretation and relation to thesis. There is only some interpretation and evaluation to develop a comprehensive analysis and/or there is only some consideration of others' points of view | Few sources present (2) (or use of only secondary sources) and/or without appropriate analysis/interpretation in relation to thesis. There is little interpretation and evaluation to develop a comprehensive analysis and/or there is little consideration of others' points of view | Few sources present (1) (or use of only secondary sources) and/or without appropriate analysis/interpretation in relation to thesis. There is little interpretation and evaluation to develop a comprehensive analysis and/or there is little consideration of others' points of view |
| Critical Thinking: Conclusion |  | Conclusion is logical and reflects the student's informed evaluation of the topic and sources | Conclusion is logical but weak. It only partially reflects the student's informed evaluation of the topic and sources | Conclusion present but does not reflect the student's informed evaluation of the topic and sources | Conclusion confused, oversimplified, or not present |
| Communication and Writing |  | Student successfully executes a wide range of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style | Student only partially executes a wide range of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style; straightforward language is used to convey the meaning and there may be some errors | Conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, are basic; basic language is used to convey the meaning and there may be many errors | Attempts to use the basic system of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, but language and errors impede the meanings being conveyed |
| Intercultural Knowledge |  | Student clearly understands the sources in the context of the times by demonstrating a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices | Student partially understands the sources in the context of the time by demonstrating adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices | Student shows a vague understanding of the sources in the context of the time, demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices, and has difficulties suspending value judgements | Student shows little to no understanding of the sources in the context of the time and the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices; has difficulty suspending value judgements |
| Personal Responsibilities |  | Through verbal communication and analysis of the sources, provides a deep understanding of multiple worldviews, experiences, and power structures while articulating a complex understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a shared understanding of multiple cultural perspectives | Student shows a partial analysis of the sources through verbal communication; partial understanding of multiple world views; a partial understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a partial understanding of multiple cultural perspectives | Analysis of the sources actions more implied than stated or vague through verbal communication; vague understanding of multiple world views; vague articulation or implied understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a vague or an implied understanding of multiple cultural perspectives | Relation of values to actions not addressed |