

## History 1302: The United States since 1865

Department of History  
University of Texas at El Paso  
Spring 2024 / UGLC 346  
CRN 20548  
Mondays & Wednesdays 10:30 – 11:50

Dr. Jeffrey P. Shepherd  
Office: Liberal Arts Building room 326  
Phone: 747-6805  
Office Hours: M 1:00 – 3:00 & W 9:30 – 10:30  
Or by Zoom based on availability  
TA: Nicole Gonzales ([ngonzales3@miners.utep.edu](mailto:ngonzales3@miners.utep.edu))

email: [jpshepherd@utep.edu](mailto:jpshepherd@utep.edu)  
<http://faculty.utep.edu/jpshepherd>  
History Dept: Liberal Arts Bldg. 320  
History Department: 747-5508

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### Course Description and Objectives

Following the basic idea that we will better understand the present if we know our past, this course will introduce students to several themes, events, people, issues, and debates in American history after the Civil War. Though we cannot cover every fact, we will focus on core topics, such as Reconstruction and the rise of segregation, urbanization and industrial labor relations, American imperialism, Native Peoples, immigration, the Great Depression, World War II, the Cold War, Civil Rights, gay liberation and women's rights, the Vietnam War, the counterculture, multiculturalism, the conservative backlash, and recent events. In addition to obtaining a basic "historical literacy" about specific eras and events, we will look at key forces and themes that have dominated American life since the late 1800s. Lectures will combine traditional presentations, with group discussion, in-class exercises, films, and other approaches. We will use a textbook and numerous primary sources posted in Blackboard to bring the past to life. Students will develop writing skills to convey a thesis, build well-structured essays, and convey thoughts in a clear manner.

### Required Readings

E-Book. *Created Equal: A History of the United States, Volume 2, 5<sup>th</sup> Edition* (Published 2021)  
E-Book ISBN-13: 9780137501021

OR  
Rental and Paperback. *Created Equal: A History of the United States, Volume 2, 5<sup>th</sup> Edition* (Published 2019)  
Paperback ISBN-13: 9780135570395

### Course Procedures and Policies

You are responsible for understanding and following the classroom procedures and policies discussed below. You have many tools at your disposal: the class website, a Teaching Assistant, two places to receive help writing your essays, and numerous handouts and class materials.

#### Classroom environment

Please uphold a mature level of interaction with each other, myself, and Nicole Gonzales, the Teaching Assistant. Arrive on time and leave only when the class is finished. Respect other students by listening to them while they ask and respond to questions. This is not high school, and it is not social time. Do not talk in class or surf the internet. Do not text-message. Please turn all **CELL PHONES** off or leave them on silent/vibrate. Please do not work on other courses or sleep in class. Everyone has a right to an education, but you do not have a right to talk or disrupt class, and thereby deprive other students of an education. If you are talking, I will ask you to stop talking once. The second time I ask you to stop talking, I will ask you to leave the class. If I ask you three times, I will submit your name to the Assistant Dean of Students ([Office of Student Conduct and Conflict Resolution](#)) for disciplinary measures.

### No Recording Lectures

Unless you have my written permission, or unless you have official support from CASS, please do not record my lectures, and definitely please do not post online or share on social media.

### Late assignments and Make-ups

All assignments are due at *the beginning of class* on the due date. If you come in after we collect the assignments, we will deduct 10% off your grade. You will lose another 10% every day the assignment is late (including weekends), but after five days we will not accept them. Similarly, assignments submitted on Blackboard are due on a specific day and time. Blackboard uses a timer, so it will close that assignment by a particular time. It will not let you submit it late. If you miss a test or quiz you must have an extraordinary reason for missing it, as well as signed documentation supporting your absence. You must contact me one week before the quiz for a makeup.

### University Sanctioned Activities

Students with special needs and those engaged in University sanctioned activities should contact me with your paperwork and/or name and contact info for your sponsor. Or, I must receive an email from the appropriate coach or faculty advisor. Athletes are responsible for contacting me if you are going to miss class due to games away from home. If we have a quiz or test in class, you are responsible for contacting us to make it up. If you will be away on a day that work is due, you must complete the work in advance and submit it to us.

### ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations to students with documented "disabilities." Students who become pregnant have the right to accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship may or may not be reasonable. To make a request, please register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact CASS at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu).

### Student Health and Wellbeing

Your physical and mental health are very important, especially considering the various stresses you may experience as a student. UTEP provides various kinds of support for students:

- [Student Health and Wellness Center](#)
- [Counseling and Psychological Services](#)

### Disputed Grades

If you disagree with a grade, and a Teaching Assistant graded it, talk with them first. If you are not pleased with the response, make an appointment with me during office hours. Come see me directly if I graded your work. You should be prepared to explain and defend your request for a grade change.

### Academic Honesty

Academic honesty covers cheating and plagiarism, which can result in failure, suspension, or dismissal from the University. Copying another student's answers on a quiz or test is cheating. Plagiarism means taking an author's work, words, or ideas and presenting them as your own without acknowledging them. If you cut and paste the words of an author from the internet and place them into your own essay without surrounding that material in quotations " ", and without providing source citation information, that is plagiarism. UTEP requires us to submit cheating and plagiarism cases to the Dean for Students. Please see the attached link to the [Student Handbook of Operating Procedures](#).

**Chat GPT or any other A.I. programs, software, etc. are absolutely prohibited in this class.**

### Teaching Assistants

Please treat Nicole Gonzales, the Teaching Assistant, with respect. She is your primary contact in this class and they will help you succeed. TA's grade papers and essays, hold office hours, and conduct workshops and review sessions. Contact her by email ([ngonzales3@miners.utep.edu](mailto:ngonzales3@miners.utep.edu)).

### **Tips for Success in this Class**

1. Come to class regularly and pay attention.
2. Have the reading completed by the assigned date.
3. Use the Blackboard site for all handouts, outlines, assignments, and study guides.
4. Come to office hours or send us an email if you are confused.
5. Take notes! If we discuss an issue for a significant period of time, it is especially important. Write down information from the Powerpoint presentation **and take notes on what I say in lectures**.
6. Pay attention to the big issues and themes. What are the main historical debates and problems we confront? What are specific examples? How do events and people change history?
7. Do your assignments several days before the deadline and then revise them. You will improve your grades if you just start the work early.
8. Try to make connections between the textbook, class lectures, discussions, and all materials and resources used in class. The textbook provides you with a general structure for understanding the past, while the books and documents provide specific examples of events, issues, and people.
9. **If you miss class, do not ask me the following day if you "missed anything important."**
10. Visit the [History Tutoring Center in room 334](#) of the Liberal Arts Building (747-7060 or [htc@utep.edu](mailto:htc@utep.edu)), or the [University Writing Center](#) in the Main Library (747-5112 / [uwc@utep.edu](mailto:uwc@utep.edu)).

### **Assignments and Assessment**

#### Quests (4 x 50 = 200)

Students will have four in class assessments that are smaller than a full exam, but larger than a quiz, so we call them "Quests." They include a few multiple-choice questions, along with some short identification questions. The Quests will cover material from the textbook and lectures.

#### Newspaper Assessment (50 points)

This assignment requires students to find newspaper stories from three years spread out over three decades: the 1890s, 1900s, and 1910s. **The goal is to choose one topic or issue and investigate how it changes over time.** Students could, for example, focus on relations with Mexico and choose the ONE NEWS STORY, ONE REPORT for dates: 1896, 1906, and 1916, and then write an essay focusing on how relations changed over time. Students could also look at advertisements for clothing, medicine, or other things. Essays must include one introductory paragraph and then at least one paragraph summarizing events and coverage for each year; and then one concluding paragraph, for a total of five paragraphs. Essays should be a total of at least 750 words. And you must include some visual evidence that you looked at the newspaper articles: you can copy and paste an image from the paper or even the newspaper headlines. This assignment requires you to learn how to use library resources: digital or hard copy. You must also provide references / citations for your work. More explanations and examples will be provided in class and on Blackboard.

#### Oral History Interview (50 points)

Students will conduct a 10 – 15 minute interview with someone over the age of 60. You will interview a family member or someone reasonably close about topics associated with class lectures or covered in the book. This means that the interview will cover things from chapters 9 – 14. You will write 3-5 questions and ask your interviewee about their memories of events and issues. You will write and submit an essay that explains their memories of events you asked them about. You need to record the interview on your phone. Your essay should be at least 750 words. More explanations and examples will be provided in class and on Blackboard.

**Assessment**

Quests (4 x 50 = 200)  
 Newspaper Assessment (50 points)  
 Oral History Interview (50 points)  
**Total 300 points**

**Grading Scale**

A = 270 – 300  
 B = 240 – 269  
 C = 210 – 239  
 D = 180 – 209

**Personal Responsibility**

Please be respectful of others and be responsible for your personal behavior and decisions. Look at the syllabus to see when you have assignment deadlines, quizzes, and other important dates. Think about using a calendar to keep track of your schedule. Everything to help you succeed in this class is in the syllabus, textbook, Blackboard, or in class lectures. We will do everything we can to help you succeed. You can get an “A” in this class even if you work 40 hours a week, have children, and drive to campus all the way from east El Paso. If you are confused about ANYTHING, ask us. If you do not understand anything, ask for help. GOOD LUCK!

**Important Dates / University Calendar**

January 15	MLK Day, No Classes
January 16	Classes Begin
January 16-19	Late Registration
January 31	Census Day
March 11 – 15	SPRING BREAK
March 29	Cesar Chavez Day, No classes
May 3	Dead Day
May 16	Grades Posted to student records

**Important University Phone Numbers**

History Tutoring and Learning Center:	747-5366
History Department:	747-5508
History T.A. Office:	747-7056
Police Department	

**Course Schedule (Subject to change)****Week One (Jan 15 & 17)****Reconstruction and Consolidating a Triumphant Union (1865-1877)**

READ: Chapter 15

➤ *No school, January 15 due to Martin Luther King Jr Holiday*

**Videos**

[PBS mini-documentary on The Black Codes during Reconstruction](#)

[Dr. Nick Estes talking about treaty making between the US and Indigenous Nations Black Kettle, the Cheyenne, and "Indian Wars" in the West](#)

**Week Two (Jan 22 & 24)****Industrialization, Corporations, Technology, and Resistance, 1877-1900**

Read: Chapter 16 & 17

**Videos**

[Robert Chang discusses anti-Chinese immigration legislation](#)

[PBS mini-Documentary on the Chinese Exclusion Act](#)

[Building the Brooklyn Bridge](#)

[PBS mini-Documentary on the Homestead Steel Strike](#)

[Carrie Nation, Women's Reform, and Prohibition](#)

**Week Three (Jan 29 & 31)****Wars for Empire and Cultural Change**

Read: Chapter 18

**Additional Resources**

[Historic Newspapers](#) report on the US invasion of the Philippines

**Video:** PBS documentary, [Theodore Roosevelt and the Panama Canal](#)

**\*\*Census Day January 31\*\***

**Week Four (Feb. 5 & 7)****The Progressive Era: Reform, Regulation, and Radicalism, 1900-1912**

Read: Chapter 19

**Additional Resources**[I.W.W. History Project](#) from the University of WashingtonLabor Resources, [8 hour work day](#), Library of Congress[Mother Jones Speech](#) (1912, West Virginia)[Jane Addams, Hull House](#)**Videos**Dr. Larry Nesper talks about the [Society of American Indians](#)[PBS mini-documentary about Zitkala Sa](#), activist, co-founder of the Society of American Indians (12:00 min)["March of the Women"](#) (1911) Song for suffrage[Carmelita Torres](#) and the El Paso Bath Riots (4 minute clip, KTSM)**\*\*Quest #1 February 5 (Chapters 15 – 18)\*****Week Five (Feb 12 & 14)****War and Revolution, 1912 – 1920**

Read: Chapter 20

**Video**PBS ["Crackdown on Dissent"](#)PBS [George Creel and the Committee on Public Information](#)["Selling the War"](#) Wartime Propaganda**Additional Resources**[Alien and Sedition Acts](#)[Government Surveillance and Censorship](#) (Library of Congress)["I Didn't Raise my Boy to be a Soldier"](#) (Anti-War song)**Week Six (Feb. 19 & 21)****"All That Jazz:" The 1920s**

Read: Chapter 21

**2/21 Due: Newspaper Assignment****Videos**[Mass Production and Advertising in the 1920s](#)Langston Hughes, ["Voice of the Harlem Renaissance"](#)Jovita Idar, [Mexican American Civil Rights Activist and Journalist](#) (11 minutes)Charlie Chaplin movie clips: [Modern Times](#) and [The Lion Cage](#)**Week Seven (Feb 26 & 28)****The Great Depression of the 1930s**

Read: Chapter 22

**Videos**[1932 March of the "Bonus Army" to Washington DC](#)WPA Video, WPA ["We Work Again"](#) (12 min)[WPA Promotional Video](#) (4 min)[Repatriation/Deportation video](#)[Unveiling of statue of Mary McCloud Bethune in Statuary Hall, Washington DC](#)[Huey P. Long](#)[WPA Film, Black Americans, and MacBeth](#)**Additional Materials**[1929 – 1935 Expulsion of Mexicans and Mexican Americans](#) ("Repatriation")[Repatriation/Deportation Resources \(U.S. Holocaust Museum\)](#)

<b>Week Eight (March 4 &amp; 6)</b>	<p><b>Global Conflict, 1937 – 1945</b>  Read: Chapter 23  <b>Videos</b>  World War II Propaganda Film, <a href="#">Donald Duck</a> (6 Min)  <a href="#">Rosie the Riveter</a> mini-documentary (14 min)  <b>Additional Materials</b>  Japanese Internment, <a href="#">Executive Order 9066</a>  History Channel, <a href="#">The Zoot Suit Riots</a>  Full Length PBS Documentary, <a href="#">The Zoot Suit Riots</a> (55 Min)</p>
<b>March 11 – 15</b>	<b>SPRING BREAK</b>
<b>Week Nine (March 18 &amp; 20)</b>	<p><b>Cold War and Hot War, 1945 – 1953</b>  Read: Chapter 24  3/18 Quest #2 (Chapters 20 – 23)  <b>Additional Materials</b>  Excerpt from <a href="#">NSC – 68 document</a>  <a href="#">Resources related to Mendez v. Westminster (1946)</a>  <b>Videos</b>  <a href="#">Bombing of Hiroshima (interviews with survivors)</a>  <a href="#">President Truman announces bombing of Hiroshima</a> (1945, 4 Minutes)  <a href="#">Anti-Communist Propaganda Cartoon</a> (10 minutes)  <a href="#">1952 Anti-Communism Propaganda Film</a> (11 minutes)  “<a href="#">Duck and Cover</a>” propaganda films (Bert the Turtle, 10 min)  <a href="#">Mexican Desegregation, Mendez v. Westminster, (PBS 8 Min)</a></p>
<b>Week Ten (March 25 &amp; 27)</b>	<p><b>Domestic Dreams and Atomic Nightmares, 1953 – 1963</b>  Read: Chapter 25  <b>Additional Materials</b>  <a href="#">Southern Manifesto text</a>  <a href="#">Resources for Understanding the Southern Manifesto</a>  Voting and Civil Rights Acts of 1964 and 1965  <a href="#">Document Resources, 1</a>  <a href="#">Document Resources, 2</a>  <b>Videos</b>  <a href="#">Bull Connor and American Segregation</a>  <a href="#">Gov. Orval Faubus opposes integration of the Little Rock Nine</a></p>
<b>Week Eleven (April 1 &amp; 3)</b>	<p><b>The Vietnam War and Social Conflict, 1964 – 1971</b>  Read: Chapter 26  <b>Additional Materials</b>  <a href="#">Tonkin Gulf Resolution, 1964</a>  <a href="#">Students for a Democratic Society</a>  <a href="#">Chicano War Moratorium</a>  <b>Videos</b>  <a href="#">Bombing the Ho Chi Minh Trail</a>  <a href="#">Agent Orange “Operation Ranch Hand”</a>  <a href="#">Chicano War Moratorium</a> (12 Min)</p>

**Week Twelve (April 8 & 10)****Reconsidering National Priorities, 1972 – 1979**

Read: Chapter 27

4/8 Quest #3 (Chapters 23 – 26)

**Additional Materials**[Immigration and Naturalization Act of 1965](#) (History Channel)[LGBTQIA+ Studies: A Resource Guide](#) (Library of Congress)**Videos**[Oil Crisis Documentary, 1973-74](#)[Earth Day documentary, 1970](#)[The First Earth Day](#)["Chicanas in the Chicano Movement"](#)[Stonewall and Origins of Gay Pride Marches](#)[Harvey Milk and "Gay Liberation"](#)[3-Mile Island, PA, near nuclear meltdown, 1979](#)**Week Thirteen (April 15 & 17)****The Cold War Returns and Ends, 1979 – 1991**

Read: Chapter 28

**Week Fourteen (April 22 & 24)****Post Cold War America, 1991 – 2000**

Read: Chapter 29

4/22 Due: Oral History Interviews

**Week Fifteen (April 29 & May 1)****A Global Nation in the New Millennium**

Read: Chapter 30

**Final Exam**      Quest # 4 (Chapters 27 – 30)**Class Resources****UTEP Library**

&gt;Newspapers

&gt;Oral History Collection

**Citations and References**University Writing Center in the Main Library (747-5112 / [uwc@utep.edu](mailto:uwc@utep.edu)).