



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

# United States History II: 1865-Present

HIST 2620 (#5159) · THE UNIVERSITY OF NORTH TEXAS  
SPRING 2025 · MWF 10:00 AM-10:50AM · BLB 180

**Instructor:** Joseph Locke

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**Office Hours:** Monday & Wednesday 2:00pm-3:00pm

**Teaching Assistant (Students with Last Names A-L):** Caeden Cooley

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**Teaching Assistant (Students with Last Names M-Z):** Dale Jones

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*While this course meets in person, the digital components of this course will run through Canvas (<https://unt.instructure.com/>). For instance, all assignment guidelines will be posted there and all assignments will be turned in there. Moreover, I will send any relevant course announcements through Canvas as well: make sure you are set up to receive emails or push notifications for announcements.*

## **Course Description**

This course surveys United States history since 1865. While evaluating major trends, themes, figures, and events, we will use primary and secondary sources to build historical arguments and participate in historical debates. History is anything but passive: it must be confronted, engaged, and grappled with. Fundamental questions beg our attention: What is the proper scope of American history? What have “freedom” and “liberty” meant in American history? How have different groups and individuals defined what it means to be an American? What has been America’s role in the world? Through lectures, readings, discussions, and writing assignments, we will explore these and other questions central to the study of the American past.

## **Course Objectives**

Although students will be expected to identify and analyze key topics covered in class, the primary objectives of this course are to cultivate critical thought, encourage reasoned analysis, and promote clear communication. Students will learn to actively engage historical sources, ask historical questions, participate in historical debates, and produce clear and competent academic arguments.

## **Required Texts**

*The American Yawp: A Free and Online, Collaboratively Built American History Textbook, Volume II*, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019; [Online via americanyawp.com](https://americanyawp.com)) \*FREE AND OPEN SOURCE\*

*The American Yawp Reader: A Documentary Companion to the American Yawp, Volume II*, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019; [Online via americanyawp.com/reader.html](https://americanyawp.com/reader.html)) \*FREE AND OPEN SOURCE\*

Wesley G Phelps and Jennifer Jensen Wallach, *Containing Multitudes: A Documentary Reader of US History, Volume II: Since 1865* (Fayetteville: University of Arkansas Press, 2022).

## **Grading**

15 Primary Source Analyses:	15%
15 Reading/Lecture Quizzes:	10%
3 Exams:	45%
Signature Assignment:	15%
Historical Impact Reflection:	15%
Attendance:	Extra Credit on Exams

## **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 20% of the student’s final grade and will require critical reflection of course material. Exams will be completed

digitally through Canvas. Students may arrange to make-up the exam up to one week prior to the exam due date. Otherwise, make-up exams will only be permitted for university-excused absences or with acceptable documentation.

### Reading/Lecture Quizzes

All students are required to complete fifteen quizzes based on textbook reading and lecture material. Students will complete the quizzes through Canvas. Prompts and guidelines are available on Canvas.

### Primary Source Analyses

All students are required to submit fifteen analyses of primary source material through Canvas. Students must use primary sources to make historical arguments that connect to lecture material. Prompts and guidelines are available on Canvas.

### Signature Assignment

The Signature Assignment is a history department-mandated assignment that involves reading primary sources to make historical arguments. Prompts and guidelines are available on Canvas.

### Historical Impact Reflection

The Historical Impact Reflection is designed to encourage students to think historically about relevant historical topics we have covered in this class. Guidelines, prompts, readings, and rubrics are available on Blackboard.

### Attendance & Participation

Students are expected to attend class, arrive on time, and observe proper classroom etiquette. Course material includes several primary source readings and lectures that will constitute the basis of your exams. Discussion of this material and other subjects will constitute a portion of the class period—active, courteous, and intelligent participation is required.

### Extra Credit

The instructor *may* award extra credit for extracurricular activities, additional exam questions, or spot-checked attendance. Note that these cannot be made up for any reason.

## Course Schedule

*Note: course schedule subject to change*

### **Week 1 (January 13, 15, 17): Course Introduction; Why Study History?; Reconstruction**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 15 and *Containing Multitudes* Chapter 15.

**\*\*Primary Source Analysis Due Before Class on Wednesday\*\***

**\*\*Chapter Quiz Due by the End of the Day Friday\*\***

### **Week 2 (January 22, 24): Industrial America**

Recommended Textbook Reading: [\*American Yawp\*](#), Chapters 16 & 18

In-Class Primary Sources from *The American Yawp Reader* Chapters 16 & 18 and *Containing Multitudes* Chapters 16 & 18.

**\*\*Primary Source Analysis Due Before Class on Wednesday\*\***

**\*\*Chapter Quiz Due by the End of the Day Friday\*\***

**Week 3 (January 27, 29, 31): The West**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 17 and *Containing Multitudes* Chapter 17.

**\*\*Primary Source Analysis Due Before Class on Wednesday\*\***

**\*\*Chapter Quiz Due by the End of the Day Friday\*\***

**Week 4 (February 3, 5, 7): Imperialism at Home and Abroad**

Recommended Textbook Reading: [American Yawp](#), Chapter 19

In-Class Primary Sources from *The American Yawp Reader* Chapter 19 and *Containing Multitudes* Chapter 19.

**\*\*Primary Source Analysis Due Before Class on Wednesday\*\***

**\*\*Chapter Quiz Due by the End of the Day Friday\*\***

**Week 5 (February 10, 12, 14): The Progressive Era**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 20 and *Containing Multitudes* Chapter 20.

**\*\*Primary Source Analysis Due Before Class on Wednesday\*\***

**\*\*Chapter Quiz Due by the End of the Day Friday\*\***

**\*\*\* FRIDAY: EXAM #1 DUE \*\*\***

**Week 6 (February 17, 19, 21): World War I & Its Aftermath**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 21 and *Containing Multitudes* Chapter 21.

**\*\*Primary Source Analysis Due Before Class on Wednesday\*\***

**\*\*Chapter Quiz Due by the End of the Day Friday\*\***

**Week 7 (February 24, 26, 28): The New Era**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 22 and *Containing Multitudes* Chapter 22.

**\*\*Primary Source Analysis Due Before Class on Wednesday\*\***

**\*\*Chapter Quiz Due by the End of the Day Friday\*\***

### **Week 8 (March 3, 5, 7): The Great Depression**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 23 and *Containing Multitudes* Chapter 23.

***\*\*Signature Assignment due by the end of the day Wednesday\*\****

***\*\*Primary Source Analysis Due Before Class on Wednesday\*\****

***\*\*Chapter Quiz Due by the End of the Day Friday\*\****

### **SPRING BREAK: March 10-14**

### **Week 9 (March 17, 19, 21): World War II**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 24 and *Containing Multitudes* Chapter 24.

***\*\*Primary Source Analysis Due Before Class on Wednesday\*\****

***\*\*Chapter Quiz Due by the End of the Day Friday\*\****

### **Week 10 (March 24, 26, 28): The Cold War**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 25 and *Containing Multitudes* Chapter 25.

***\*\*Primary Source Analysis Due Before Class on Wednesday\*\****

***\*\*Chapter Quiz Due by the End of the Day Friday\*\****

***\*\*\* FRIDAY: EXAM #2 DUE \*\*\****

### **Week 12 (April 7, 9, 11): The Affluent Society**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 26 and *Containing Multitudes* Chapter 26.

***\*\*Primary Source Analysis Due Before Class on Wednesday\*\****

***\*\*Chapter Quiz Due by the End of the Day Friday\*\****

### **Week 12 (April 7, 9, 11): The Sixties**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 27 and *Containing Multitudes* Chapter 27.

***\*\*Primary Source Analysis Due Before Class on Wednesday\*\****

***\*\*Chapter Quiz Due by the End of the Day Friday\*\****

**Week 13 (April 14, 16, 18): The Unraveling**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 28 and *Containing Multitudes* Chapter 28.

**\*\*Primary Source Analysis Due Before Class on Wednesday\*\***

**\*\*Chapter Quiz Due by the End of the Day Friday\*\***

**Week 14 (April 21, 23, & 25): The Triumph of the Right**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 29 and *Containing Multitudes* Chapter 29.

**\*\*Primary Source Analysis Due Before Class on Wednesday\*\***

**\*\*Chapter Quiz Due by the End of the Day Friday\*\***

**Week 15 (April 28, 30): Recent History; The Next America**

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

In-Class Primary Sources from *The American Yawp Reader* Chapter 30 and *Containing Multitudes* Chapter 30.

***\*\*Historical Impact Reflection Paper Due Before Class on Monday\*\****

**\*\*Primary Source Analysis Due Before Class on Wednesday\*\***

**\*\*Chapter Quiz Due by the End of the Day Wednesday\*\***

**Finals Week (May 3-May 9): Final Exam**

***\*\*\*Exam 3 Due 9:30 AM Saturday, May 3 (UNT-designated final exam time)\*\*\****

**Note on Syllabus**

The information contained in this class syllabus is subject to change (with notice) and students are expected to be aware of any additional course policies presented by the instructor during the course.

**Academic Integrity**

All students are expected to abide by the UNT [standards of academic integrity](#). No instances of plagiarism or academic dishonesty, including but not limited to the use of generative AI tools or the improperly cited reproduction of outside material, whether reproduced in full or edited, will be tolerated. Any violation of this policy will result in a failing grade in the course.

**Office of Disability Access (ODA)**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to

verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

### **Classroom Etiquette**

Students are expected to observe proper classroom etiquette. Electronic devices are permitted only at the discretion of the instructor and on the condition that they do not distract the user or other students.