HIST 1302.001: THE UNITED STATES SINCE 1865
SPRING 2012
MWF 10-10:50

Instructor: Dr. Anthony Quiroz
Office: Faculty Center 284
Office Hours: MWF 9-9:50 W 1:30-2:30 R 5:30-6:30 and by appointment
Telephone: 825-5985
E-mail: Anthony.Quiroz@tamucc.edu

COURSE DESCRIPTION
This course analyzes the course of American history from the end of the Civil War to the present. It examines the significance of political, economic, diplomatic, social, and cultural events and movements throughout that time. Lectures, the text, assigned materials as well as film clips, and primary documents will be used to demonstrate how the United States moved from a position as a comparatively weak, rural, agricultural, homogeneous, nation to the place it currently occupies as an urban, post-industrial, heterogeneous world leader in economics, politics and culture.

REQUIRED MATERIALS
Jacqueline Jones, Peter H. Wood, Thomas Borstlemann, Elaine Tyler May, Vicki Ruiz, 

Access to www.Myhistorylab.com. This is crucial. We will undergo a demonstration the first week of class. If you have any problems at any time after that, please contact me immediately.
12 scantron forms

BLACKBOARD AND EMAIL PROCEDURES
We will communicate via the use of Blackboard (BB). You will receive instructions on how to use it in this lecture hall. If you are confused or unclear about any aspect of the program PLEASE do not ignore the issue. See me as soon as you have problems. The key issue is to use your ISLANDER e-mail account. Be sure to use this account.

STUDENT LEARNING OUTCOMES

1. To demonstrate an understanding of the history of the United States since 1865, including its major concepts, themes, methods and theoretical approaches by producing short reflection papers, topic papers, and essay exams.
2. To demonstrate an understanding of how historical sources are used, how historians utilize historiography to build scholarship, and to interpret the past by reading, writing and commenting in class.
3. To identify, synthesize and interpret historical arguments and to explain these arguments cogently in writing assignments and in class discussion.
4. To hone interpretive and writing skills necessary to write an undergraduate-level essay.
5. To apply the skills and knowledge learned in this course by successfully completing exams, reflective papers, in-class quizzes, and other graded events as assigned.

ASSESSMENT
Your grade will be calculated as follows:

- first mid-term examination.................................20% SLO 1, 2, 3, 4, 5
- second mid-term examination..............................25% SLO 1, 2, 3, 4, 5
- final examination.............................................35% SLO 1, 2, 3, 4, 5
- quizzes .........................................................20% SLO 1, 2, 3, 5

*Twelve quizzes will be given throughout the semester. They will cover material from the lecture, text, or MyHistoryLab. You will answer objective question quizzes on scantron forms. Objective quizzes will be comprised of ten questions. You must answer six correctly to pass. Each passed quiz (whether objective or otherwise) will count as two points toward your final course grade. Quizzes cannot be made up. This portion of your grade only counts for 20% of the course grade. Therefore, you can miss or fail up to three quizzes and still earn the equivalent of an “A.” Additionally, I may send out sign-in sheets on low attendance days to reward attendees, and punish the absent. Signing in will count as one full point toward your semester grade.

GRADE APPEAL PROCESS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

ADVISING STATEMENT
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a Faculty Mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

ADA STATEMENT
(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 believe you have a disability requiring an accommodation, please contact the Disability Services Office at 825-5816 or visit their office in Driftwood 101.

CLASS POLICIES

Missed lectures: I will not take roll as the class is too large. It is your responsibility to come to class regularly. Be forewarned, however, that I pass around “sign in” forms on occasion. On those days, students who attend class will have one full point added to their quiz scores. If I do this three times in the term, and you miss or fail three quizzes, you will still earn the full 12 points since you attended class on the days I had students sign in. Since I do not take roll, you do not have to contact anyone to “call in sick.” I will not give lecture notes, or re-read a lecture in my office. If you miss class you must get notes from another student. After you’ve done that, feel free to meet with me to ask any questions you may have.

Missed exams: I will schedule one makeup exam for a week or two after each of the two midterms. If you must miss a scheduled exam you will be allowed to take the make up exam at the time of the SCHEDULED MAKEUP ONLY. Makeup exams will consist of a single essay question (no choices) worth 100% of the exam grade. The questions will reflect material from the review sheets. Students who face extraordinary circumstances at the time of the final may seek to take it early. Extraordinary circumstances include such things as: a death in the family; a serious illness; delivery of a child (by the student or a spouse ONLY). Winning a trip to the Bahamas, or taking a family skiing trip that has been planned for two years are NOT extraordinary enough. If you know in advance that you need to miss the final exam because of a less than acceptable reason, you should drop the course immediately and take it at a later time. No late makeup will be given for the final exam. If you face extraordinary circumstances that honestly preclude you from taking the final see me immediately and we can try to set up an early exam. Remember, however, you must have a strong reason.

Late papers: I will grade the paper and then deduct 5 points for every day it is late, including weekends. No papers will be accepted after ten calendar days. You may send me a late paper as an attachment to an email.

Cheating on exams: If you are caught cheating on an exam you will receive a grade of "0" for that exam. At worst a "0" will virtually assure a failing grade in the course, at best it will ensure a very low grade. You may also be subject to further disciplinary action by the university. Do NOT allow others to copy your work as you too, may be punished.

Plagiarism: Plagiarism involves presenting someone else’s ideas as your own. The first instance of plagiarism by a student will result in a grade of 0 for the assignment. A second offense will result in termination from the class and perhaps further university sanctions if appropriate. Here is the wording from the History Area’s formal policy on plagiarism: Always give credit where credit is due. Plagiarism involves the uncredited use—whether intentional or unintentional—of someone else’s words or ideas. This is a serious academic offense, with punishments ranging from a grade of zero on the assignment to failure in the course and a letter placed in your permanent file. This includes work that you have submitted, are submitting, or will submit to more than one class (you cannot receive credit for substantially the same work in more than one class!). All direct quotations must be placed in quotation marks, and proper credit for quotations,
as well as paraphrased ideas or information, must be given in footnotes or endnotes. Papers guilty of any form of plagiarism will be severely penalized (see individual course syllabus or guidelines).  

Grade appeals: Students are welcome to appeal any grades which they feel were assigned incorrectly or unfairly. The first step is to meet with the FYSL who graded your work. If you are still dissatisfied you may bring the matter to me and explain your case. If you do this, come to that meeting armed with specific evidence to show how you were treated unfairly. I will, at that point, grade the material in question over again very carefully and objectively. The grade I then assess will be recorded. Realize that the newly recorded grade may be higher or lower than the original grade which was challenged. If the student is still dissatisfied at that point, she or he may pursue a formal grade challenge with higher authorities. The best way to level a successful grade appeal is to come prepared with material from the text or the handouts or authorized books or sources.

Talking/noise: This is an institution of higher learning which consists of an adult population. You are expected to behave appropriately. You are expected to sit quietly and take notes and listen carefully during lecture. Other kinds of extraneous noise, such as popping of gum, opening wrappers, rooting in book bags or purses is not only distracting to students in the surrounding area, it is disrespectful toward the professor. Avoid these problems by coming to class prepared with enough paper and extra pens at the ready when class starts. Eat before coming to class. It is not my responsibility to see that you eat properly.

Technology: Beepers and cell phones must be turned off or set to vibration mode. Computers are welcome but they must only be used for taking notes. They are not allowed for surfing the net, watching movies, or reading email. Violators will be warned, then publicly humiliated, then tossed out of class. After that the student will be turned over to the Dean of Students for serious consequences. C’mon! You’re in college. Don’t get dropped from a required course for anything at all, much less something this silly.

Tape recorders are NOT allowed without my specific permission. If allowed, the student MUST sign a waiver form. If you are caught with a taping device without having secured my permission you will face serious sanctions. If you are allowed to use a tape recorder be sure to have it ready to operate before class starts. The beginning of my lecture is not the time to be loading the tape or replacing batteries.

Tardiness/early departure: Arriving late or leaving early is very distracting to the professor as well as fellow students. Except for emergencies, avoid doing this. If you must leave early, inform me before class begins so as to avoid the appearance of being extremely rude. If you MUST arrive late for some very good reason, come in through the back of the room so as not to be unobtrusive.

Other bad habits: I realize that your time is valuable, but so is mine. Come to the lecture hall prepared to listen and take notes. Do not use lecture time for reading the assignments for this or any other class. Do not use class time to read the newspaper, write letters, text message, surf the net, watch movies, nap, or express affection.

Penalties: Individuals who consistently behave in an inappropriate manner and distract the class will be warned. In cases of chronic violations of the class rules, students will be removed from the classroom. If removal does not stop future disturbances, students will be referred to the Dean of Student’s Office for further disciplinary procedures.
Grade meetings: **ALL STUDENTS ARE STRONGLY ENCOURAGED** to hold at least one grade meeting toward the end of the semester (the last three weeks of the semester) with your FYSL or myself. During this brief meeting we will go over your grades for the semester and resolve any concerns or disputes up to that point. By not attending this meeting, the student is waiving any right to future contestation of any grade or portion of any grade in any course assignment. (For example, if you do not attend this meeting you cannot later say “I took that second exam,” if our records show that you did not.) When attending such meetings you MUST bring all graded work IF you wish to level a challenge or dispute. (Example: “You recorded the wrong grade.”) I will not reconsider a dispute AFTER the meeting.

Monograph and shared assignments: instructions for these will come separately. Penalties for cheating or tardiness will be addressed there.

**COURSE SCHEDULE**

**WEEK ONE** January 11, 13
All readings are to be completed by Friday of this and every week.
Readings: Jones, 361-373 by Friday
Lecture: Introduction to course; Reconstruction and the New South

**WEEK TWO** January 16, 18, 20
Readings: Jones, remainder of chapter 15 by Friday
Lecture: Reconstruction and the New South
Quiz 1/12: Consult the “Quiz Guide”

**WEEK THREE** January 23, 25, 27
Readings: Jones, chapters 16 and 17
Lecture: Gilded Age
Quiz 2/12: Consult the “Quiz Guide”

**WEEK FOUR** January 30, February 1, 3
Readings: Jones, chapter 18
Lecture: Spanish American War
Quiz 3/12: Consult “Quiz Guide”

**WEEK FIVE** February 6, 8, 10
FIRST EXAM ON MONDAY
Readings: Jones, chapter 19
Lecture: Progressivism
Quiz 4/12: Consult “Quiz Guide”

**WEEK SIX** February 13, 15, 17
Readings: Jones, chapter 20 and 21
Lecture: Winning a War and Winning the Peace
Quiz 5/12: Consult “Quiz Guide”
WEEK SEVEN    February 20, 22, 24  
Readings:     Jones, chapter 22  
Lecture:      The Great Depression and the New Deal  

WEEK EIGHT    February 27, 29 & March 2  
Readings:     Jones, chapter 23  
Lecture:      World War Two: THE Watershed Event  
Quiz 6/12:    Consult “Quiz Guide”  

WEEK NINE     March 5, 7, 9  
Readings:     
Lecture:      World War Two: THE Watershed Event  
No Quiz this week  
SECOND EXAM ON FRIDAY  

WEEK TEN     March 12, 14, 16  
SPRING BREAK  SPRING BREAK SPRING BREAK  

WEEK ELEVEN   March 19, 21, 23  
Readings:     Jones, chapter 24  
Lecture:      Cold War in a Post-Colonial, Bipolar World  
Quiz 7/12:    Consult “Quiz Guide”  

WEEK TWELVE   March 26, 28, 30  
Readings:     Jones, chapter 25  
Lecture:      Emergence of a New Social Order (Eisenhower to Kennedy)  
Quiz 8/12:    Consult “Quiz Guide”  

WEEK THIRTEEN April 2, 4, 6  
Readings:     Jones, chapter 26  
Lecture:      The Great Society, Vietnam, and Social Upheaval  
Quiz 9/12:    Consult “Quiz Guide”  

WEEK FOURTEEN April 9, 11, 13  
Readings:     Jones, chapter 27; Schulman, chapter 6, pp. 236-265  
Lecture:      The Great Society, Vietnam, and Social Upheaval; Nixon through Carter  
Quiz 10/12:   Consult “Quiz Guide”  

WEEK FIFTEEN  April 16, 18, 20  
Readings:     Jones, chapter 28  
Lecture:      Cold War, Class War, Culture War  
Quiz 11/12:   Consult “Quiz Guide”  

WEEK SIXTEEN  April 23, 25, 27  
Readings:     Jones, chapters 29 and 30
Lecture: Post-Cold War America: New Challenges, New Divisions?
Quiz 12/12: Consult “Quiz Guide”

WEEK SEVENTEEN April 30
Monday: Review for exam
Wednesday: University-wide “reading day.”

FINAL EXAM IS 11:00-1:30 ON WEDNESDAY MAY 9

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WEEK ONE August 24 & 25
All readings are to be completed by Friday of this week
Readings: Text Chapter 15;
Lecture: Introduction to course; Reconstruction and the New South
Quiz:

WEEK TWO August 29, 31, September 2
Readings: Text chapter 15; Stein Introduction, post-script, chapters 1-5
Lecture: Reconstruction and the New South
Quiz: “In what ways did the document expand the rights and freedoms of ex-slaves? In what ways did it attempt to maintain as much of the old order as possible?” Apply the concept of ‘change and continuity’ to this answer.” Done in second seminar meeting of the week. Given at the start of class Thursday.

Seminar: I will visit each seminar to discuss further the course.
AH: T 12:30   KR: T 9:30, R 12:30   AM: T 2:00, 4:00

WEEK THREE September 5, 7, 9
Readings: Text chapter 16; Stein chapters 6-9
Lecture: Gilded Age
Quiz: Three identification terms (who/what/when/where/why) from chapter 16. (2/10) Given at the start of class Tuesday.

WEEK FOUR September 12, 14, 16
Readings: Text chapters 17 & 18; Stein chapters 10-15
Lecture: Spanish American War
Quiz: Ten question scantron quiz over terms from chapters 17 & 18 (3/10)
   Given at the start of class Tuesday.
Seminar: Visits to review for exam
   AH: T 12:30   KR: T 9:30, R 12:30   AM: T 2:00, 4:00

WEEK FIVE      September 19, 21, 23
FIRST EXAM ON TUESDAY
Thursday:
Readings:    Text chapter 19; Stein chapters 16-18
Lecture:    Progressivism
Quiz:       None

WEEK SIX      September 26, 28, 30
Readings:    Text chapter 20
Lecture:    Winning a War and Winning the Peace
Quiz:       None. Taking Stein exam counts as one quiz point.
Seminar:
Composition: First portofolio due

Make up exam on Friday February 20 in BH 111 1:00

WEEK SEVEN     October 3, 5, 7
Readings:    Text chapter 21
Lecture:    The Great Depression and the New Deal
Quiz:       None
Seminar:    Stein exam at start of class Tuesday.
   AH: T 12:30   KR: T 9:30, R 12:30   AM: T 2:00, 4:00

WEEK EIGHT     October 10, 12, 14
Readings:    Text chapter 22
Lecture:    World War Two: THE Watershed Event
Quiz:       Scantron vocabulary quiz on chapter 22 (5/10)  Given at the start of
   class Tuesday

WEEK NINE      October 17, 19, 21
Tuesday:
Readings:    Text chapter 23
Lecture:    World War Two: THE Watershed Event
Quiz:       None
SECOND EXAM ON THURSDAY

WEEK TEN       October 24, 26, 28

WEEK ELEVEN    October 31, November 2, 4
Readings:    Text chapter 24
Lecture:    Cold War in a Post-Colonial, Bipolar World
Quiz: Read the “Marshall Plan” Here is a link to the Marshall Plan which is available online.
Given at start of class Tuesday. Counts as quiz 6/10

Make up exam on Friday March 27 in BH 111 at 1:00

WEEK TWELVE November 7, 9, 11
Readings: Text chapter 25
Lecture: Emergence of a New Social Order (Eisenhower to Kennedy)
Quiz: In class writing counts as quiz 7/10 Given at the start of class Tuesday
Seminar: Second portfolio due
Visit to discuss Immigration book

WEEK THIRTEEN November 14, 16, 18
Readings: Text chapter 26
Lecture: The Great Society, Vietnam, and Social Upheaval
Quiz: React to the “Tonkin Gulf Resolution”
(8/10) Given at the start of class Tuesday.

WEEK FOURTEEN November 21, 23
THANKSGIVING: NO CLASS ON FRIDAY
Readings: Text chapter 27
Lecture: The Great Society, Vietnam, and Social Upheaval
International Relationships
Quiz: In class writing counts as quiz 9/10. Given at start of class Tuesday

WEEK FIFTEEN November 28, 30, December 2
Readings: Text chapter 28
Lecture: From Nixon through Clinton
Quiz: Large lecture minute paper on Tuesday (10/10)
Seminar: Immigration paper due. Also counts as quiz 10/10 if turned in at start of class.

WEEK SIXTEEN December 5
Wednesday is a university-wide “reading day.”
Finals begin on Thursday December 8

Readings: Text chapter 29
Lecture: From Nixon through Clinton
Quiz: None
Seminar: Visit to review for final
AH: T 12:30 KR: T 9:30, R 12:30 AM: T 2:00, 4:00

December 14 8:00-10:30: FINAL EXAM