Course Description
This course provides an introduction to the history of the United States from 1865 to the present. In five weeks, we cannot possibly address all of the significant events from the last 146 years. Instead, we will discuss and analyze important topics while seeking to understand the major changes and continuities within this time period.

Student Learning Outcomes
- 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.
- 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.
- To identify, synthesize and interpret historical arguments and to explain these arguments cogently in writing assignments and in class discussion.
- To hone interpretive and writing skills necessary to write an undergraduate-level essay.
- To apply the skills and knowledge learned in the course by successfully completing essay exams, and other writing assignments.

Required Books
- David von Drehle, *Triangle: The Fire that Changed America*
- Howard Zinn, *You Can’t Be Neutral on a Moving Train: A Personal History of Our Times*
- Four brief, reading “packets” that I will make available through Blackboard.

These books are available for purchase at the University bookstore or through the Internet. Any editions are acceptable.

I do not require a standard textbook for this course. For students who have a limited background in United Stated history, or students looking for a handbook to answer basic questions, I recommend *Created Equal: A Social and Political History of the United States*, Brief Second or Third Edition, by Jones, et al. There are several copies of this text available on reserve in the library. This text is also available for purchase at the University bookstore.
Evaluation and Assessment
1. Two Exams - 55%
You will write two, in-class exams. Each exam will consist of objective, short answer and essay questions. Make-ups will be allowed only with a university-approved excuse. Please bring two Blue Books by July 16.
Exam I (July 23) - 25% Final Exam (August 9) - 30%

2. In-class writings - 45%
You will have daily in-class writings ranging from quizzes, short answer questions or primary source analyses over the assigned readings and lectures. Generally, these will take place the first ten minutes of class and can only be made up with a university-approved excuse. These writings also serve as preparation for exams. You may drop your two lowest grades in this category.

How to Succeed in this Class
Consistent attendance and reading are paramount to your success in this class. As such, you earn forty-five per cent of your grade from prompt attendance, thoughtful reading and close attention to lectures. Also, exams are based on my lectures and the assigned readings. I do not assign, nor do I lecture from, a regular text. Careful lecture notes will provide a foundation for completing the study guides. And active studying from these completed guides is the key to solid exam grades. Please visit with me during office hours if you are confused about something. If you have a schedule conflict with my office hours, do not hesitate to make an appointment with me.

Schedule of Topics and Assigned Readings
This is a tentative schedule and can be changed at the instructor’s discretion.

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<tr>
<th>Week 1</th>
<th>ReUnion and Expansion (1865-1900)</th>
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<tr>
<td>July 9</td>
<td>Introduction, Reconstruction Syllabus</td>
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<td>July 10</td>
<td>The Gilded Age Triangle, Prologue &amp; Chapter 1</td>
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<td>July 11</td>
<td>Jim Crow Triangle, Chapter 2</td>
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<td>July 12</td>
<td>Imperialism Triangle, Chapter 3</td>
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<tr>
<th>Week 2</th>
<th>What Have We Wrought (1900-1920)</th>
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<tr>
<td>July 16</td>
<td>Imperialism Triangle, Chapter 4</td>
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<tr>
<td>July 17</td>
<td>Progressivism Triangle, Chapters 5 &amp; 6</td>
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<tr>
<td>July 18</td>
<td>Progressivism Triangle, Chapter 7</td>
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<td>July 19</td>
<td>The War to End All Wars Triangle, Chapter 8</td>
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<th>Week 3</th>
<th>Testing the Limits of Capitalism and Democracy (1920-1945)</th>
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### Students with Disabilities and Veterans

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

### Academic Advisement

Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to [http://www.tamucc.edu/~aac](http://www.tamucc.edu/~aac)

### 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. If the problem cannot be resolved at this level, the student may take the steps below.
1. Presentation of grievance to instructor. (This step must be taken within fourteen calendar days after the beginning of the next term.)
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.

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.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.