HIST 1302.543: THE UNITED STATES SINCE 1865
SPRING 2009
TETRAD N
ST 101

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ABOUT THE TETRAD
Tetrad N is a Learning Community (LC) structured around four components: History, Math, English (First-Year Composition or FYC), and First-Year Seminar (FYS). Faculty and instructors from all four areas have worked together to develop a program to help students make the adjustment from high school to college more readily.

By integrating these components this tetrad will train you to become better readers, writers, thinkers. Always remember: employers don’t want people who have simply memorized a series of facts. They want workers who can use extant knowledge to solve new problems. The purpose of this course, then, is to teach you about America’s past, and force you to use that knowledge to design ideas and arguments about this nation’s past, present and future.

This course offers you two “safety nets” to help you succeed this term. 1. My office hours. I encourage all of you to drop by and at least say “hi” once during the term. Ideally, you will come to me with any questions or confusion you may have concerning the course. 2. Michelle Riley, the First-Year Seminar Leader (FYSL) also holds office hours. Take advantage of those as well. Remember that while I enforce grading procedures and standards in the course, your FYSL grades your work directly. You want to make sure that you understand clearly her wishes

As the semester wears on you may feel discouraged for any number of reasons. Realize that whatever you’re experiencing, you are not the first student in the history of the world to feel that way. So, before you drop the course, or drop out of school, please meet with me first. Sometimes students have dropped the course because they thought they were fated to failure. But the truth is that in most of those cases, the student was far from doomed. Indeed, with some minor adjustments, they could have easily passed the course, and with a little effort could have made a C, a B or higher.

Finally, realize that TAMUCC is a teaching institution and that we are dedicated to providing a superior quality education to our students. We firmly believe that the Triad/Tetrad system is one of the most effective course delivery methods in the nation. Our first year program has won state and national recognition for its innovation and effectiveness. Take your place in the Triad community seriously. We do.
We will use this shared lexicon of terms that are relevant to all portions of the LC:

- “Learning to Learn” – This phrase refers to the process of learning. Human nature is such that many people get stuck in a single, fixed view of the world around them. But when you stop to think about, little around you remains fixed. It changes all the time. “Learning to Learn” means we recognize the reality of change and work to identify and re-examine the world around us.

- Narrative – This is another word for story. It doesn’t mean that it is made up. It means that certain events flow in a certain order. For example, the following narrative doesn’t make sense: I ate a steak, I drove to the restaurant, I was hungry, I ordered a meal. Part of effectively communicating ideas to others is considering how we structure the narrative: I was hungry, I drove to the restaurant, I ordered a meal, I ate a steak.

- Evidence (Sources/Data) – Opinions are wonderful things. Everyone has them. But they don’t mean much in terms of a convincing argument. Evidence is what convinces others to agree with your argument. You gather evidence from sources and you judge whether these sources are the best available ones for the questions you are asking. Dr. Blanke may be a good source to gather evidence about American history, but not so much if you’re looking for evidence about students’ social life on campus after hours.

- Thesis (Argument) – A thesis is a statement that requires an argument supported by evidence. If Dr. Blanke claims, in class, that Reconstruction unfolded in three distinct phases then he needs to provide an argument for why this is important and evidence to prove his claims. More importantly, though, a thesis demands that you take a side on an issue. The best example of a thesis is seen in a court of law. A person is charged with a crime and it remains the plaintiff’s responsibility to prove their case just as it is the defendant’s to prove the opposite. As in a court of law, there is no “truth” to a thesis or argument, only effective persuasion.

- “Discourse Communities” – This term refers to distinct populations interacting over time. At times they can be clearly identified and debating over simple issues (Republicans and Democrats over a political office). More typically, they are loose groups of people acting in complex ways. Identifying who comprise discourse communities, what they are in conflict over, and how they are resolving their differences is a skill you will practice in Tetrad N.

- Genre – A term meaning a category or group of things that share characteristics. Film genres are a good example, and include “Buddy Films,” “Chick Fliks,” “Slasher Films,” Anime, etc. Genres change over time (making them interesting to historians), be merged and combined in interesting ways, or dropped entirely.

- “Critical” (as in “Critical Questioning, Critical Reading, Critical Listening”) – In an academic setting, being critical mean being skeptical, not simply “negative.” Since all arguments use evidence to persuade, being critical means evaluating these arguments for their use of evidence. You do this when you question someone, when you read something, when you listen to someone.

- Accuracy and Clarity – These are extremely important concepts for higher education. Generalities about “they say” and “we all know” may work in political discourse, but not in an academic setting. Accuracy means taking the time to get your evidence straight (so that you know the difference, for example, between
Andrew Johnson and Lyndon Johnson). Clarity means taking the time to communicate your ideas using the most appropriate language.

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
Scantron forms

BLACKBOARD AND EMAIL PROCEDURES
Students, the Composition instructor, First-Year Seminar Leader, and myself will communicate via the use of Blackboard (BB). You will receive instructions on how to use it in this lecture hall and in your seminar sections. If you are confused or unclear about any aspect of the program PLEASE do not ignore the issue. See my or your seminar leader or composition instructor as soon as you have problems. The key issue is to use your ISLANDER e-mail account. Be sure to use this account.

GUIDING QUESTIONS FOR HISTORY IN TETRAD N:
Citizenship & Identity: Who is an American? Who decides?
How has America’s role in the world changed?
Who has power and who doesn’t? How is power negotiated?
What should be the role of government?
These questions will be dealt with throughout the term.

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:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>first mid-term examination</td>
<td>10%</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>second mid-term examination</td>
<td>15%</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>final examination</td>
<td>20%</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>in-class work</td>
<td>30%**</td>
<td>SLO 1, 2, 3, 5</td>
</tr>
<tr>
<td>Stein analysis</td>
<td>10%</td>
<td>SLO 1, 4, 5</td>
</tr>
<tr>
<td>Schulman analysis</td>
<td>15%</td>
<td>SLO 1, 2, 3, 4, 5</td>
</tr>
</tbody>
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*All exams will consist of one essay question worth 100% of the exam grade.
**Twelve in-class assignments will be held throughout the semester. They appear in the
syllabus. Each assignment will be worth 3% of the entire semester grade. These cannot
be made up. Your two lowest grades will be dropped. 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.
Instructions on reading and analyzing the Stein and Schulman books appear on a separate
handout.

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
“STOPPED ATTENDING”: This is a grade designation that we assign to students who stop attending class. Students whose names are turned in as “SA” (Stopped Attending) are recorded and will likely not receive any future federal financial aid. This is serious. I do not take roll in the class as it is too large. When I am asked to submit grades at mid-term and at finals, I look at my grade book and see who has missed assignments. If I see that you have missed at least one major assignment and you have not turned in anything else since that time, I assume that you have dropped out and I will turn in your name with a grade of “SA.” How do you avoid this? Very simple: Come to class.

Missed lectures: 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 un-credited 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). [http://cla.tamu.edu/history/History_Area_Guide_Fall2009.pdf](http://cla.tamu.edu/history/History_Area_Guide_Fall2009.pdf)

**Bottom line:** do NOT plagiarize. Ignorance is no excuse. “But my teacher said…,” or “I didn’t know…,” do not count. You will receive the grade penalty in my class AND you will be turned in for academic misconduct to the Office of Student Affairs. Subsequent misconduct in this or other classes will result in further sanctions, even dismissal from the university.

**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 FYSI 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. First time offenders will receive a warning. A second offense will result in a non-negotiable reduction of the entire semester grade by HALF. This is not done to punish anyone. Rather it is designed to encourage adult behavior and maintain an environment conducive to learning.

**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. 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, you must sit in the designated area at the front of the room.

**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.

**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.
COURSE SCHEDULE

WEEK ONE  
August 24 & 25

All readings are to be completed by Friday of this and every week unless otherwise indicated in the syllabus.

Readings:  Jones, 361-373 by Friday
Lecture:   Introduction to course; Reconstruction and the New South

WEEK TWO  
August 29, 31, September 2
Readings:  Jones, remainder of chapter 15 by Friday; Stein Introduction, post-script, chapters 1-5;
Lecture:   Reconstruction and the New South
Seminar:  I will visit each seminar to discuss further the course.
Quiz 1/12: See separate quiz schedule

WEEK THREE  
September 5, 7, 9
Readings:  Jones, chapters 16 and 17 by Friday; Stein chapters 6-9
Lecture:   Gilded Age
Quiz 2/12: See separate quiz schedule

WEEK FOUR  
September 12, 14, 16
Readings:  Jones, chapter 18; Stein chapters 10-15
Lecture:   Spanish American War
Seminar:  Visits to review for exam
Quiz 3/12: See separate quiz schedule

WEEK FIVE  
September 19, 21, 23
FIRST EXAM ON MONDAY
Readings:  Jones, chapter 19; Stein chapters 16-18
Lecture:   Progressivism
Quiz 4/12: See separate quiz schedule

WEEK SIX  
September 26, 28, 30
Readings:  Jones, chapter 20 and 21
Lecture:   Winning a War and Winning the Peace
Quiz 5/12: See separate quiz schedule

Make up exam on Friday

WEEK SEVEN  
October 3, 5, 7
Readings:  Jones, chapter 22; In-class reflection paper over Stein on Friday
Lecture:   The Great Depression and the New Deal
Quiz 6/12: See separate quiz schedule
WEEK EIGHT  October 10, 12, 14
Readings:  Jones, chapter 23; Schulman Foreword, Preface, Introduction,
Lecture:   World War Two: THE Watershed Event
Quiz 7/12:  See separate quiz schedule

WEEK NINE  October 17, 19, 21
Readings:  Schulman, chapters 1 & 2
Lecture:   World War Two: THE Watershed Event
SECOND EXAM ON FRIDAY  NO QUIZ THIS WEEK

WEEK TEN  October 24, 26, 28
Readings:  Jones, chapter 24; Schulman, chapter 3, pp. 181-191
Lecture:   Cold War in a Post-Colonial, Bipolar World
Quiz 8/12:  See separate quiz schedule

WEEK ELEVEN  October 31, November 2, 4
Readings:  Jones, chapter 25; Schulman, chapter 4, pp. 191-213
Lecture:   Emergence of a New Social Order (Eisenhower to Kennedy)
Quiz 9/12:  See separate quiz schedule
Make up exam on Friday

WEEK TWELVE  November 7, 9, 11
Readings:  Jones, chapter 26; Schulman, chapter 5, pp. 214-235
Lecture:   The Great Society, Vietnam, and Social Upheaval
Seminar:  Visit seminar sections to discuss Schulman book
DATES TIMES TBA
Quiz 10/12:  See separate quiz schedule

WEEK THIRTEEN  November 14, 16, 18
Readings:  Jones, chapter 27; Schulman, chapter 6, pp. 236-265
Lecture:   The Great Society, Vietnam, and Social Upheaval; Nixon through Carter
Quiz 11/12:  See separate quiz schedule

WEEK FOURTEEN  November 21, 23
THANKSGIVING: NO CLASS ON FRIDAY  NO QUIZ
Readings:  Jones, chapter 28; Schulman, chapter 7, pp. 265-271
Lecture:   Cold War, Class War, Culture War

WEEK FIFTEEN  November 28, 30, December 2
Readings:  Jones, chapters 29 and 30; In-class reflection paper over Schulman on
Friday
Lecture:   Post-Cold War America: New Challenges, New Divisions?
Quiz 12/12:  See separate quiz schedule

WEEK SIXTEEN  December 5
Monday:   Review for exam
Wednesday: University-wide “reading day.”
Finals begin on Thursday December 8 NO QUIZ

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