COURSE DESCRIPTION
This course will introduce students to the history of the United States from the end of the Civil War to the present. Through lectures, course readings and discussions, students will gain an understanding of the major social, economic, and political developments that helped shape American history during this era. By engaging multiple historical narratives, students will also develop a greater understanding of U.S. domestic and foreign policies. Students will be evaluated by in-class quizzes, examinations and writing assignments.

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 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 key historical events figures, and arguments and to explain these arguments cogently in writing assignments and in class evaluations.

REQUIRED BOOKS
• Jacqueline Jones, et. al., Created Equal: A History of the United States (Brief 3rd edition)
• Short Blackboard readings assignments denoted with a [B] in the reading schedule

GRADED EVENTS

<table>
<thead>
<tr>
<th>Event</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus quiz</td>
<td>10</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>25</td>
</tr>
<tr>
<td>Reading quizzes (5 x15)</td>
<td>75</td>
</tr>
<tr>
<td>Response Papers (3 x 30)</td>
<td>90</td>
</tr>
<tr>
<td>Exams (3 x 100)</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE:
A = 450 to 500 points   B = 400 to 449 points   C = 350 to 399 points
D = 300 to 349 points   F = 299 points or less

DESCRIPTION OF GRADED EVENTS

Syllabus Quiz:
Students must complete a short take-home quiz on the syllabus due within the first two weeks.
Attendance and Participation:
After three absences, students will receive a 1 point deduction for every class period missed. Students who leave class after handing in a quiz or assignment and fail to attend the full class period will be counted as absent. In addition, students who routinely disrupt class through talking, texting, sleeping or surfing the internet on their laptops during class will receive a warning, followed by point deductions for lack of participation.

In-class quizzes
There will be six in-class quizzes over the course of the semester, five of which count towards the total grade. Students who take all six quizzes can drop their lowest quiz score. The quizzes will consist of short-answer questions based on lecture and/or course readings. There will be NO MAKE-UP opportunities for quizzes.

Three primary readings response papers:
Students are required to write two short response papers for this course based on primary source readings posted on Blackboard. Each paper must be typed and correctly cited and handed in at the beginning of class on the due date. All assigned papers must be turned in as a hard copy. No electronic submissions are accepted. Due dates for the papers are listed in the reading schedule. Complete paper instructions will be provided separately.

Three exams:
There are three examinations consisting of objective questions, identifications or short answers and essay questions. These exams are not cumulative, but rather focus on the materials covered from the previous exam on. A review sheet including further instructions and the exam structure will be provided in class.

LATE WORK AND MISSED ASSIGNMENT POLICY:
QUIZZES: NO make-ups
PAPERS: Papers not received during the class period on the day that they are due will be downgraded one letter grade (appropriate number of points) per day late.
EXAMS: Students who miss an exam must take a make-up exam consisting solely of essay questions during the final exam period for this course: Friday, May 10th, 11:00-1:30pm

How to succeed in this course: Regular class attendance, good note-taking during lectures and discussions, and completing the course reading are your best tools for success in this course. If you should miss class, it will be your responsibility to obtain notes from a fellow student. I do not email, post or share slides from lecture. You should also check the course’s Blackboard site to retrieve any assignments you may have missed.

Hurricane policy: In the event of a hurricane, I follow the published policies of TAMU-CC. If the campus remains officially open during the time that our class normally meets then class will proceed as scheduled (including all graded events). If the university closes campus then, we push to the next class period. If an exam date is cancelled, the exam is held at the next class meeting.

OTHER CLASS POLICIES
Academic Advising: 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 361-825-3466. Students should also visit the Center for Academic Student Achievement (CASA) in the Glasscock Center for help with writing, academic mentoring and tutoring in certain fields.

**Academic Dishonesty:** The penalty for academic dishonesty is clearly specified in the current Undergraduate Bulletin. I will follow these guidelines. In addition, students will be awarded zero points for any assignment in which cheating is detected. Plagiarism is considered by me and the University to be cheating. This is your first and only warning not to cheat in this class.

**Academic Etiquette:** The environment of the classroom demands that we conduct ourselves like adults and with respect for each other. As a result, the following guidelines will be followed:

- Feel free to raise your hand with a question or a comment during class
- Always conduct yourself with respect and civility toward others. Abusive language or behavior will not be tolerated.
- Please turn off or set to vibrate all cell phones, pagers, iPods and other devices and stow them away during lecture. They should not be visible. I will make an exception for laptops IF you are taking notes. The use of laptops in the classroom for anything other than taking course notes is discourteous, disruptive and can negatively affect your grade if detected. Continuous violation of this policy may result in disciplinary action. No recorders are permitted in class without instructor approval.
- Please be aware that talking, leaving early, arriving late, and other disruptive behavior affects your peers ability to learn the material. Excessive disruptive behavior will not be tolerated.
- Dozing-off sometimes happens, but DO NOT come to my class to sleep.
- Please refer to the TAMU-CC Student Code of Conduct for a more complete treatment of your rights and responsibilities while in class.

**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
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.

**AMERICANS WITH DISABILITIES ACT**
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. 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 a reasonable accommodation of their disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 361-825-5816. You must be registered with Disability Services in order to receive accommodations in this class.

**PROVISIONAL CLASS TOPICS AND READING SCHEDULE**
This is a tentative schedule and can be changed at the instructor’s discretion. All readings should be completed prior to class on the day they are assigned.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>1/23</th>
<th>Course Orientation and Introduction- Recap of the Civil War</th>
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</thead>
<tbody>
<tr>
<td>1/25</td>
<td></td>
<td>Reconstruction Era&lt;br&gt;Readings: <em>Created Equal</em>, Ch. 15</td>
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<tr>
<td>Week 2</td>
<td>1/28</td>
<td>Reconstruction Era&lt;br&gt;Readings: <em>Created Equal</em>, Ch. 15</td>
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<tr>
<td>1/30</td>
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<td>Reconstruction Era&lt;br&gt;Readings: Mississippi Black Codes [B]</td>
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<tr>
<td>2/1</td>
<td></td>
<td>Gilded Age&lt;br&gt;Readings: <em>Created Equal</em>, Ch. 16&lt;br&gt;Syllabus Quiz due by Today</td>
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<tr>
<td>Week 3</td>
<td>2/4</td>
<td>Gilded Age</td>
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</table>
Readings: *Created Equal*, Ch. 16

2/6  Gilded Age
Readings: *Created Equal*, Ch. 16
**Quiz #1 on Chapter 16**

2/8  Gilded Age
Readings: *Created Equal*, Ch. 17

**Week 4**
2/11  Gilded Age cont’d
Readings: *Created Equal*, Ch. 17

2/13  Gilded Age cont’d
Readings: *Created Equal*, Ch. 17
**Quiz #2 on Chapter 17**

2/15  The 1890s
Readings: *Created Equal*, Ch. 18

**Week 5**
2/18  The 1890s

2/20  The 1890s
Readings: *Created Equal*, Ch. 18

2/22  Exam Review
**Paper #1 due**

**Week 6**
2/25  **Exam #1**

2/27  Progressive Era
Readings: *Created Equal*, Ch. 19

3/1  Progressive Era
Readings: *Created Equal*, Ch. 19

**Week 7**
3/4  WWI
*Created Equal*, Ch. 20

3/6  WWI
*Created Equal*, Ch. 20
**Quiz #3**
Week 8
SPRING BREAK

Week 9
3/18 Great Depression
Readings: Created Equal, Ch. 22

3/20 Great Depression
Readings: Franklin Roosevelt, Inaugural Speech and “Americans Write to Their Leaders” [B]

3/22 Great Depression
Readings: Created Equal, Ch. 22 and Huey Long, “Share the Wealth” [B]

Week 10
3/25 WWII
Readings: Created Equal, Ch. 23
Paper #2 due

3/27 WWII
Readings: Created Equal, Ch. 23

3/29 WWII
Exam Review

Week 11
4/1 Exam #2

4/3 The Cold War
Readings: Created Equal, Ch. 24

4/5 The Cold War
Readings: Created Equal, Ch. 24

Week 12
4/8 The Cold War
Readings: Created Equal, Ch. 24
Quiz #4

4/10 The Cold War/Civil Rights in the 1950s
Readings: Created Equal, Ch. 25

4/12 The Cold War/Civil Rights in the 1950s
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>4/15</td>
<td>The Cold War/Civil Rights in the 1950s</td>
<td><em>Created Equal</em>, Ch. 25</td>
</tr>
<tr>
<td>4/17</td>
<td>The Vietnam War/The 1960s</td>
<td><em>Created Equal</em>, Ch. 26</td>
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<td>4/19</td>
<td>The Vietnam War/The 1960s</td>
<td><em>Created Equal</em>, Ch. 26</td>
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<tr>
<td>4/22</td>
<td>The 1960s</td>
<td><em>Created Equal</em>, Ch. 27</td>
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<tr>
<td>4/24</td>
<td>The 1970s</td>
<td><em>Created Equal</em>, Ch. 27</td>
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<tr>
<td>4/26</td>
<td>The 1970s</td>
<td><em>Created Equal</em>, Ch. 27</td>
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<tr>
<td>4/29</td>
<td>Rise of Modern Conservatism/The End of the Cold War</td>
<td><em>Created Equal</em>, Ch. 28</td>
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<td>5/1</td>
<td>Rise of Modern Conservatism/The End of the Cold War</td>
<td><em>Created Equal</em>, Ch. 28</td>
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<td>5/3</td>
<td>Exam Review</td>
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<tr>
<td>5/6</td>
<td>Exam #3</td>
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