HIST-1302.005  
U.S. History Since 1865  
W 7:00 – 9:30pm  
BH 126

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Office Hours: M, W 3:30-5pm; F 11-12

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 three in-class examinations, three papers and quizzes.

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 understand the key events, figures and debates that shaped U.S. history from the Civil War to the present.
- To identify, synthesize and interpret historical arguments and to explain these arguments cogently in writing assignments and in class discussion.

REQUIRED BOOKS

- Jacqueline Jones, et. al., Created Equal: A History of the United States (Brief 3rd edition)
- Rosemary Bray, Unafraid of the Dark (1998)

Students are also responsible for reading short primary documents for each session. These readings are mandatory and will be posted on the course’s Blackboard site. They are denoted with a [B] in the reading schedule.

DESCRIPTION OF GRADED EVENTS

Two Primary Readings Response Papers (5% each for a total of 10%)

Students are required to write two short response papers for this course. In each case, students will choose ONE out of two or three prompts based on the primary source readings. 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.

Rosemary Bray Writing Assignment (10%)
There will be an essay assignment based on *Unafraid of the Dark*. Complete paper instructions will be provided separately.

**Three Exams (20%, 20% and 25% for a total of 65%)**

There are three examinations consisting of objective questions, identifications and essay questions. These exams are not cumulative, but rather focus on the materials covered from the previous exam on. The third exam will take place during the final examination period and is weighted slightly more than the other two examinations. Further instructions and questions about the exam structure and content will be provided in class.

**In-Class Quizzes (3% each for a total of 15%)**

There will be five in-class quizzes over the course of the semester. The quizzes will take place on select Fridays (see reading schedule) and will consist of short-answer questions. There will be NO MAKE-UP opportunities for quizzes.

A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

**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, of course, 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.

**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. 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 and disruptive and can negatively affect your class participation grade if detected. Continuous violation of this policy may result in disciplinary action.
- 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.

**Attendance:** Regular attendance in class is crucial to your success in this course. If you should miss class, it will be your responsibility to obtain notes from class from a fellow student. You should also check the course’s Blackboard site to retrieve any assignments you may have missed.

**Blackboard:** I will set up a Blackboard site for this course where I will uphold course readings (see reading schedule), important announcements, and grades. Please check it regularly.

**Late work and missed assignments:** All papers must be turned in on time and all exams must be taken as scheduled. Extenuating circumstances will be considered on a case-by-case basis ONLY if you contact me BEFORE or on the SAME DAY of a missed paper of exam. If approved, late papers will be docked one letter grade for each day past the due date, including weekends. Failure to turn in any paper will result in a zero for that assignment. Missed exams will be assessed as a “zero” grade unless extenuating circumstances apply.

**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](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. If you need disability accommodations in this class, please see me as soon as possible.

PROVISIONAL CLASS TOPICS AND READING SCHEDULE
This is a tentative schedule and can be changed at the instructor’s discretion.

8/22        Course Introduction
Readings:   

8/29        The Gilded Age
Readings:   

9/5         Cultural Conflict
Readings:   

9/12        The Progressive Era
Readings:   

9/19        Exam #1
Readings:   

9/26        The Roaring Twenties
Readings:   

10/3        The Great Depression
Readings:   

8/22 Course Introduction
Readings: Created Equal, Ch. 15
          Berlin, ed., The Struggle Over the Meaning of Free Labor in the South [B],
          Mississippi Black Codes [B]

8/29 The Gilded Age
Readings: Created Equal, Ch. 16 pp. 388-400, 403-407 & Ch. 17
          William Graham Sumner, “The Absurd Effort to Make the World Over,”
          Florence Kelley, “The Sweating System” [B]

9/5 Cultural Conflict
Readings: Created Equal, Ch. 18
          Theodore Roosevelt, “The Strenuous Life” [B]

9/12 The Progressive Era
Readings: Created Equal, Ch. 19
          Henry Ford, “Why I Favor Five Days of Work with Six Days of Pay” [B]

9/19 Exam #1
Readings: War and Revolution
          Created Equal, Ch. 20

9/26 The Roaring Twenties
Readings: Created Equal, Ch. 21
          Additional readings TBA

10/3 The Great Depression
Readings: Created Equal, Ch. 22
          Wealth,” “Americans Write to Their Leaders” [B]
10/10  World War II
Readings: *Created Equal*, Ch. 23

**Paper #2 due**

10/17  Cold War and Hot War
Readings: *Created Equal*, Ch. 24
Harry Truman, “The Truman Doctrine,” Excerpts from Joseph McCarthy’s Speech in Wheeling, West Virginia [B]

10/24  **Exam #2**
The Cold War cont’d
Readings: *Created Equal*, Ch. 25

10/31  The Vietnam War and the Civil Rights Movement
Readings: *Created Equal*, Ch. 26
You should begin reading Rosemary Bray, “Unafraid of the Dark”

11/7  The 1970s
Readings: *Created Equal*, Ch. 27
Shirley Chisholm, “Equal Rights for Women,” and Phyllis Schlafly, “A Short History of the ERA” [B]

11/14  The End of the Cold War/Rise of Modern Conservatism
Readings: *Created Equal*, Ch. 28

11/21  **Thanksgiving Break – No Class**
You should be reading Rosemary Bray, “Unafraid of the Dark”

11/28  Post Cold-War America
Readings: *Created Equal*, Ch. 29

**Unafraid of the Dark Essay due**

12/12  **Exam #3** during final examination period, 7:15pm-9:45pm