COURSE DESCRIPTION

This course surveys the history of the United States from the end of the Civil War to the present. The period witnessed a radical reconstruction of ideas on race and gender, the formation of national issue-oriented political parties, the evolution of a powerful industrial-capitalist economy, and the emergence of U.S. influence on the international stage. More importantly, the age saw a deliberate and on-going effort by millions of Americans to express, support, and expand notions of democracy and republicanism for everyone in the United States. This course takes these noble aspirations seriously; asking where and how Americans defined these concepts, whether or not they were met, and how the major social movements both reflected and forced the broader economic and political changes of the era. Clearly, then, the history of this era is very complex.

A survey of American history moves quickly and covers only a portion of these questions. Measuring how well students learn this material is not an exact science, yet historians agree that developing certain analytical skills are essential. The graded components of this course are designed to strengthen these analytical skills. Specifically, Short papers and quizzes based on the book On the Road measure how well one reads, digests, and communicates information written by scholars examining the period under review. These assignments also develop the skill of communicating complex ideas.

Essay and identification questions measure how well one pulls together (or synthesizes) the larger themes and directions of the era under review. The essay answers will focus on the historical significance of these events, will be justified by specific historical evidence, and will be written in a way that clearly communicates your ideas. The identifications measure your knowledge of the subject and how well you place these events into the context of the times.
While we will be talking about these graded events in class, be sure to see me if you are not clear about what constitutes a graded component and why. See me if the material, course description, or assignments are confusing in any way.

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 believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361-825-5816.

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 this course by successfully completing three essay-style exams, two reflective papers, and several in-class quizzes.

REQUIRED BOOKS

- Created Equal
On The Road – Jack Kerouac

Academic Advising
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. In our college the undergraduate advisor is Linda Miller (825-3466, Linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. 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.

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**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.

**COURSE REQUIREMENTS**

Please read the course requirements listed below with care. It is important that there is no misunderstanding regarding them, so if you have any questions concerning them, be sure to ask. I will operate under the assumption that you are aware of and understand them.

*Lectures and Attendance* -- The lectures are designed to be the foundation for the course. As such, regular class attendance is essential if you hope to pass the course. I assume that when you sign up for the course, you are committing yourself to be in class on a regular basis. Further, it is essential that you pay close attention and take good notes when you are here. Despite the help of PowerPoint screens to guide you, this is not always easy in a larger lecture setting. The screens are just an aid, and merely copying what is on them will not be enough.

*Textbook* - Jacqueline Jones, et. al., *Created Equal: A Social and Political History of the United States* (brief 3rd edition). The text is designed to offer you an overview of U. S. history. With the lectures as a foundation, you should use the reading to provide additional material to fill in the gaps. Don’t do the reading in a vacuum; first, scan the reading before the lectures to get a few main points and a general sense of the subject matter covered. Then go back and do the reading more carefully. After the lectures, go back over the reading, with an eye toward supplementing and building upon the issues and events we discussed in class. Don’t try to remember every detail (you won’t be able to do this anyway); instead, try to determine what is important. The assigned readings often include materials not specifically covered in class, so it is absolutely essential that you read the assignments in order to succeed in this course. Refer frequently to the relevant materials on the review guides, and to the lists of terms that you’ll be responsible for that we don’t cover in the lectures.

Additionally you will be required to access primary documents and supplemental material from Pearson’s My History Lab.

*Quiz* -- In hopes of exposing you at an early stage to course expectations, we will have a short quiz before the first exam. The quiz will consist of a series of matching questions, drawn from the required readings and the lectures and a short essay question.

*Examinations* -- There will be four exams in this course, including the final. The final exam is comprehensive, covering all the material given over the course of the semester. Your lowest exam score will be dropped; as such, the final exam is technically optional. If you are satisfied with your first three exam scores, you may opt out of the final. In order to do well on the exams, it is essential that you attend class regularly, take good notes, and read your assigned materials. Each exam will consist of the following:

Four Exams (80% of final grade) will ask you to match terms with their definition and significance. You will also write a detailed essay that asks you to examine and discuss the historical events and use evidence to support your conclusions. Each exam is weighted differently when computing your final grade: Exam
1=15%, Exam 2 and 3 = 20% each, Exam 4=25%. The Final Exam will not be comprehensive.

KEY DATES AND GRADING STRUCTURE

A = 89.51-100
B = 79.51-89.49 Monday, September 10..........................Take Home Exam - distributed IN CLASS
C = 69.51-79.49 Friday October 5.................................In-Class Exam - notes allowed
D = 59.51-69.49 Wednesday, Nov 7..............................In-Class Exam – no notes allowed
F = 0-59.49 Wednesday, Dec 12...............................In-Class Exam – no notes allowed (8:00AM-10:30AM)

Course Schedule

Week 1
August 22 How to take Notes/How to Succeed in this Course

August 24 A Brief Overview of the Civil War/ Introduction to Reconstruction
CE Chpater 15
(Turn in notes at the end of class)

Week 2
August 27 Presidential and Congressional Reconstruction
Identity Assignment Due
CE Chpater 15

August 29 “Radical Reconstruction” and The West
CE Chpater 15

August 31 The West
CE Chpater 15
Quiz I Fredrick Jackson Turner Essay Myhistorylab

Week 3

Sept 3 Labor Day (No Class!)

Sept 5 The Gilded Age
CE Chapter 16

Sept 7 Populism in the Gilded Age
CE Chapter 17

Week 4

Sept 10  Gilded Age Labor and Business
         CE 18

Sept 12  Progressivism
         CE 19

Sept 14  Progressivism
         CE 19
         Quiz 2 W.E.B. DuBois essay Myhistorylab

Week 5

Sept 17  American Imperialism: Triumph
         CE 20
         (Take Home Exam Due)

Sept 19  American Imperialism: Tragedy
         CE 20

Sept 21  The Progressives and Nativism
         CE 20
         Quiz 3 (Over CE chapter 20)

Week 6

Sept 24  The Progressives and World War I
         CE 20

Sept 26  World War I and Prohibition
         CE 20

Sept 28  The “Roaring” Twenties
         CE 21

Week 7

Oct 1    The Great Depression
         CE 22

Oct 3    The Great Depression and the New Deal
         CE 22
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<tr>
<td>Oct 5</td>
<td>Exam 2 <em>In Class with Note Sheet</em></td>
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<td>Week 8</td>
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<td>Oct 8</td>
<td>World War II: The Growing Crisis in Europe</td>
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<td>CE 23</td>
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<td>Oct 10</td>
<td>World War II (cont.) The Growing Crisis in Asia</td>
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<td>Oct 12</td>
<td>World War II America Enters the War</td>
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<td>CE 23</td>
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<td>Week 9</td>
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<td>Oct 15</td>
<td>World War II: Changes in American Society</td>
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<td>Oct 16</td>
<td>World War II: D-Day and the End of Germany</td>
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<td>Oct 19</td>
<td>World War II: The Atomic Bomb and Japan</td>
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<td><em>Quiz 5 (On the Road Part 1)</em></td>
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<td>Week 10</td>
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<td>Oct 22</td>
<td>The Cold War: Home and Abroad</td>
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<td><em>Quiz 6 (On the Road Part 2)</em></td>
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<td>Week 11</td>
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<td>Oct 29</td>
<td>The Cold War: Home and Abroad</td>
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<td>CE 25</td>
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<td>Oct 31</td>
<td>The Cold War Heats Up</td>
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Nov 2  The Cold War: Vietnam  
CE 26  
Quiz 7 (On the Road Part 3)

Week 12
Nov 5  The Cold War: Vietnam  
CE 26
Nov 6  Exam Review
Nov 7  Exam 3

Week 13
Nov 8  Modern Civil Rights Movement  
CE 26
Nov 10  Modern Civil Rights Movement  
CE 26
Nov 11  Modern Civil Rights Movement  
CE 26
Nov 13  The Sixties JFK  
CE 265  
Quiz 8 (Kennedy Speech to Berlin Myhistorylab)

Week 14
Nov 19  The Sixties LBJ  
*On the Road*  Paper Due  
CE 26

Nov 21  The Long Decade  
CE 27
Nov 23  Thanksgiving (NO CLASS)

Week 15
Nov 26  Watergate
CE 27

Nov 28  America’s Right Turn
CE 28

Nov 30  America’s Right Turn
CE 28

Week 16

Nov 3  Final Exam Review

Final Exam  Wednesday Dec 12 at 8:00 AM. No notes allowed.