COURSE DESCRIPTION
A country without its history is like a person without a sense of self; it does not know who it is, how it got there, or where it is going. As part of understanding American identity, this course will cover the political, social, economic, and cultural development of the United States from end of the American Civil War until modern day. Moving beyond the basic collection of names and dates, we will examine the multiple and often contrasting views of history that appeared as America expanded its notions of democracy and freedom, developed internally, intervened on the international stage, and grew into a world superpower.

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.

DESCRIPTION OF GRADED EVENTS
Exams (70%) – There will be three exams (Exam I: 15%; Exam II 25%; and Exam III 30%) in this course including the final. The final exam is not cumulative. Exams will consist of materials from lecture and assigned readings. I will supply a review guide for the assigned reading material, the major themes, and the essay prompts, but I will NOT provide a study guide for in-class materials. An essay drawn from a bank of 4-6 questions supplied in advance will constitute half of the exam, while the remaining portion(s) will be a combination of matching, short answer, identifications, and/or chronologies.

Critical Essay (15%) – Over the course of the semester you will have three opportunities to write one critical essay (2-3 pages) over select chapters from the second volume of Contending Voices. You may submit one, two, or all three essays, and I will take the highest score. For more details see the “Critical Essays” document provided. Critical Essays are due at the BEGINNING of class on the dates specified on the schedule, and, because you have multiple chances to do one essay, no late essays will be accepted.

Exercises (15%) – Over the course of the semester, there will be a number of exercises, which consist of in class and take-home work. I will drop the lowest two scores, therefore, no makeups or late work will be allowed.

REQUIRED TEXTBOOKS
Eric Foner, Give Me Liberty!: An American History (second or combined volume, brief fourth edition).


The assigned readings often include material not specifically covered in class, so it is absolutely essential that you read in order to succeed in this course. Many of the people, terms, etc., from the readings will appear on the exams, but not be covered in lecture. Reading assignments are due by the beginning of class on the day in which they are assigned. There will be two types of readings:
Give Me Liberty is a textbook 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.

Contending Voices is designed to supplement and complement, rather than duplicate, the class lectures. You will also write about individual chapters for your Critical Essay assignments. Each chapter in this reader includes two types of materials: interpretive essays written by a historian about how different figures influenced, and were affected by, key issues in American history; and additional primary source documents (sources written at the time or by people who were there).

CLASS POLICIES

Late Work – Because I drop the two lowest exercise scores and provide three opportunities to do one critical essay, I do not allow late work. You are also expected to devote class time to class rather than completing assignments. Therefore, “Late” is defined TEN MINUTES past the start of the class. So if the class starts at 10am, then anything after 10:10 is considered late.

Attendance – I assume that when you signed up for the course that you were committing yourself to be in class regularly. As such, I will not take formal attendance, but be warned that any missed assignments cannot be made up.

Lectures – The lectures are designed to be the foundation of this course. The readings are designed to supplement not replicate the material covered in class. As such, it is vitally important that you come to class if you hope to pass this course. Further, it is essential that you pay close attention and take good notes while you are here. Despite the help of PowerPoint slides to guide you, taking notes is not always easy in a lecture setting. The slides are just an aid and copying them will not be enough. Feel free to ask me for assistance and guidance with taking notes. My slides will NOT be available on Blackboard.

Make-Up Exams – Students who miss one of the first two exams may make it up if they have a legitimate and documented excused. Be warned that the make-up exams may be different the scheduled exams. You are responsible for scheduling the make-up with the instructor. If you do not take the make-up within two class days of the scheduled exam, you will receive a zero for that exam. There is no make-up for the final.

Electronic Submission of Work – This is not an online course, therefore, you must turn in hard (paper) copies of all your work.

Blackboard – A posting of this syllabus, exam reviews, class handouts, and your grades is available on Blackboard and should be checked regularly. Note that the gradebook is merely a record and does not include a running tabulation.

Bluebooks – You will need to supply three clean bluebooks by the end of the first week. Do not write your name or anything in the bluebook. This will count for one exercise grade.

Extra Credit – There is no extra credit for this course. You have enough of importance to do in the regular assignments.

Assistance – My office hours are intended to make this course less forbidding. Feel free to come by and talk with me during my posted hours. If you cannot make these times, ask to make an appointment. I am more than willing to discuss difficulties, read drafts of critical essays or exams materials, or simply chat about history with you.

Freedom of Speech – Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service by asking.

Academic etiquette – Universities must maintain standards of academic etiquette in order to affect an atmosphere conducive to learning. You are expected to demonstrate courtesy to one another in and out of the classroom. Turn off your cellphones, iPods, etc., before coming to class and use laptops/tablets only for taking notes in class. Talking to one’s neighbor(s) during class lectures or general discussions, chronic lateness, text messaging, surfing the web, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to the opportunity to
learn. As such, it is unacceptable in a university classroom. Students who are unable to abide by these rules of academic etiquette and normal civility will be removed from the class and subject to disciplinary action.

**Academic Integrity** – Cheating or plagiarism on an assignment or test, or failure to complete any of the course requirements, will result in a zero grade for the assignment in question, and, in more serious cases, lead to further academic penalty. For definitions of and penalties for plagiarism, see University Procedures, 13.02.99.C3.01 "Procedure for Academic Misconduct Cases" at [http://www.tamucc.edu/provost/university_rules/students/130299C301.pdf](http://www.tamucc.edu/provost/university_rules/students/130299C301.pdf)

Grade appeals during the semester – In grading the primary concern is to maintain fair standards. You have the right to appeal if you believe that you have received a grade which does not reflect the quality of your work, or if you do not understand why an answer you gave was graded in the manner in which it was. The first step is to speak with me, but you must wait at least 24 hours after the assignment is returned to initiate this process.

**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 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 CCH 116.

**VETERANS**

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 825-5816.

**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). She is 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](http://www.tamucc.edu/~aac).

**FINAL 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 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](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.

**SCHEDULE**

- **GML** = *Give Me Liberty*
- **CV** = *Contending Voices*

**June**

2. Introduction and the Legacy of the Civil War

3. Reconstruction to Redemption; *GML* Ch. 15; *CV* “Race and Redemption in the Reconstructed South: Robert Smalls and Wade Hampton”

4. The Gilded Age; *GML* Ch. 16; *CV* “Organizing Labor in the Age of Industry: Terence Powderly and Samuel Gompers”

5. The Close of the West and Farmers’ Discontent; *CV* “Farmers and the “New South”: Tom Watson and
Henry Grady” **FIRST CRITICAL ESSAY OPPURTUNITY DUE**

June

9 American Imperialism; *GML* Ch. 17

10 **EXAM I**

11 The Progressive Era; *GML* Ch. 18; *CV* “Sex, Anarchism, and Domestic Science in Progressive America: Emma Goldman and Ellen Richards”

12 The War to End All Wars; *GML* Ch. 19; *CV* “Progressives at War: Randolph Bourne and George Creel”

16 Roaring into a Crash; *GML* Ch. 20; *CV* “Science, Religion, and “Culture Wars” in the 1920s: William Jennings Bryan and Clarence Darrow” **SECOND CRITICAL ESSAY OPPURTUNITY**

17 The Great Depression and the New Deal; *GML* Ch. 21; *CV* “Politics and the Big Screen in the Great Depression: Upton Sinclair and Louis B. Mayer”

18 World War II; *GML* Ch. 22; *CV* Racism and Relocation During World War II: Henry Ueno and Dillon Myer”

19 World War II, pt. 2

20 **Last Day to Drop a Class**

23 **EXAM II**

24 The Cold War Abroad; *GML* Ch. 23; *CV* “Confrontation and Compromise in the Cold War: James Brynes and Henry Wallace”

25 The Cold War at Home and the Culture of the 1950s; *GML* Ch. 24; *CV* “Politics and Principle in the Second Red Scare: Joseph McCarthy and Margaret Chase Smith”

26 Cracks in the Consensus: The Emergence of the Civil Rights Movement; *GML* Ch. 25; *CV* “From Black Protest to Black Power: Roy Wilkins and Fannie Lou Hamer” **THIRD CRITICAL ESSAY OPPURTUNITY**

30 Widening Chasms: The Great Society, Vietnam, and the Counterculture; *CV* “The Battles of Vietnam: Robert McNamara and Jan Barry”

July

1 A Shift in the Civil Rights Movement; *CV* “From Mystic to Militance: Betty Friedan and Gloria Steinem”

2 From Liberalism to Conservatism and the Close of the Cold War; *GML* Ch. 26

3 **FINAL EXAM**