Instructor’s Note: This syllabus is subject to change before the beginning of the semester.

**HIST 1302.005: U.S. History since 1865**  
Texas A&M University-Corpus Christi  
Spring 2014  
M/7:00 p.m.–9:30 p.m.  
BH 207

**Instructor:** Dr. Jen Corrinne Brown  
**Office Hours:** MWF/10a–11a  
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**Office:** FC 253E  
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**Office:** R/5p-7p  
**Or by appointment**

“*We are the prisoners of history. Or are we?*” –Robert Penn Warren

**COURSE DESCRIPTION**
This course surveys the social, economic, and cultural history of the United States from 1865 to the 1970s. As the rise of nineteenth-century nationalism and industrial capitalism ushered America into the modern world, the nation quickly moved from a rural, agrarian society to a political and economic world power. In this course, we will study the rise of modern America, focusing on expansion, technological change, social reform, war, economic fluctuations, and other key events that shaped the nation. In class, there will be lectures, discussions, films, and other activities that will require your participation. Out of class, there will be reading, writing, and studying. Throughout, we will read and analyze primary sources—the raw materials that historians use to construct their stories—to learn more about American history.

**COURSE OBJECTIVES**
Students who successfully complete this course will:
- demonstrate critical thinking by combining, changing, or reapplying existing information, gathering and assessing information relevant to a question, and analyzing, evaluating, and synthesizing information;
- develop communication skills by interpreting and expressing ideas through written, oral, or visual communication;
- demonstrate personal responsibility by evaluating historical choices and actions, and relating consequences to decision making;
- develop social responsibility by identifying intercultural competence and civic responsibility in past regional, national, and global communities.

**REQUIRED TEXTS AND MATERIALS**
Note: other short readings and primary sources will be posted on Blackboard.
Wright, Bradford W. *Comic Book Nation: The Transformation of Youth Culture in America*  
In addition to the course readings, please purchase two blue books, leave them blank and without your name, and give them to the instructor by Monday, February 3.

COURSE REQUIREMENTS AND GRADING (1,000 total points possible)
Note: more detailed assignment sheets and study guides will be posted on Blackboard.

Short Assignments (3 @ 100 points each = 300 total points): These point-boosting short essays, no more than two pages each, are designed to provide you with practice in writing historical essays, to help sharpen your writing skills, to prepare you for class discussions, and to immerse you in the use of primary sources.

Pop Culture Paper (200 points): In this assignment, you will examine American history using the lens of popular culture, while simultaneously strengthening your writing. It revolves around the fun and informative book Comic Book Nation.

Midterm Exam (250 points): This in-class test will cover key modern American history topics that we have learned in class during the semester’s first half. The test will be essay based.

Final Exam (250 points): The final will be a non-comprehensive examination of American history, covering important topics we learned during the second half of the semester. The test will be essay based.

LATE POLICY
Unless students have received prior instructor approval, assignments received after their due time and date will be marked down 5% for arriving after the due time and 10% for each day late.

ACADEMIC MISCONDUCT
Academic integrity is an important requirement for this course. Plagiarism and other forms of academic misconduct will not be tolerated. As a student, you are responsible for knowing how to avoid plagiarism. For more information, please see the Student Code of Conduct, available at http://judicialaffairs.tamucc.edu/studentcofc.html. Any student guilty of academic misconduct may receive a failing grade for the course and will be reported to the university’s Judicial Affairs Officer.

CLASSROOM ETIQUETTE AND COURSE POLICIES
Class attendance, participation, and etiquette are key expectations. In order to facilitate your learning and not distract others, please keep in mind the following guidelines:
- All students should help foster a respectful atmosphere that considers and includes different viewpoints and beliefs.
- You are expected to attend every class, arriving prepared and in a timely fashion.
- Please turn off all cell phones and electronic devices during class time.
- You may use computers (but not phones) for note taking only.
- In the event of a college-sponsored absence, you must notify the instructor ahead of time and turn in all assignments or take any exams before you leave. Failure to do will result in a zero for the assignment or exam.
• Please include your course and section number in all email correspondence (i.e.: HIST 1302.005).
• You are expected to keep track of your own course grade as the semester progresses. Be sure to keep all class materials and returned assignments.
• In the event of a hurricane, we will follow the published policies of TAMU-CC.
• There will be no make-up exams.

HOW TO BECOME A BETTER HISTORY STUDENT
• You are in this class because Texas state law requires it. However, learning American history will provide you with information and context to understand the world and the nation. It will help you improve your intellectual and civic skills, building you a foundation for future studies and life outside of college.
• I want everyone to succeed in this class, but that means you have to put in the work. Successful students work hard and try to improve throughout the semester.
• Do not fall into the “optional” trap! Everything in college is optional (attending class, taking notes, reading, spending a lot of time writing papers, studying, and everything else). If you opt to do these things and turn in assignments on time, you will pass this class.
• Take good notes. Lecture outlines will be available on Blackboard. They are just a general guide, you should fill it in with details like people, dates, events, descriptions, importance, terms, definitions, historical context, or anything else relevant. If you missed something during class, ask a friend or your instructor (during office hours) to fill in the gaps.
• Reading creates knowledge. You should read before class on the days assigned and take reading notes.
• Study. Review your notes before and after class. Skim back through the textbook occasionally. Study in small increments throughout the week and the semester.
• View writing as a process in which you will only get better if you make the conscious attempt to improve. You should start assignments early, read the directions carefully, develop an outline first, and then write. Spend time revising and improving essays.

COURSE SCHEDULE
The instructor reserves the right to modify the syllabus as needed prior to or during the course. Any changes will be announced in class.

Monday, 1/27: Introduction; Why Study History?; Reconstruction; Historical Sources
Reading Due: Created Equal, ch. 15

Monday, 2/3: The West and Reconstructing Race
Reading Due: Chief Joseph, “An Indian’s View of Indian Affairs” (1879)
*Assignment Due: Bring two blank blue books to Dr. Brown.*

Monday, 2/10: The Gilded Age: Industrialization and Immigration
Reading Due: Created Equal, chs. 16 and 17
Joseph McDonnell on immigration (1878)
*Assignment Due: Short Assignment #1*
Monday, 2/17: The Gilded Age: Populism and New Imperialism
Reading Due: *Created Equal*, ch. 18
   “Senator Albert J. Beveridge on Expansion”
   “Platform of the Anti-Imperialist League”

Monday, 2/24: The Progressive Era
Reading Due: *Created Equal*, ch. 19
   Gifford Pinchot, “Principles of Conservation” (1910)
*Assignment Due: Short Assignment #2*

Monday, 3/3: The Great War
Reading Due: *Created Equal*, ch. 20
   President Wilson’s Speech on the “Fourteen Points” (January 8, 1918)

Monday, 3/10: NO CLASS, Spring Break

Monday, 3/17: The Roaring ‘20s; Midterm Review
Reading Due: *Created Equal*, ch. 21
   Charles F. Kettering, “Keep the Consumer Dissatisfied” (1929)

Monday, 3/24: Midterm Exam; The Great Depression
Reading Due: *Created Equal*, ch. 22

Monday, 3/31: Discuss *Comic Book Nation*; World War II
Reading Due: *Created Equal*, ch. 23
   Korematsu v. United States (1944)
   *Comic Book Nation*, pp. 1–55
*Assignment Due: Short Assignment #2*

Monday, 4/7: The Atomic Bomb and Cold War; The Affluent Society
Reading Due: *Created Equal*, chs. 24 and 25
   *Comic Book Nation*, pp. 56–153

Monday, 4/14: Images of Women in the Postwar Era; Discuss *Comic Book Nation*
Reading Due: Betty Friedan, selections from *The Feminine Mystique* (1963)
   *Comic Book Nation*, pp. 154–294

Monday, 4/21: Long Civil Rights Movement
Reading Due: Martin Luther King, Jr., “Letter from Birmingham Jail”

Monday, 4/28: Social Movements of the 1960s; Vietnam
Reading Due: *Created Equal*, chs. 26 and 27
*Assignment Due: Pop Culture Paper*

Monday, 5/5: Final Course Business; Review
TBD: ***Final Exam***
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, (361) 825-3466, Linda.miller@tamucc.edu. The graduate advisor is Rachelle Stanley, (361) 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.

AMERICANS WITH DISABILITIES ACT
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 (361) 825-5816 or visit their office in Driftwood 101.

GRADE APPEAL PROCESS
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website at http://cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.