U.S. History since 1865

Professor Michael Jin
FC-256 / 825-3352
Office Hours: T 2:00-3:00, W 10:00-12:00, 2:00-3:00 & by appointment
Michael.Jin@tamucc.edu

COURSE DESCRIPTION

Triad K is a Learning Community (LC) structured around three components: History, English (First-Year Composition), and First-Year Seminar. Faculty and instructors from all three areas have worked together to develop a program to help students make the adjustment from high school to college more readily.

This course introduces students to the history of the United States from the end of the Civil War to the present. In addition to the major social, political, and economic developments during this era, we will examine how different groups of people have questioned, embraced, resisted, challenged, and changed consensuses about American culture and institutions. As special attention will be devoted to the question of what it means to be “American,” we will also examine the history of citizenship and the struggle over civil rights. By critically engaging primary historical sources and interdisciplinary scholarly works, students will learn to understand the diverse and complex ways in which the ideas about America have been interpreted over time.

STUDENT LEARNING OUTCOMES

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 writing, 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 BOOKS

- Primary documents and supplementary reading assignments posted on Blackboard

GRADED EVENTS

10% In-class Quizzes
10% Seminar Participation
20% 2 Primary Source Response Papers (10% each)
60% 3 Exams (20% each)

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

DESCRIPTION OF GRADED EVENTS

Mindful Reading and Wakeful Attendance. Please complete the assigned readings before class session and come prepared to share your opinions, observations, and questions. We will consider material in class that enhances but does not duplicate the course reading; therefore, attendance and selective (not compulsive) note-taking are essential.

To help you stay current on the course reading and reward you for attending class lectures regularly, there will be unannounced quizzes on course readings each week. There will be no make-up quizzes.

Seminar Participation. You are expected to attend your seminar meetings and participate actively in class discussions. Your seminar instructor will announce the attendance and participation policy.

Writing Assignments. In addition to close reading and active participation in class discussions, each student must complete all of the following writing assignments in order to pass the course. Essay topics and detailed instructions will be provided separately. Please read the class schedule carefully and note the deadlines. You are expected to plan your time around the demands of your other classes, jobs, sports, and other activities. Assignments that are turned in late will not be accepted.

- 2 short response papers (10% each, total of 20%) analyzing selected primary sources posted on Blackboard. Each paper should be two full pages (typed and double-spaced). Please submit a hard copy of your paper at the beginning of class on the due date. No late and/or electronic submissions will be accepted. Due Dates: February 18, April 22
- 3 exam essays (20% each, total of 60%). Each of these will be a take-home essay of three to four printed, double-spaced pages drawing on primary sources, lectures and discussions, and the assigned textbook. Prompts for these papers and detailed instructions will be provided separately. Please submit a hard copy of your paper at the beginning of class on the due date. No late and/or electronic submissions will be accepted. Due Dates: March 6, April 3, Finals Week (TBA)
Do not even think about turning your works in late. If an illness or an extreme emergency will force you to miss a deadline, you need to email me and your seminar instructor in advance and complete the assignment by the next class meeting.

CLASS POLICIES

Please see the Student Handbook (http://judicialaffairs.tamucc.edu/student_handbook.html) and Code of Conduct (http://judicialaffairs.tamucc.edu/studentcofc.html) for general University policies.

Academic Integrity
By enrolling in the university, students are automatically agreeing to abide by its policies, including those on academic misconduct. Academic integrity and scholarship are core values that should guide our conduct and decisions as members of the TAMU-CC community. Plagiarism and cheating contradict these values, and so are serious academic offenses. Penalties include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow citation practices. For more information, consult the current Undergraduate Bulletin.

Classroom Etiquette
A large class such as this one can be disrupted easily by people entering late or leaving early, by people chatting with neighbors and by people using computers or mobile phones for purposes other than course work (texting, Facebooking, game-playing, etc.). We expect you to conduct yourself with respect for your fellow students, respect for your instructors, and respect for the money you (and your fellows) are paying for your education. That means arriving on time and staying until the end of class (if you have to leave early, please let the instructor know before class begins). That means staying focused on the lecture presentation and questions from other students. Disruptive behavior, such as talking during the lecture, texting, sleeping, arriving late, leaving early, and abusive language will not be tolerated. Please refer to the TAMU-CC Student Code of Conduct for a more complete treatment of your rights and responsibilities while in class.

Electronic Devices
Students may use laptops or tablet computers in class to access previously downloaded primary readings from Blackboard. Students may also use laptops to take notes. Other electronic devices (smart phones, iPods, etc.) must be turned off and put away during class time. Also, access to the Internet during class time is strictly prohibited. While I believe that technology is a great tool for learning and students are better served learning how to use their devices productively, I will ban electronic devices outright if I find even one student abusing the privilege.
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.

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 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, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

HURRICANE POLICY
In the event of a hurricane, I will 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 will push the course requirements to the next official class meeting.

PROVISIONAL CLASS SCHEDULE
This is a tentative schedule and may be changed at the instructor’s discretion depending on events that occur throughout the semester. Be sure to complete the assigned readings before each class meeting.

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<thead>
<tr>
<th>Lecture</th>
<th>Readings</th>
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<tr>
<td>1/23 (R)</td>
<td>Introduction to the Course</td>
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<td>• Syllabus</td>
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<td>1/28 (T)</td>
<td>Reconstruction</td>
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<td></td>
<td>• Created Equal, Chapter 15</td>
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<td>Date</td>
<td>Topic</td>
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| 1/30 (R)   | Reconstruction                | * Created Equal, Chapter 15  
* Mississippi Black Codes (1865)                                         |
| 2/4 (T)    | Gilded Age                    | * Created Equal, Chapter 16                                              |
| 2/6 (R)    | Gilded Age                    | * Created Equal, Chapter 17  
* Senator George H. Hoar’s Speech (1882)                                  |
| 2/11 (T)   | 1890s                         | * Created Equal, Chapter 18  
* Ida B. Wells, *Southern Horrors: Lynch Law in All Its Phases* (1892) |
| 2/13 (R)   | 1890s                         | * Created Equal, Chapter 18  
* Andrew Carnegie, “The Gospel of Wealth” (1889)                           |
| 2/18 (T)   | Manifest Destiny              | * Rudyard Kipling, “The White Man’s Burden” (1899)                        |
|            | Response Paper #1             | * Lewis H. Douglass on Black Opposition to McKinley (1899)                |
|            |                               | * I. D. Barnett et al., “Open Letter to President McKinley by Colored People of Massachusetts” (1899) |
| 2/20 (R)   | Hawai’i’s Last Queen          | * Created Equal, Chapter 19  
* “Filipinos Demand Independence,” Taft’s *Terms of Probation* (1908)   |
| 2/25 (T)   | Industrial Nation             | * Created Equal, Chapter 20                                               |
| 2/27 (R)   | WWI                           | * Work on your paper!                                                     |
| 3/4 (T)    | *The Godfather, Part II*      | * Randolph Bourne, “Trans-national America” (1916) and “The State” (1918) |
| 3/6 (R)    | WWI                           | * Created Equal, Chapter 20  
* Helen Keller, “Strike Against War” (1916)                                |
| 3/11 (T)   | NO CLASS                      | Spring Break                                                               |
| 3/13 (R)   | NO CLASS                      | Spring Break                                                               |
| 3/18 (T)   | Roaring Twenties              | * Created Equal, Chapter 21  
* Excerpts from *Ozawa v. United States* (1922) and *United States v. Thind* (1923) |
|            |                               | * Margaret Sanger, “The Eugenic Value of Birth Control Propaganda” (1921) |
| 3/20 (R)   | Great Depression and the New Deal | * Created Equal, Chapter 22                                             |
| 3/25 (T)   | Great Depression and the New Deal | * Created Equal, Chapter 22  
| 3/27 (R)   | WWII                          | * Created Equal, Chapter 23  
* Selected interviews in Terkel, *The Good War*                           |
<p>|            |                               | * “The Loyalty Questionnaire”                                             |
| 4/1 (T)    | “Liberation” and the Cold War | * Created Equal, Chapter 24                                               |
| 4/3 (R)    | Dr. Strangelove               | * Created Equal, Chapter 25                                               |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Materials</th>
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<tr>
<td>4/8 (T)</td>
<td>Culture of Cold War</td>
<td><em>Created Equal</em>, Chapter 25&lt;br&gt;Paul Robeson, Unread Statement before the House Committee on Un-American Activities (1956)&lt;br&gt;Ethel and Julius Rosenberg to Their Children (1953)</td>
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<td>4/10 (R)</td>
<td>1960s</td>
<td><em>Created Equal</em>, Chapter 26</td>
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<td>4/17 (R)</td>
<td>1970s</td>
<td><em>Created Equal</em>, Chapter 27</td>
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<td>4/22 (T)</td>
<td>The Return of the Cold War</td>
<td><em>Created Equal</em>, Chapter 28</td>
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<td>4/24 (R)</td>
<td>Post-Cold War America</td>
<td><em>Created Equal</em>, Chapter 29</td>
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<td>5/1 (R)</td>
<td>A Global Nation</td>
<td><em>Created Equal</em>, Chapter 30</td>
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<tr>
<td>5/6 (T)</td>
<td>United States in the 21st Century</td>
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Exam #3 Due Finals Week