HIST-1302-540, 542, 543
History of the United States since 1865
MWF, 10:00-10:50AM
OCNR-115

Dr. David Blanke
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Office Phone: 825-2373

Office Hours: MWF 11:00AM-12:00PM, 1-2:00PM and by appointment
For web-based resources to this class, see http://falcon.tamucc.edu/~dblanke/
All Powerpoint presentations are available on Blackboard

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.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue 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
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 BOOKS

All of the books are available for purchase at the University bookstore or through the Internet. The books, my PowerPoint presentations, lecture outlines, terms, study questions, and notes are on reserve at the library under my name and this course number. You can also find and download PDF files containing all of the lecture notes and exam study guides at my website: http://falcon.tamucc.edu/~dblanke/

GRADING STRUCTURE
A = 89.51-100.00
B = 79.51-89.49
C = 69.51-79.4 9
D = 59.51-69.49
\[ F = 0.59.49 \]

***YOU CAN NOT RESCHEDULE THE FINAL EXAM WITHOUT THE DEAN’S PRIOR AUTHORIZATION***

DESCRIPTION OF GRADED EVENTS

Four Exams (80% of final grade) will ask you to identify the significance of several key terms AND for a single well-argued essay answer. Each exam is weighted differently when computing your final grade: Exam 1=15%, Exam 2 and 3 = 20% each, Exam 4=25%. The last/final exam will not be comprehensive.

NOTE: The common assignment for Tetrad N will be included in this component of your final grade. More information about this assignment and its weighted grade will be announced in class.

Quizzes Based on Contending Voices (20% of final grade) These will be scheduled and relate to the assigned readings for that day. In addition, I may assign optional work that can be used as a replacement grade for readings quizzes. These quizzes cannot be taken after the assigned due date. The final quiz grade will be determined by a cumulative average of your quiz scores over the term. I will allow students to drop at least two quiz scores from this average (including missed assignments).

Attendance Policy. Your attendance in class is required and will be recorded over the semester. For each day over three unexcused absences, your final term grade will be lowered by 2 percentage points. Students with more than six unexcused absences will have their final term grade lowered by a full letter grade.

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.

GETTING THE MOST OUT OF THIS CLASS

This course does not require that you memorize speeches, dates, or statistics that (as University students) you are wise enough to look up in any textbook (okay, probably the internet). The focus in this course is on finding the significance of people, events, and ideas. Most people do this in their everyday lives. Your job for the next fifteen weeks is to apply and develop this skill for U.S. history from 1865.

Students who compete for the highest grades regularly attend class, read the assigned work, take their own notes, and learn how to best manage their time. Students who do well also take time to read and understand the syllabus, to ask questions when confused, and to prepare for assignments in advance. Regular attendance in any college course is a strong predictor of student grades.

### PROVISIONAL CLASS TOPIC AND READING SCHEDULE

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<thead>
<tr>
<th>DAY/DATE</th>
<th>LECTURE TOPIC</th>
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<tbody>
<tr>
<td>9/4</td>
<td>Course Introduction</td>
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| 9/6      | “Modernization” Defined  
|          | • Intro to Federal Modernization |
| 9/9      | Federal Modernization: Reconstruction  
|          | • Created Equal Ch. 15 |
| 9/11     | Conclude Federal/Begin Economic Modernization |
| 9/13     | Economic Modernization: Industrial Capitalism  
|          | • In-Class Quiz: Contending Voices, Chapter 1, Sources 1, 2 |
| 9/16     | Conclude Economic/Begin Social Modernization |
| 9/18     | Social Modernization: Immigration/Urbanization  
|          | • Created Equal Ch. 15 |
| 9/20     | Conclude Modernization  
<p>|          | • In-Class Quiz: Contending Voices, Chapter 4, Sources 2, 3, 5 |
| 9/23     | Progressivism |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<td>9/25</td>
<td>Progressivism</td>
<td>Created Equal Ch. 19</td>
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<td>9/27</td>
<td>Progressivism</td>
<td>Created Equal Ch. 19</td>
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<td>9/30</td>
<td>Progressivism Nativism and Imperialism</td>
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<td>10/2</td>
<td>Progressive Nativism and Imperialism</td>
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<td>Great Depression/ New Deal</td>
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<td>HIST-1302 In-Class Exam #2 Review in class</td>
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<td>Cold War at Home and Abroad</td>
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<td>In-Class Quiz: <em>Contending Voices</em>, Chapter 12, pp. 219-238</td>
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<td>Conclude Viet Nam, Begin Modern Civil Rights</td>
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<td>Modern Civil Rights Movement</td>
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11/15
The Sixties – JFK to LBJ
- Created Equal Ch. 26
- HIST-1302 In-Class Exam #3 Review distributed in class

11/18
HIST-1302 In-Class Exam #3

11/20
Reagan & the Rise of the New Right
- Created Equal Ch. 28

11/22
Reagan & the Rise of the New Right
- Created Equal Ch. 28
- *In-Class Quiz: Contending Voices, Chapter 14, pp. 257-272*

11/25
Reagan & the Rise of the New Right
- Created Equal Ch. 28

11/27
Facebook, Social Media, and Convergence Culture (1990-2010)

11/28-29
THANKSGIVING HOLIDAY

12/2
Facebook, Social Media, and Convergence Culture (1990-2010)

12/4
The U.S. and the Middle East (1973-2008)

12/6
The U.S. and the Middle East (1973-2008)
- *In-Class Quiz: Contending Voices, Chapter 15, pp. 273-292*

12/9
The U.S. and the Middle East (1973-2008)

**FINAL EXAM: 8:00AM-10:30AM, Wednesday, December 18**
*Held in our regular classroom; Not Comprehensive*

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**ACADEMIC DISHONESTY, ATTENDANCE, AND OTHER CLASS POLICIES**

It is my experience that most students attend class regularly, behave as adults, submit assignments and take exams on time, perform well over the term, and do not cheat. Unfortunately, the following rules are necessary for the remaining few.

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:

- 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 and pagers. If you must take a call, do so outside of class.
- 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 (even in my electrifying lectures), 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.

*Be absolutely clear:* I will hold you responsible should your behavior negatively affect others in class. If this happens repeatedly, you will be removed from the class (even if it is the last week of the term).

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.

Make-up exams will be offered to students who inform me *before test time* of an excused absence. The questions on the make-up exam will not be harder but the exam *will not* offer optional questions. Make-up exams will be offered for one week after the scheduled date of the exam. A student may take only one make-up exam over the span of the term. If you miss two exams, the second make-up will be given on the day of the final exam. You must complete both exams during the time allotted for the final exam.
Students who fail the first exam are encouraged to schedule a meeting with me within one week of the return of the exam to discuss their work and ways to improve their performance.

All assigned papers must be turned as a hard copy (printed on paper). No electronic submissions are accepted. All assigned papers will be lowered one letter grade for every calendar day that they are late. Even very late paper submissions will receive some credit. Failure to turn in any paper will result in a zero for that assignment.

Individual grades can be reviewed with the instructor, grader, or seminar leader as appropriate. Please wait at least 24 hours after receiving your graded work before meeting with the grader to discuss grader materials (you can come see me immediately, I’m fair game and the best bet to get your answer). All final grading decisions are made by me; the grading assistants are not responsible for any final grade decisions in HIST-1302.

**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 825-3466.

**Notice to Students with Disabilities:** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with 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 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**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.tamu.edu/provost/university_rules/index.htm](http://www.tamu.edu/provost/university_rules/index.htm). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

See me if the material, course description, or assignments are confusing in any way. See me if you have any special physical needs or require any unique arrangements in order to attend and successfully complete the course.