History 1302.443  
Fall 2014  
Triad K  
TR 11:00-12:15, CI 138

U.S. History since 1865

Dr. Michael Jin
FC 256 / 825-3352
Office Hours: M 11-12; TR 1:15-3:15
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COURSE DESCRIPTION

This is a provisional course syllabus. 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.

By critically engaging primary historical sources and interdisciplinary scholarly debates, students will learn to understand the diverse and complex ways in which the ideas about America have been interpreted over time.

ABOUT THE TRIAD

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. By integrating these components, the Learning Community will help you become better readers, writers, and thinkers. The purpose of this course is to create an intellectual community in which you will learn to discuss and think critically, creatively, and responsibly about America’s past and use your knowledge to design ideas and arguments about the nation’s past, present, and future. By the end of the term, you will be better able to read and analyze complex primary sources through conversation and through writing. Your mental and intellectual powers will emerge stronger and better equipped for college and beyond. You will get to know your classmates on a deeper level—as intellectual comrades in a common search for truth.

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 MATERIALS

• Primary sources and supplementary reading assignments posted on Blackboard

GRADED EVENTS

10% Class Participation
30% 2 Primary Source Analysis Papers (15% each)
20% Local History Project
20% Midterm Exam
20% Take-Home Final Exam

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

Mindful Reading and Wakeful Attendance. You are expected to come to each class lecture having read the assigned texts closely. 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.

Participation (10%). You are expected to attend your seminar meetings and participate actively in discussions. Your seminar instructor will provide separate policies on attendance and participation. Also, to help you stay current on course readings, there will be weekly unannounced quizzes in class lectures. There will be no make-up quizzes.

2 Primary Source Analysis Papers (15% each, total of 30%). Each essay will analyze selected primary sources posted on Blackboard. Each paper should be approximately three printed double-spaced pages. Please submit a hard copy of your paper at the beginning of your seminar meeting on September 23 and November 4.

Midterm and Final Exams (20% each, total of 40%). Each of these will be an in-class exam consisting of essays drawing on primary sources, lectures and discussions, and the assigned textbook. Prompts for these essays and detailed instructions will be provided separately.
Local History Project (20%). For this assignment, you will examine how the history of your local community is intimately connected to larger national and international historical developments. You will explore a local historical source in the Corpus Christi area, such as a monument, museum exhibit, publication, commemorative event, and oral history. In a short paper (3 printed double-spaced pages), you will analyze how your historical source can illuminate one of our narrative themes outlined in the course description and class schedule. You will submit a brief statement of interest to your seminar instructor on September 30. You will work throughout the semester to explore and analyze a historical source of your interest. On October 21, you will submit an outline of your proposed project. A hard copy of the project report is due at the beginning of your seminar meeting on November 25.

Do not even think about turning your works in late. If you have an illness or an extreme emergency that will force you to miss a deadline, you need to email me and your seminar instructor—in advance—a written explanation and a firm deadline by which you will be able to complete the assignment. We may ask you to also furnish documentation (e.g. a doctor’s note, a police report, a letter signed by a family member, etc.) verifying your illness or emergency. Please note that if you cannot complete an assignment before we return papers with feedback, we will not be able to accept your work at all.

CLASS POLICIES

Please see the Student Handbook and Code of Conduct (http://studentaffairs.tamucc.edu/handbook.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 TAMUCC 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 Student Code of Conduct: http://studentaffairs.tamucc.edu/handbook.html

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 me and/or your seminar 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 Student Code of Conduct for a more complete treatment of your rights and responsibilities while in class.

**Missed Lectures**
It is your responsibility to come to class regularly. I will not provide lecture notes or repeat any part of a lecture in my office. (Do not ask me to tell you what you’ve missed in class.) If you miss class, ask a classmate for lecture notes. After you’ve studied your friend’s notes, you are welcome to visit my office hours to ask any question you may have.

**Electronic Devices**
Students may use laptops or tablet computers in class to access previously downloaded reading materials from Blackboard. You may also use laptops to take notes. You are NOT allowed to use your laptops or tablet computers to perform activities other than note taking or viewing assigned readings. Other electronic devices (cell 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.

**No Recording**
Students may not use a recording device in class without my specific permission. If you are caught recording any part of the class lecture without having obtained my permission, you will face serious sanctions.

**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,
For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**Grading Meetings**

You are strongly encouraged to meet with your seminar instructor during Weeks 13 and 14 of the semester (and no later than November 25) to go over your grades for the semester and resolve any concerns or disputes up to that point. Make sure you make an appointment with your instructor at least one week in advance if you are unable to attend her/his office hours. By not holding this meeting, you are waiving any right to future contestation of any grade. (For example, if you do not attend this meeting, you cannot later say “I turned the midterm essays in,” if our records show that you did not.) When attending this meeting, you must bring all graded work if you wish to challenge or dispute any grade. We will not reconsider a dispute after this meeting.

**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>Date</th>
<th>Lecture</th>
<th>Readings (Give Me Liberty)</th>
<th>Readings (Primary Sources)</th>
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<tbody>
<tr>
<td>8/27 (R)</td>
<td>Introduction to the Course</td>
<td>• Syllabus</td>
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<tr>
<td>9/2 (T)</td>
<td>Reconstruction</td>
<td>• 435-454</td>
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<tr>
<td>9/4 (R)</td>
<td>Reconstruction</td>
<td>• Finish Chapter 15</td>
<td>• Mississippi Black Code (1865)</td>
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<td>9/9 (T)</td>
<td>Gilded Age</td>
<td>• Chapter 16</td>
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<tr>
<td>9/11 (R)</td>
<td>Gilded Age</td>
<td>• Chapter 16</td>
<td>• Senator George H. Hoar’s Speech (1882)</td>
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<tr>
<td>9/16 (T)</td>
<td>1890s</td>
<td>• Chapter 17 (508-529)</td>
<td>• Ida B. Wells, <em>Southern Horrors: Lynch Law in All Its Phases</em> (1892)</td>
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<tr>
<td>9/18 (R)</td>
<td>1890s</td>
<td>• Chapter 17 (508-529)</td>
<td>• Andrew Carnegie, “The Gospel of Wealth” (1889)</td>
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<tr>
<td>9/23 (T)</td>
<td><em>Hawaii’s Last Queen</em></td>
<td>• Chapter 17 (529-541)</td>
<td>• Albert Beveridge, “The March of the Flag” (1899)</td>
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<td></td>
<td>Primary Source Analysis #1</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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| 9/25 (R) | Manifest Destiny Beyond Continent          | - 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)  
- “Filipinos Demand Independence,” Taft’s Terms of Probation (1908)                                                                 |
| 9/30 (T) | Industrial Nation Local History Project Preliminary Statement | - Chapter 18                                                                                                                                 |
| 10/2 (R) | WWI                                        | - Chapter 19 (574-580)  
- Randolph Bourne, “Trans-national America” (1916)                                                                 |
| 10/7 (T) | WWI                                        | - Chapter 19 (580-607)  
- Helen Keller, “Strike Against War” (1916)                                                                 |
| 10/9 (R) | Midterm Exam                               |                                                                                                                                 |
| 10/14 (T) | Roaring Twenties                           | - Chapter 20 (608-631)  
- Excerpts from Ozawa v. United States (1922) and United States v. Thind (1923)  
- Margaret Sanger, “The Eugenic Value of Birth Control Propaganda” (1921)                                                                 |
| 10/16 (R) | Great Depression and the New Deal          | - Chapter 20 (631-638)  
- Selected interviews in Terkel, Hard Times: An Oral History of the Great Depression                                                                 |
| 10/21 (T) | Great Depression and the New Deal          | - Chapter 21  
- Created Equal, Chapter 22  
- Selected interviews in Terkel, Hard Times: An Oral History of the Great Depression                                                                 |
| 10/23 (R) | WWII                                       | - Chapter 22  
- Selected interviews in Terkel, The Good War  
- “The Loyalty Questionnaire”                                                                 |
| 10/28 (T) | “Liberation” and the Cold War              | - Chapter 23                                                                                                                        |
| 10/30 (R) | Culture of Cold War                        | - Chapter 23  
- Paul Robeson, Unread Statement before the House Committee on Un-American Activities (1956)  
- Ethel and Julius Rosenberg to Their Children (1953)                                                                 |
| 11/4 (T) | Dr. Strangelove Primary Source Analysis #2 | - Chapter 23                                                                                                                        |
| 11/6 (R) | Birth of the                               | - Chapter 24  
- Martin Luther King, Jr., “Letter from
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters/Readings</th>
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<tbody>
<tr>
<td>11/11 (T)</td>
<td>Civil Rights Movement in the 1960s</td>
<td>Chapter 25, The Alcatraz Proclamation</td>
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<td>11/13 (R)</td>
<td>1970s</td>
<td>Chapter 26 (806-829)</td>
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<tr>
<td>11/18 (T)</td>
<td>The Return of the Cold War</td>
<td>Chapter 26 (826-839), Marian Wright Edelman’s Speech (1983)</td>
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<tr>
<td>11/20 (R)</td>
<td>Post-Cold War America</td>
<td>Chapter 27, Selected Poems by Sherman Alexie (1993)</td>
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<tr>
<td>11/25 (T)</td>
<td>Still At War: Home and Abroad</td>
<td>Chapter 28, Created Equal, Chapter 30, Maryam Qudrat Aseel, Torn Between Two Cultures (2004)</td>
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<tr>
<td>11/27 (R)</td>
<td>No Class (Thanksgiving)</td>
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<tr>
<td>12/2 (T)</td>
<td>The United States and the World</td>
<td>Maryam Qudrat Aseel, Torn Between Two Cultures (2004)</td>
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Final Exam date/time and location TBA.