U.S. History since 1865

Dr. Michael Jin
FC 256 / 825-3352
Office Hours: M 4-5:30, T 3-4:30, R 1:30-3:30 & by appointment
Michael.Jin@tamucc.edu

COURSE DESCRIPTION

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 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

• Supplementary reading assignments posted on Blackboard

GRADED EVENTS

20% Attendance and Class Participation
10% In-class Quizzes
30% 3 Short Papers (10% each)
20% Midterm Exam
20% 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.

Quizzes (10%). 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 on a weekly basis. There will be no make-up quizzes.

Seminar Participation (20%). You are expected to attend your seminar meetings and participate actively in discussions. Your seminar instructor will provide separate policies on attendance and participation.

Writing Assignments (30%) 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. In giving you all the due dates in advance, I expect you to plan your time around the demands of your other classes, jobs, sports, performances, extracurricular activities, etc. Assignments that are submitted late and/or electronically will not be accepted.

Due dates: 2/12, 2/26, 4/14

Exams (40%) These will be essay exams based on all components of the course material: lecture and seminar presentations, primary sources, and other reading assignments.
Midterm: 3/12; Final: take home essays due the date of the final exam.

**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.

**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**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Disability Services**
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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

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 (361) 825-5816.

**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](http://cla.tamucc.edu/students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**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.
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Lecture</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1/22 (R)</td>
<td>Introduction to the Course</td>
<td>Syllabus</td>
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<td>1/27 (T)</td>
<td>Reconstruction</td>
<td>Created Equal, Chapter 15</td>
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<tr>
<td>1/29 (R)</td>
<td>Reconstruction</td>
<td>Created Equal, Chapter 15, Mississippi Black Code (1865)</td>
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<tr>
<td>2/3 (T)</td>
<td>Gilded Age</td>
<td>Created Equal, Chapter 16</td>
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<tr>
<td>2/5 (R)</td>
<td>Gilded Age</td>
<td>Created Equal, Chapter 17, Senator George H. Hoar’s Speech (1882)</td>
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<td>2/10 (T)</td>
<td>1890s</td>
<td>Created Equal, Chapter 18, Ida B. Wells, Southern Horrors: Lynch Law in All Its Phases (1892)</td>
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<td>2/12 (R)</td>
<td>1890s, Short Paper #1</td>
<td>Created Equal, Chapter 18, Andrew Carnegie, “The Gospel of Wealth” (1889)</td>
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<td>2/17 (T)</td>
<td>Manifest Destiny</td>
<td>Rudyard Kipling, “The White Man’s Burden” (1899)</td>
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<td>Lewis H. Douglass on Black Opposition to McKinley (1899)</td>
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<td>I. D. Barnett et al., “Open Letter to President McKinley by Colored People of Massachusetts” (1899)</td>
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<td>2/19 (R)</td>
<td>Hawai‘i’s Last Queen</td>
<td>Created Equal, Chapter 19, “Filipinos Demand Independence,” Taft’s Terms of Probation (1908)</td>
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<td>2/24 (T)</td>
<td>Industrial Nation</td>
<td>Created Equal, Chapter 20</td>
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<td>2/26 (R)</td>
<td>WWI</td>
<td>Randolph Bourne, “Trans-national America” (1916) and “The State” (1918)</td>
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<td>3/3 (T)</td>
<td>The Godfather, Part II</td>
<td>Work on your essays!</td>
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<tr>
<td>3/5 (R)</td>
<td>WWI</td>
<td>Created Equal, Chapter 20, Helen Keller, “Strike Against War” (1916)</td>
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<td>3/10 (T)</td>
<td>Roaring Twenties</td>
<td>Created Equal, Chapter 21, Excerpts from Ozawa v. United States (1922) and United States v. Thind (1923)</td>
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<td>Margaret Sanger, “The Eugenic Value of Birth Control Propaganda” (1921)</td>
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<td>3/12 (R)</td>
<td>Midterm Exam</td>
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<tr>
<td>3/17 (T)</td>
<td>No Class</td>
<td>Spring Break</td>
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<tr>
<td>3/19 (R)</td>
<td>No Class</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/24 (T)</td>
<td>Great Depression and the New Deal</td>
<td>Created Equal, Chapter 22, Selected interviews in Terkel, Hard Times:</td>
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<td>Date</td>
<td>Topic</td>
<td>Sources</td>
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| 3/26 (R) | Great Depression and the New Deal | - *Created Equal*, Chapter 22  
| 3/31 (T) | WWII | - *Created Equal*, Chapter 23  
- Selected interviews in Terkel, *The Good War*  
- “The Loyalty Questionnaire” |
| 4/2 (R) | “Liberation” and the Cold War | - *Created Equal*, Chapter 24 |
| 4/7 (T) | *Dr. Strangelove* | - *Created Equal*, Chapter 25 |
| 4/9 (R) | Culture of Cold War | - *Created Equal*, Chapter 25  
- Paul Robeson, Unread Statement before the House Committee on Un-American Activities (1956)  
- Ethel and Julius Rosenberg to Their Children (1953) |
| 4/14 (T) | Birth of the Suburbs  
Short Paper #3 | - *Created Equal*, Chapter 26  
- Malcolm X, “The Ballot or the Bullet” (1964) |
| 4/16 (R) | Civil Rights Movement in the 1960s | - *Created Equal*, Chapter 26  
- Martin Luther King, Jr., “Letter from Birmingham Jail” (1963) |
| 4/21 (T) | 1970s | - *Created Equal*, Chapter 27 |
| 4/23 (R) | The Return of the Cold War | - *Created Equal*, Chapter 28  
- Marian Wright Edelman’s Speech (1983) |
| 4/28 (T) | Post-Cold War America | - *Created Equal*, Chapter 29  
- Poems by Sherman Alexie (1993) |
| 4/30 (R) | Still At War: Home and Abroad | - *Created Equal*, Chapter 30  
| 5/5 (T) | The United States and the World | |