Course Description
This course examines the social, economic, and political development of the United States from the end of the Civil War to the present. The main theme of the course involves the question of how Americans viewed themselves and their nation as the United States emerged as a political and economic superpower over the course of the 20th Century. We will begin during the 1870s, when the end of slavery, the conquest of the western territories, the arrival of “new immigrants,” and the rise of corporate capitalism all forced those living within the United States to rethink what it meant to be an American. We will then extend that question into the 20th Century, focusing on the changes to American identity brought by the two World Wars, the Depression, and the Cold War. The course ends in the post-Cold War period, when a new phase of immigration, the banning of race and gender discrimination, and the rise of global capitalism once again challenge Americans to define our roles in the nation and in the world.

NOTE: In a face-to-face course, much of the learning, motivation, and reminders result from regular attendance to lectures. Since this is an online course, students are expected to take on even more responsibility for their own success. Students should plan to spend the hours that they would be in class engaging with the readings, assignments, and online discussions.

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 Texts
   **If you choose to order it through online outlets, you may use any edition, but make sure you get Volume 2 (the second half of US history).**

3) Additional required texts –namely, primary documents– will be posted on the course Blackboard page.

**Course Requirements**

1. **Participation.** The format of this class is designed to generate thoughtful debate and discussion. Students are expected to have read material closely and to contribute thoughtfully to discussions via the Blackboard message board.

2. **Reading.** The goal is to read material closely and carefully. I have deliberately kept the amount of assigned reading reasonable with the expectation that the reading is done thoroughly and thoughtfully.

3. **Writing.**
   a. **Response Papers**
      Beginning in Week 2, each Sunday, students will turn in a “response paper” that analyzes primary historical documents. For this short assignment (1-2 pages), you will evaluate what the document is, who wrote it and why, and what it tells us about ideas, limits, and definitions of freedom during the period we are studying. These will be submitted to Blackboard as .doc/x or .pdf files.
      A longer response to *Women Strikers Occupy Chain Store* will be assigned.
   b. **Exams**
      You will take two exams. All of the assigned readings, films, and lectures will be covered in the exams. Exams will typically involve a mix of short answer and essay questions. These will be submitted to Blackboard as .doc/x or .pdf files.

**Participation (25%)**
**Response Papers (35%)**
**Midterm (20%)**
**Final Exam (20%)**

**Late Work/Make Ups**
I will not accept any late work. Please give yourself plenty of time to familiarize yourself with Blackboard before the first due date.

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

Schedule of Topics and Readings
The schedule is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Week 1: January 18
Introduction, Reconstruction and Jim Crow
READ: Foner, Ch. 15
DUE: Response Paper #1

Week 2: January 25
The Gilded Age and Early American Empire
READ: Foner, Ch. 16, 17, & 18
DUE: Response Paper #2

Week 3: February 1
The Age of Reform and the Great War
READ: Foner, Ch. 18 & 19
DUE: Response Paper #3

Week 4: February 8
Modern Times, Hard Times, and World War II
READ: Foner, Ch. 20, 21, & 22
Frank, Women Strikers Occupy Chain Store, Win Big
DUE: Response Paper #4

Midterm Exam – Due Friday, February 13

Week 5: February 15
Origins of the Cold War
READ: Foner, Ch. 23 & 24
DUE: Response Paper #5
Week 6: February 22
The Sixties
READ: Foner, Ch. 25
DUE: Response Paper #6

Week 7: March 1
Conservative Backlash and Postmodern America
READ: Foner, Ch. 26 & 27
DUE: Response Paper #7

Week 8: March 8
The War on Terror…and Beyond
READ: Foner, Ch. 28
DUE: Response Paper #8

Final Exam: Due Friday, March 13