***This syllabus is subject to change before the beginning of the semester***

HIST 1302.008: U.S. History since 1865  
Texas A&M University-Corpus Christi  
Fall 2015  
Tuesdays and Thursdays/3:30 p.m.–4:45 p.m.  
OCNR 145

Instructor: Dr. Jen Corrinne Brown  
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Office Hours: Mon. and Wed./4p–5p  
Tues. and Thurs./5p–6p  
Or by appointment

“We are the prisoners of history. Or are we?” —Robert Penn Warren

COURSE DESCRIPTION
This course surveys the history of the United States from 1865 to the present. As the rise of nineteenth-century nationalism and industrial capitalism ushered America into the modern world, the nation quickly moved from a rural, agrarian society to a political and economic world power. In this course, we will study the rise of modern America, focusing on expansion, technological change, culture, social reform, war, economic fluctuations, and other key events that shaped the nation. In class, there will be lectures, discussions, films, and other activities that will require your participation. Out of class, there will be reading, writing, and studying. Throughout, we will read and analyze primary sources—the raw materials that historians use to construct their stories—to learn more about American history.

COURSE OBJECTIVES
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 TEXTS AND MATERIALS
COURSE REQUIREMENTS AND GRADING (1,000 total points possible)
Note: more detailed assignment directions and study guides will be posted on Blackboard.

In-Class Assignments (20@10 points each=200 points): Your attendance and participation will be rewarded with graded, point-boosting assignments that will be completed during class time. There will be twenty-two chances to complete in-class assignments, but you will only be graded on twenty. The final two assignments will either replace missing assignments or, if you have completed all twenty, will be added to your grade for extra credit.

History Pin Assignment (100 points): This is a fun, innovative repeat photography project. You will find a historic photograph (I will provide sources) and then take a present-day photograph from the original vantage point. The assignment is designed to give you the opportunity to learn more about local history and the place in which we live.

Rock Essay Draft (50 points): You will be turning in a full, complete draft of your Rock Essay. The draft will be graded with the same standards and rubric as the final version, but will receive feedback to allow you to improve your essay. You are first turning in a draft to learn that writing is a process and that good writers always revise.

Rock Final Essay (200 points): Drawing from the interesting book All Shook Up and other course materials, the purpose of this essay is to help sharpen your writing skills while discovering more about American history. You must turn in the graded draft with the final essay to show your revisions.

Essay Exams (3@150 points each=450 points): There will be three essay exams over the course of the semester. Study guides will be posted on Blackboard approximately two weeks before each exam.

Optional Final Exam: The optional final exam will be a comprehensive essay exam. If you missed an exam or you would like replace a low exam grade, you can elect to take the final exam. You must score higher than one of your previous exams in order to replace that grade. If you do not score higher, the original grade will stand.

LATE POLICY
If you have a serious, documentable excuse, please contact the instructor about making up any missed in-class work. You may also turn in any out-of-class assignments late, but unless you have received prior instructor approval, assignments received after their due time and date will be marked down 5% for arriving after the due time (even one minute late) and 10% for each day late. Electronic copies of essays will not be accepted. You will need to turn in your late essay during class or during my office hours.

ACADEMIC MISCONDUCT
Academic integrity is an important requirement for this course. Plagiarism, cheating, and other forms of academic misconduct will not be tolerated. As a student, you are responsible for knowing how to avoid plagiarism. For more information, please see definitions of academic misconduct on the College of Liberal Arts’ website, available at
Any student guilty of academic misconduct may receive a failing grade for the course and will be reported to the university’s Judicial Affairs Officer.

HOW TO BECOME A BETTER (HISTORY) STUDENT

- You are in this class because it is required. However, learning American history will provide you with information and context to understand the world and the nation. It will help you improve your intellectual and civic skills, building you a foundation for future studies and life outside of college.
- You should know that learning is a struggle, you will make mistakes, and no one is naturally good at history. It takes work.
- I want everyone to succeed and do their best in this class, but that means you have to put in the work. Successful students work hard and try to improve throughout the semester.
- Do not fall into the “optional” trap! Everything in college is optional (attending class, taking notes, reading, showing up on time, spending a lot of time writing papers, studying, turning in assignments on time, and everything else). If you opt to do these things, you will pass this class.
- Carefully review the syllabus and make note of important dates, including exam days and due dates for readings and assignments. Familiarize yourself with the course Blackboard site and the resources available to you.
- Reading creates knowledge. You should read before class on the days assigned and take reading notes.
- Use the textbook study space (http://www.wwnorton.com/college/history/give-me-liberty4-brief/welcome.aspx). It includes chapter outlines, quizzes, maps, flashcards, and a variety of other resources to help you.
- Show up to class on time and prepared to take notes, to discuss readings, and to ask questions.
- Take good notes during both lecture and discussion. Lecture outlines will be available on Blackboard. They are just a general guide, you should fill it in with details like people, dates, events, descriptions, importance, terms, definitions, historical context, or anything else relevant. If you missed something during class, ask a friend or your instructor (during office hours) to fill in the gaps.
- Study. Study in small increments throughout the week and the semester. Quiz yourself. Use flashcards.
- View writing as a process in which you will only get better if you make the conscious attempt to improve. You should start assignments early, read the directions carefully, develop an outline first, and then write. Spend time revising and improving essays.

COURSE SCHEDULE
The instructor reserves the right to modify the syllabus as needed prior to or during the course. Any changes will be announced in class.

Thursday, 8/27: Course Introduction; Why Study History?
Tuesday, 9/1: Reconstruction
Reading Due: *Give Me Liberty!*, pp. 441–474

Thursday, 9/3: Reading and Analyzing Historical Sources

Tuesday, 9/8: The West
Reading Due: *Give Me Liberty!*, pp. 483–494

Thursday, 9/10: The Gilded Age and Industrialization
Reading Due: *Give Me Liberty!*, pp. 475–483; 494–507

Tuesday, 9/15: New Imperialism
Reading Due: *Give Me Liberty!*, pp. 517–542
**Assignment Due: History Pin Historic Photo**

Thursday, 9/17: The Progressive Era
Reading Due: *Give Me Liberty!*, pp. 543–573

Tuesday, 9/22: Review

Thursday, 9/24: Exam #1

Tuesday, 9/29: The Great War
Reading Due: *Give Me Liberty!*, pp. 574–607

Thursday, 10/1: The Roaring Twenties
Reading Due: *Give Me Liberty!*, pp. 608–631

Tuesday, 10/6: The Great Depression
Reading Due: *Give Me Liberty!*, pp. 631–671

Thursday, 10/8: World War II
Reading Due: *Give Me Liberty!*, pp. 672–706
**Assignment Due: History Pin Present-Day Photo and Caption**

Tuesday, 10/13: The Atomic Bomb and Cold War
Reading Due: *Give Me Liberty!*, pp. 707–735

Thursday, 10/15: Review

Tuesday, 10/20: Exam #2

Thursday, 10/22: Start *All Shook Up* Discussion; Citation Formatting
Reading Due: *All Shook Up*, pp. 1–34
Tuesday, 10/27: Long Civil Rights Movement  
Reading Due: *All Shook Up*, pp. 35–66

Thursday, 10/29: Civil Rights (con’t); *All Shook Up* Discussion  
Reading Due: *All Shook Up*, pp. 67–98

Tuesday, 11/3: The Affluent Society; *All Shook Up* Discussion  
Reading Due: *Give Me Liberty!*, pp. 736–767  
*All Shook Up*, pp. 99–129

Thursday, 11/5: *All Shook Up*  
Reading Due: *All Shook Up*, pp. 131–192

Tuesday, 11/10: The 1960s; Vietnam  
Reading Due: *Give Me Liberty!*, pp. 768–805  
**Assignment Due: Rock Draft**

Thursday, 11/12: The Sunbelt and the Rust Belt  
Reading Due: *Give Me Liberty!*, pp. 806–839

Tuesday, 11/17: Exam #3

Thursday, 11/19: An Era of Globalization  
Reading Due: *Give Me Liberty!*, pp. 840–873

Tuesday, 11/24: The Age of Terror  
Reading Due: *Give Me Liberty!*, pp. 874–909

Thursday, 11/26: Thanksgiving Break, NO CLASS  
Friday, 11/27: Thanksgiving Break, NO CLASS

Tuesday, 12/1: Review (Last Day of Class)  
**Assignment Due: Final Rock Essay**

Tuesday, 12/8: Optional Final Exam from 1:45 p.m. to 4:15 p.m. in OCNR 145

CLASSROOM ETIQUETTE AND COURSE POLICIES

Class attendance, participation, and etiquette are key expectations. In order to facilitate your learning and not distract others, please keep in mind the following guidelines:

- All students should help foster a respectful atmosphere that considers and includes different viewpoints and beliefs.
- You are expected to attend every class, arriving prepared and in a timely fashion. All important announcements will be at the start of class.
- Please turn off all cell phones and electronic devices during class time.
• Due to recent studies about poor note-taking skills and lower testing averages with computer use, you may NOT use computers during class.
• In the event of a college-sponsored absence, you must notify the instructor ahead of time and turn in all assignments or take any exams before you leave. Failure to do will result in a zero.
• Please include your course and section number in all email correspondence and on all assignments (i.e.: HIST 1302.008).
• Be sure to keep all class materials and returned assignments. Your grades will be posted on Blackboard and you should periodically check them to verify accuracy.
• In the event of a hurricane, we will follow the published policies of TAMU-CC.

CASA WRITING CENTER
The CASA Writing Center is located in room 112 of the Glasscock Student Success Center (GSSC), also known as CASA. We provide free help for TAMUCC students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. We offer both face-to-face and online appointments for undergraduate and graduate students. The CASA Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. We encourage students to make a 30-minute appointment, but we do take walk-in appointments if a Writing Consultant is available. Visit casa.tamucc.edu/wc.php to create an account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment with us.

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 APPEALS 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.

**STARFISH**
Starfish is a software communication program used to connect you (the student) to your “Success Network” of instructors, advisors, and other academic support programs on campus. If you receive an email from starfish@tamucc.edu, this means I have raised a Starfish “communication” item useful for connecting you to campus resources and course progress guidance. Starfish “communication” items include:

* Flags: early alerts regarding course effort and/or progress (missing a quiz or exam, poor attendance, a poor exam grade)
* Kudos: commendation for course effort and progress
* Referrals: recommended utilization of campus services: SI sessions, the Writing Center, and others

Acting on these messages in a timely manner is vital to your success as a student at TAMU-CC. The purpose of Starfish is to help instructors communicate information with their students and connect students with campus resources available to them. For Starfish assistance, please call (361) 825-3653 or email Starfish@tamucc.edu