History 1302: US History since 1865
Dr. Beth Robinson
Spring 2016

Section WO1
Fully Online

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).


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

**Course Requirements**

1. **Discussion.** 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 Monday, students will turn in a “response paper” that analyzes primary historical documents. For this short assignment (1.5-2 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. Longer responses to *Women Strikers Occupy Chain Store* and *March: Book 2* 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%)**

If you have a question about an individual grade on an assignment, please come to my office hours or schedule an appointment. I am more than happy to speak with you, but you need to wait 24 hours after the assignment is returned before approaching me.

**Late Work/Make Ups**
I will not accept any late Reading Responses or Discussion Posts. Please give yourself plenty of time to familiarize yourself with Blackboard before the first due date. Late exams will not be accepted without documented and legitimate justification, at the discretion of the instructor or as mandated by law or university policy.

**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

**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. 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 17
Introduction
Reconstruction and Jim Crow
READ: Foner, Ch. 15

Week 2: January 24
American Expansion and the Gilded Age
READ: Foner, Ch. 16 & 17

Week 3: January 31
The Age of Reform
READ: Foner, Ch. 18

Week 4: February 6
The Great War
READ Foner, Ch. 19

Week 5: February 13
Modern Times
READ: Foner, Ch. 20
Frank, Women Strikers Occupy Chain Store, Win Big

Week 6: February 20
Hard Times
READ: Foner, Ch. 21
Frank, Women Strikers Occupy Chain Store, Win Big

Week 7: February 27
World War II
READ: Foner, Ch. 22

Week 8: March 6
Midterm Exam

SPRING BREAK

Week 9: March 20
Origins of the Cold War
READ: Foner, Ch. 23 & 24

Week 10: March 27
The Sixties, Part 1
READ: Foner, Ch. 25
Week 11: April 3
The Sixties, Part 2
READ: Lewis, March: Book 2

Week 12: April 10
Conservative Backlash
READ: Foner, Ch. 26

Week 13: April 17
Postmodern America
READ: Foner, Ch. 27

Week 14: April 24
The War on Terror
READ: Foner, Ch. 28

Week 15: May 1
Course Conclusion
Final Exam