HIST 1302.011
US History Since 1865
TR 3:30-4:45 CS 115

Instructor: Kathryn Falvo
Email: Kathryn.Falvo@tamucc.edu
Phone: TBD
Office: TBD
Office Hours: TBD

COURSE DESCRIPTION

This is a survey course designed to cover United States History from the end of the Civil War to the present. Economically and socially fractured in the aftermath of war, it is during this century that the United States sought to forge a coherent national identity. The triumph of capitalism, national expansion, and global warfare did in some ways form that identity; but it was not a vision that benefitted everybody. Through grassroots organizing and large scale protest, others articulated a more inclusive vision of America. Both national politics and grassroots organization - and the ongoing interplay between them - shape what the United States is today.

Throughout the course we will focus on examining primary source material. Our goal is not to memorize the numerous names, dates, and facts that make up our history - what some have called the “Alphabet Soup” of the twentieth century. Rather this course hopes to explain how the social and political landscapes of the twentieth century shape who we are as a nation today. This means reading the words of those who shaped that century. It is my hope that by a thorough examination of our nation’s social and political landscapes, we can better understand ourselves in the present moment.

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 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 BOOKS

- Eric Foner, *Give Me Liberty*
- W.E.B. DuBois, *The Souls of Black Folk*
- Julie Otsuka, *When the Emperor Was Divine*

GRADED ASSIGNMENTS

Your graded assignments in this class will be as follows:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
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<tr>
<td>Paper #1</td>
<td>15%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Paper #2</td>
<td>15%</td>
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<tr>
<td>Final</td>
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**Quizzes:** Students will be required to take twelve quizzes over the course of the semester. Quizzes will be administered in class and at random. They will vary in structure, and may be true/false, multiple choice, or open ended questions. They will never be longer than 5 questions. They will be taken in-class on the current day's readings, and are meant to test basic reading comprehension. Students’ lowest two quiz grades will be dropped at the end of the semester. There are no make-up quizzes, even for legitimate excuses.

**Midterm:** Students will take one in-class midterm examination. The exam will consist of a test section and an essay section. You are required to bring your own blue book. Questions will be based on lectures and readings from previous dates, up to the class before the midterm review. Those students who need more time or other assistance with in-class examinations are expected to see me regarding their situation at least one week prior to the exam date.

**Papers:** Students will write two short papers in this class, each three pages long. Essay prompts and rubrics will be made available online at least two weeks before the paper is due. I will look at full drafts of papers by request, but only if they are given to me a week or more before the paper is due. If you would like me to review a draft of your work, please plan accordingly. All papers must be submitted in both hard and electronic copies. They must be double spaced, with one-inch margins, in twelve-point Times New Roman font, with page numbers on the lower right hand corner. Papers that do not follow this format will be subject to penalty.

**Extra Credit:** There are no extra credit assignments in this course. However, I may give the opportunity for an extra quiz or additional questions on exams that may boost your scores in these categories.
GRADING SCALE

94-100 = A  
90 - 93 = A-  
88 - 89 = B+  
83 - 87 = B  
80 - 82 = B-  
78 - 79 = C+  
73 - 77 = C  
70 - 72 = C-  
68 - 69 = D+  
60 - 67 = D  
Less than 60 = F

CLASSROOM POLICIES

Class Attendance: Strictly speaking, there is no attendance grade in this class. You are, however, expected to attend every class. This is reflected in the quiz policy. If you have extenuating circumstances that prevent you from attending one or more classes, please speak with me individually.

Class Comportment: Arriving in class late and leaving class early will not be tolerated. Speaking over your fellow students or speaking rudely will not be tolerated. Using cell phones, computers, tablets, or any other electronic device will not be tolerated (if you need one of these in order to take notes, please see me). If you violate any of these regulations, I will issue one warning per student. After that I will deduct two percentage points from the final grade for each infraction.

Blackboard: This course uses Blackboard, which is essentially a web page designed specifically for college courses. I use Blackboard for three things: posting course materials (readings, paper prompts, and review sheets), posting grades, and emailing students. You automatically have access to Blackboard by being registered for this class. To log on, go to https://iol.tamu.edu. If you have problems logging on, please contact the Island Online Helpdesk at 825-2825.

Late Papers: Late papers will be marked down one letter grade for each day that they are late, unless students provide me with documentation of extenuating circumstances.

Email Policy: Barring extenuating circumstances, I will respond to all student emails within 36 hours (and likely much sooner). I will not respond to emails between the hours of 9pm and 9am, nor will I necessarily respond on weekends.
UNIVERSITY POLICIES

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 or log onto http://www.tamucc.edu/~aac.

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
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
COURSE SCHEDULE

● Week 1: Welcome
  ○ 1/19: Welcome and Class Introduction
    ■ Summary: This introductory class will cover the basics of what we intend to do in Hist 1302.
    ■ Assignment[s]: None

● Week 2: The End of the Civil War
  ○ 1/24: The Nation at the End of War
    ■ Summary: Lecture and primary source workshop on state of the Union at the end of the Civil War.
    ■ Assignment[s]:
      ● Foner, *Give Me Liberty*: pp 441-454
      ● Sherman’s Special Field Order 15 [blackboard]
      ● Freedmen’s Bureau cartoons [blackboard]
  ○ 1/26: Reconstruction in the US South
    ■ Summary: Lecture on Radical reconstruction in the US South and its ultimate failure. Discussion of DuBois.
    ■ Assignment[s]:
      ● Foner, *Give Me Liberty*: 454-474
      ● The Atlantic, *Is this the Second Redemption?* [blackboard]

● Week 3: The Gilded Age
  ○ 1/31: Industrialization and Success
    ■ Summary: Lecture on the wave of industrialization that swept the country after the Civil War. Discussion of Carnegie and social responsibility.
    ■ Assignment[s]:
      ● Foner, *Give Me Liberty*: 475-498
      ● Andrew Carnegie, *The Gospel of Wealth* [blackboard]
  ○ 2/2: Rebellion and Reform
    ■ Summary: Lecture on social unrest in America’s cities and women’s social work in the decades following the Civil War. Primary Source workshop on Sumner and NWSA documents.
    ■ Assignment[s]:
      ● Foner, *Give Me Liberty*: 498-516; 543-573
      ● Upton Sinclair, *The Jungle* (excerpt) [blackboard]
      ● William Graham Sumner on Social Darwinism, from *The Challenge of Facts* (excerpt) [blackboard]
      ● NWSA, *Declaration of the Rights of Woman of the United States* [blackboard]

● Week 4: The Color Line, at Home and Abroad
  ○ 2/7: The Birth of Jim Crow
- **Summary**: Lecture on the rise of Jim Crow laws, the birth of the KKK, and the beginning of the Civil Rights movement. Primary Source workshop on the Ku Klux Klan documents.
- **Assignment[s]**:
  - Foner, *Give Me Liberty*: 517-529
  - Plessy vs. Ferguson, Majority and Dissenting Opinions [blackboard]
  - Melissa Harris Perry, MSNBC Interview, http://www.msnbc.com/melissa-harris-perry/watch/the-racial-terror-of-lynching-584955971658
  - The Twenties in Contemporary Commentary, the Ku Klux Klan [blackboard]

  - **2/9**: The Origins of American Imperialism
    - **Summary**: Lecture on US Imperialism before WWI.
    - **Assignment[s]**:
      - Foner, *Give Me Liberty*: 529-542
      - James McLaughlin, *Memorandum regarding the Ghost Dance Uprising* [blackboard]
      - President William McKinley's Declaration of War with Spain (1898) [blackboard]
      - Albert Beveridge, *The March of the Flag* [blackboard]

- **Week 5: WWI**
  - **2/14**: WWI Causes and Consequences
    - **Summary**: Lectures on America’s involvement in WWI. Discussion of Fourteen Points.
    - **Assignment[s]**:
      - Foner, *Give Me Liberty*: 575-584
      - Woodrow Wilson, War Message to Congress, 1917 [blackboard]
      - Woodrow Wilson, Fourteen Points Speech [blackboard]

  - **2/16**: The WWI Homefront
    - **Summary**: Lecture on WWI propaganda at home and cultural changes in the 1920s. Workshop on WWI Propaganda posters.
    - **Assignment[s]**:
      - Foner, *Give Me Liberty*: 584-630
      - Declaration of the WCTU [blackboard]

- **Week 6: Depression and War**
  - **2/21**: The Great Depression
    - **Summary**: Lecture on causes of the Great Depression and responses to it. Text analysis of “Fireside Chat.”
    - **Assignment[s]**:
      - Foner, *Give Me Liberty*: 631-665
      - FDR’s Fireside Chat on the Recovery Program [blackboard]
      - Library of Congress, Songs of the Great Depression [blackboard]
2/23: WWII: The War
   ■ Summary: Lecture on military aspects of WWII, including nuclear weapons. Possibly a class debate on nuclear warfare.
   ■ Assignment[s]:
      ● Foner, *Give Me Liberty*: 672-706
      ● Paper #1 DUE

Week 7: WWII
   ○ 2/28: WWII: The Homefront
      ■ Summary: Lecture on WWII homefront, including women’s work and WWII propaganda. Class workshop comparing WWI and WWII posters.
      ■ Assignment[s]:
         ● Coca Cola, The Pause that Refreshed [blackboard]
   ○ 3/2: WWII: Race in Global Warfare
      ■ Summary: Lecture on black WWII soldiers and Japanese internment camps. Book discussion on Otsuka’s memoir.
      ■ Assignment[s]:
         ● Julie Otsuka, *When the Emperor Was Divine*
         ● FDR’s Executive Order 9066 [blackboard]

Week 8: Midterm
   ○ 3/7: Midterm Review
   ○ 3/9: Midterm Exam (remember your blue books!)

Week 9: Spring Break!
   ○ 3/14: No class
   ○ 3/16: No class

Week 10: Defining American Freedom
   ○ 3/21: The Cold War and the “Red Scare”
      ■ Summary: Lecture on Cold War and the McCarthy trials. We will also watch several anti-communist propaganda videos.
      ■ Assignment[s]:
         ● Foner, *Give Me Liberty*: 707-735
         ● What is Communism? (Video) https://www.youtube.com/watch?v=qElx_EyTTKA
         ● McCarthy, Speech on Communists in the State Department [blackboard]
         ● Telegram Exchange between McCarthy and Truman [blackboard]
   ○ 3/23: Civil Rights Movement
      ■ Summary: Lecture on national and grassroots Civil Rights work. Analysis of Brown vs. Board and King’s “Letter.” We will also watch a video of the Children’s Crusade.
      ■ Assignment[s]:
         ● Brown vs. Board of Education Majority Ruling [blackboard]
- Foner, *Give Me Liberty*: 754-764; 769-787
- Letter from Birmingham Jail [blackboard]

- **Week 11: The Vietnam War**
  - 3/28: The Vietnam War
    - **Summary**: Lecture on the military components of the Vietnam War. Primary source workshop on Johnson’s address.
    - **Assignment[s]**:
      - Foner, *Give Me Liberty*: 787-792
      - Lyndon B. Johnson, “Peace Without Conquest” [blackboard]
  - 3/30: Opposition to the Vietnam War
    - **Summary**: Lecture on cultural opposition to the war. Analysis of anti-war protest music.
    - **Assignment[s]**:
      - Matt Berman, “The Forgotten Martin Luther King” [blackboard]
      - *Lewis McChord Free Press* Vol. 4 No. 2 [blackboard]

- **Week 12: Against the Mainstream**
  - 4/4: Rights Based Activism in the 1960s
    - **Summary**: Lecture on feminism and United Farm Workers. Discussion on *Our Bodies Our Selves*.
    - **Assignment[s]**:
      - Cesar Chavez, *The Organizer’s Tale* [blackboard]
      - Foner, *Give Me Liberty*: 787-805
      - **Paper #2 DUE**
  - 4/6: The Black Panthers
    - **Summary**: Movie viewing, “The Black Power Mixtape.”
    - **Assignment[s]**:
      - Black Panthers, *Ten Point Program* [blackboard]
      - Malcolm X, *The Ballot or the Bullet* [blackboard]
  - 4/11: The New Right
    - **Summary**: Lecture on Richard Nixon, the “moral majority” and presidential politics.
    - **Assignment[s]**:
      - Foner, *Give Me Liberty*: 807-830
      - Jerry Falwell, *Listen, America!* (excerpt) [blackboard]
  - 4/13: Reaganomics
    - **Summary**: Lecture on Ronald Reagan, “reaganomics,” and the racism of the war on drugs. Secondary Source analysis of Ibram Kendi’s work.
    - **Assignment[s]**:
      - Foner, *Give Me Liberty* 830-839
- Ibram Kendi, “How Ronald Reagan’s Drug War Fueled Americans’ Addiction to Racist Ideas” [blackboard]

- **Week 14: Technology and Reform**
  - **4/18**: Bill Clinton and Globalization
    - **Summary**: Lecture on Bill Clinton and changing American economic structures.
    - **Assignment[s]**:
      - Foner, *Give Me Liberty*: 840-852
  - **4/20**: Technology and culture in the 1990s
    - **Summary**: Lecture on the internet revolution. Class discussion on “millennial” culture.
    - **Assignment[s]**:
      - Foner, *Give Me Liberty*: 853-873
      - The World Wide Web (the first website), [http://info.cern.ch/hypertext/WWW/TheProject.html](http://info.cern.ch/hypertext/WWW/TheProject.html)
      - Oliver Burkeman, “Forty Years of the Internet: How the World Changed Forever,” [blackboard]

- **Week 15: Current Reverberations**
  - **4/25**: Presidential Politics - Bush through Trump
    - **Summary**: Lecture on presidential politics from 1989 to the present. Primary Source workshop on Obama’s speech.
    - **Assignment[s]**:
      - Foner, *Give Me Liberty*: 874-908
  - **4/27**: Social Activism
    - **Summary**: Lecture on Black Lives Matter, modern feminism, and higher education. Discussion of social movements and activism.
    - **Assignment[s]**:
      - Malcolm Gladwell, “Small Change” [blackboard]
      - Mark Engler, “Organizing in the Internet Age” [blackboard]

- **Week 16: Final**
  - **5/2**: Review
  - **5/4**: Final (date TBD) (remember your blue books!)