***This syllabus is subject to change prior to the beginning of the spring semester.***

**HIST 1302.520 U.S. History since 1865, Triad M Learning Community**
Texas A&M University-Corpus Christi (Spring 2017)
MWF/10:00 a.m.–10:50 a.m.
BH 103

**Professor:** Dr. Jen Corrinne Brown  
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**Office Hours:** Wed./ 11a–2p  
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"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 people, expansion, technological change, culture, social reform, war, economic fluctuations, globalization, 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. This semester, there will be a special focus on twentieth-century American literature.

**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.

**TRIAD M LEARNING COMMUNITY: STORIES OF FREEDOM**
HIST 1302 with Dr. Brown is linked to other courses (UCCP 1102 and ENGL 1302 or ENGL 2316) in the Triad M Learning Community. Defined as a “high-impact practice,” this learning community is designed to ensure your success during the semester. You will all take the same classes, receive extra support, and build skills (reading, writing, studying) that will help you with future classes.
This semester’s theme is “Stories of Freedom.” The stories we tell about ourselves, our family, our community, our nation, and our history define who we are and who we would like to become. For many Americans, freedom represents a central part of the nation’s story. Yet these
ideas of freedom have changed over time; past generations of Americans defined their freedom in radically different ways than today. This history also reveals the contingent nature of freedom—unavailable to some yet strived for by all. Throughout the semester, we will explore these stories of freedom to fully appreciate the American past and the value of history in providing context to understand the world.

**Related Triad Sections:**
Group 1M: HIST 1302.520
Group 2M: HIST 1302.521
Group 3M: HIST 1302.522
Group 4M: HIST 1302.523
Group 21M: HIST 1302.530
Group 22M: HIST 1302.531
Group 23M: HIST 1302.532
Group 24M: HIST 1302.533

**REQUIRED TEXTS AND MATERIALS**

**Please note that these books are also available on reserve in the library.**

In addition to the required texts, please download a free QR reader to your phone:

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

**Quizzes (10@10 points each=100 points):** These quizzes are designed to ensure that you study and read outside of class. The quizzes will be held in UCCP 1102: First-Year Seminar II.

**History Quest (100 points):** This is a fun and innovative assignment asks you to do historical research about the local area while learning more about methods of historical research and showing you that learning extends beyond the classroom.

**American Sources Essay (150 points):** Using *Their Eyes Were Watching God* and *Dutchman and The Slave* as primary sources, you will write an essay that examines central topics in American history.

**Class Project (200 points):** This project will help you with research, writing, and learning about American history.
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.

GRADING SCALE
A=1,000–895 points
B=894–795 points
C=794–695 points
D=694–595 points
F=594 points and below

LATE POLICY
If you have a serious, documentable excuse, please contact Dr. Brown 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 [http://cla.tamucc.edu/about/documents/academicmisconductprocedures1.pdf](http://cla.tamucc.edu/about/documents/academicmisconductprocedures1.pdf). 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 Dr. Brown 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.

Wednesday, 1/18: Course Introduction; Why Study History?

Friday, 1/20: Reconstruction
Reading Due: Give Me Liberty!, pp. 441–474

Monday, 1/23: The West
Reading Due: Give Me Liberty!, pp. 483–494

Wednesday, 1/25: The West (con’t)

Friday, 1/27: Reading and Analyzing Historical Sources

Monday, 1/30: Stories of Freedom: Chief Joseph
Reading Due: Chief Joseph, comp. pages (both available on Blackboard)

Wednesday, 2/1: The Gilded Age and Industrialization
Reading Due: Give Me Liberty!, pp. 475–483; 494–507

Friday, 2/3: Captains of Industry or Robber Barons?
Reading Due: review Give Me Liberty!, pp. 480–483
Monday, 2/6: New Imperialism
Reading Due: *Give Me Liberty!*, pp. 517–542
*Their Eyes Were Watching God*, pp. ix–33

Wednesday, 2/8: Stories of Freedom in the American Empire
Reading Due: *Their Eyes Were Watching God*, pp. 34–75

**Assignment Due: History Quest**

Friday, 2/10: The Progressive Era
Reading Due: *Give Me Liberty!*, pp. 543–573
*Their Eyes Were Watching God*, pp. 76–93

Monday, 2/13: Review

Wednesday, 2/15: Exam #1

Friday, 2/17: The Great War
Reading Due: *Give Me Liberty!*, pp. 574–607
*Their Eyes Were Watching God*, pp. 94–115

Monday, 2/20: The Roaring Twenties
Reading Due: *Give Me Liberty!*, pp. 608–631
*Their Eyes Were Watching God*, pp. 116–135

Wednesday, 2/22: Harlem Renaissance
Reading Due: *Their Eyes Were Watching God*, pp. 136–167

Friday, 2/24: *Their Eyes Were Watching God*
Reading Due: *Their Eyes Were Watching God*, pp. 168–205

Monday, 2/27: The Great Depression
Reading Due: *Give Me Liberty!*, pp. 631–671

Wednesday, 3/1: Stories of Freedom in Hard Times

Friday, 3/3: World War II
Reading Due: *Give Me Liberty!*, pp. 672–706

Monday, 3/6: World War II (con’t)

Wednesday, 3/8: The Atomic Bomb and Cold War
Reading Due: *Give Me Liberty!*, pp. 707–735;
• 24: “Massive Retaliation,” “Ike and the Russians,” “The Emergence of the Third World,” “Origins of the Vietnam War,” and “End of the 1950s” (Eisenhower’s military industrial complex)
• 25: “Kennedy and the World,” “The Missile Crisis,” and “Lyndon Johnson’s War”
• 26: “Nixon and Détente,” “Nixon and Vietnam,” “Reagan and the Cold War,” and “Reagan and Gorbachev”

Friday, 3/10: The Cold War (con’t)

Monday, 3/13: Spring Break, NO CLASS
Wednesday, 3/15: Spring Break, NO CLASS
Friday, 3/17: Spring Break, NO CLASS

Monday, 3/20: Review

Wednesday, 3/22: Exam #2

Friday, 3/24: The Affluent Society
Reading Due: Give Me Liberty!, pp. 736–767

Monday, 3/27: The Long Civil Rights Movement
Reading Due: Dutchman and The Slave, pp. 1–21

Reading Due: Dutchman and The Slave, pp. 22–38

Friday, 3/31: The Beat Generation
Reading Due: Dutchman and The Slave, pp. 39–78

Monday, 4/3: The 1960s
Reading Due: Give Me Liberty!, pp. 768–787; 793–805

Wednesday, 4/5: Dutchman and The Slave
Reading Due: Dutchman and The Slave, pp. 79–88

Friday, 4/7: Vietnam
Reading Due: Give Me Liberty!, pp. 787–792; 813–814
Note: Last Day to Drop a Class

Monday, 4/10: The Sunbelt and the Rust Belt
Reading Due: Give Me Liberty!, pp. 806–839

Wednesday, 4/12: Sunbelt and Rust Belt (con’t)

Friday, 4/14: Review

Monday, 4/17: Exam #3

Wednesday, 4/19: An Era of Globalization
Reading Due: Give Me Liberty!, pp. 840–873
Friday, 4/21: 9/11: Stories in Fragments

Monday, 4/24: The Age of Terror
Reading Due: Give Me Liberty!, pp. 874–909

Wednesday, 4/26: TBD

Friday, 4/28: Stories of Freedom

Monday, 5/1: Review and Final Course Business (Last Day of Class)

Wednesday, 5/3: Reading Day, NO CLASS

Monday, 5/8: Optional Final Exam from 8:00 a.m. to 10:30 a.m. in BH 103
**You must show up promptly at 8:00 a.m. to take the exam.**

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, regularly contribute to discussion, model excellent classroom citizenship, and promote the active participation of others.
☐ 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.
☐ You may not use recording devices in class without a disability accommodation and my prior permission.
☐ In the event of a college-sponsored absence, you must notify Dr. Brown via email 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).
☐ 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.

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.

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.