History 1302: US History since 1865

Dr. Beth Robinson
Fall 2016

Section W01
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Office Hours: TBA

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 course will explore several themes within the history of the United States, but will center on the overarching idea of freedom. What is this idea of freedom and what is the story of its evolution? People have not always viewed freedom as a principal value for a society or a government to possess, but now we think of it as essential. What is the story of freedom? How have various peoples been involved in the struggle for freedom? How have they altered its meanings over time? In following the course of these struggles, we will examine how Americans chose to define this idea as well as how they left a difficult and mixed legacy that we must understand if we are to make sense of freedom in our own lives.

We will try to understand what history means to citizens of the 21st century: how do we understand it, why does it matter, and can our understanding of our own past change the present and possibly our future?

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 and assignments. You are expected to check your Blackboard and email regularly.

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).


5) Additional required primary sources will be posted on Blackboard.

**Course Requirements/Policies**

**Course Format**
Each week has a folder with assignment prompts, Power Points, films, and primary sources. I have deliberately kept the amount of assigned reading reasonable with the expectation that the reading is done thoroughly and thoughtfully.

**Discussions**
Each week, you are expected to contribute thoughtfully to discussions via the Blackboard message board.

**Response Papers**
You will turn in short “response papers” most weeks that analyze course materials. *These must be submitted as .doc/x or .pdf files.*

**Exams**
You will take two exams. All of the assigned readings, films, and Power Points will be covered in the exams.

**Assignment Breakdown:**
Discussions (25%)
Response Papers (35%)
Exams (40%)

**Grade Scale:**
A: 90-100  
B: 80-89  
C: 70-79  
D: 60-69  
F: 59 or below

**Late Work/Make Ups**
I will not accept any late assignments, though you are welcome to submit them early. Please give yourself plenty of time to familiarize yourself with Blackboard before the first due date. If you need an extension due to an emergency, you must email me your request at least 24 hours before the assignment is due. Extension will be granted 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](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 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**

Students who feel they have 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. 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 (http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.
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. Readings should be completed before Tuesday’s class.

Give Me Liberty! (Foner)
Voices of Freedom (VOF)
Primary sources on Blackboard (Blackboard)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Foner</th>
<th>Other Readings/Films</th>
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<td>1 8/24</td>
<td>Welcome! Course Introduction</td>
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| 2 8/28 | Reconstruction and Jim Crow | 15 | VOF 96, *The Mississippi Black Code*  
VOF 97, *A Sharecropping Contract*  
VOF 109, Wells, *Crusade for Justice*  
Blackboard, *Slavery By Another Name* (film) |
| 3 9/4 | American Expansion and the Gilded Age | 16 & 17 | VOF 102, *Sumner on Social Darwinism*  
VOF 112, *Aquinaldo on American Imperialism*  
Blackboard, *US Soldiers in the Philippines*  
Blackboard, Douglass, *Black Opposition…*  
Blackboard, *In the White Man’s Image* (film)  
Blackboard, *Lili‘uokalani -- Hawaii’s Last Queen* (film) |
| 4 9/11 | The Age of Reform | 18 | VOF 116, *Ryan, A Living Wage*  
VOF 118, *Sanger on “Free Motherhood”*  
VOF 124, *Catt Address to Congress*  
Blackboard, *Women’s Right to Birth Control*  
Blackboard, *Triangle Fire* (film) |
| 5 9/18 | Modern Times | 19 | VOF 122, *Wilson, A World Safe for Democracy*  
VOF 125, *Debs, Speech to the Jury*  
VOF 127, *Du Bois, “Returning Soldiers”*  
Blackboard, *March of theBonus Army* (film) |
VOF 133, *Congress Debates Immigration*  
Blackboard, *Scottsboro Timelines*  
Blackboard, *Mean Things Happening* (film) |
| 7 10/2 | The New Deal | 21 | VOF 137, *Letter to Secretary of Labor*  
VOF 138, *Steinbeck, The Harvest Gypsies*  
VOF 140, *Roosevelt, Speech to the DNC*  
VOF 142, “Will Women Lose Their Jobs?”  
Blackboard, *With Babies and Banners* (film) |
| 8 10/9 | World War II | 22 | VOF 145, *Roosevelt on the Four Freedoms*  
VOF 150, *WWII and Mexican-Americans*  
VOF 151, *African Americans and the Four Freedoms*  
Blackboard, *Japanese-American Internment*  
Blackboard, *Zoot Suit Riots* (film) |
| 9 10/16 | Midterm Exam: Due Wednesday, October 19 | | |
| 10 10/23 | Origins of the Cold War | 23 & 24 | VOF 153, *Declaration of Independence*  
VOF 154, *Truman Doctrine*  
VOF 159, *Joseph McCarthy on the Attack* |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
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| 11/30  | The Sixties, Part 1 | VOF 164, *The Southern Manifesto*  
VOF 166, Mills, *on Cheerful Robots*  
Blackboard, *Crisis in Levittown* (film)  
Blackboard, *Duck and Cover* (film)  
Lewis, *March: Book 2*  
VOF 169, King, "Letter from a Birmingham Jail"  
Blackboard, SNCC in Mississippi  
Blackboard, *Black Power Mixtape* |
| 11/6   | The Sixties, Part 2 | VOF 174, Paul Potter on Anti-War Movement  
VOF 175, The National Organization for Women  
VOF 176, Chavez, “Letter from Delano”  
VOF 178, *Brochure on ERA*  
Blackboard, Film Clips |
| 11/13  | 2nd Gilded Age      | *Nickel and Dimed*, Intro + Chapter 1  
VOF 181, Falwell, *Listen America!*  
VOF 183, Watt, “Environmentalists...”  
VOF 182, Schlafly, “The Fraud of the ERA” |
| 11/20  | Thanksgiving Break  |                                                                              |
| 11/27  | Globalization       | Complete *Nickel and Dimed*  
VOF 186, Clinton, *Speech on Signing NAFTA*  
VOF 189, Charukamnoetkanok, *Triple Identity* |
| 12/4   | The 21st Century    | VOF 190, *The National Security Strategy*  
VOF 193, Mahoney, "Called by God to Help" |

**Final Exam: Due Friday, December 9**