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.

TEXTBOOKS
- Eric Foner, *Give Me Liberty* (optional)
- W.E.B. DuBois, *The Souls of Black Folk*
- Malcom X, *Autobiography of Malcolm X*
- Angela Davis, *Autobiography*

*Note: You do not need to purchase both autobiographies. You are free to choose whichever most interests you.

**GRADED ASSIGNMENTS**

Your graded assignments in this class will be as follows:

- **Quizzes**: 20%
- **Paper #1**: 15%
- **Midterm**: 20%
- **Paper #2**: 15%
- **Final**: 30%

**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. However, if extenuating circumstances cause you to miss more than two quizzes in a row, I will consider an alternate method for making up the points.

**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 the start of the semester.

**Papers**: Students will write two papers in this class. 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 in hard copy 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, following the format specified on the prompt. Papers that do not follow the prompt exactly will be subject to penalty.

**Final Exam**: Students will have a final exam in this class. The exam will be structured like the midterm (that is it 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 the midterm to the end of class. Those students who need more time or other assistance with in-class examinations are expected to see me regarding their situation at the start of the semester.

**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. There are some appropriate exceptions to this last rule (such as requiring a cell phone to be on call for work). However, you must speak with me about such needs. 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 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

GRADE APPEALS
As stated in University Procedure 13.02.99.C2.03, 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.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. 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.

DISABILITIES ACCOMMODATIONS
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 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.

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.

DROPPING A CLASS
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 6th, 2018 is the last day to drop a class with an automatic grade of “W” this term.
COURSE SCHEDULE

● Week 1: Welcome
  ○ 1/15: Martin Luther King Jr. Holiday (no class).
  ○ 1/17: Welcome Day
    ■ Summary: This introductory class will cover the basics - that is, why we study history and what we intend to do in HIST 1302.
    ■ Assignment[s]: None
  ○ 1/19: Primary vs. Secondary Sources
    ■ Summary: We will cover the differences between the two, and begin analyzing some historical sources as a class.
    ■ Assignment[s]: None

● Week 2: The End of the Civil War
  ○ 1/22: The State of the Union in 1865
    ■ Summary: Lecture on the economic and social realities of American life, above and below the Mason-Dixon line, at the end of the Civil War.
    ■ Assignment[s]:
      ● Foner, Give Me Liberty: pp 441-454 (optional)
      ● Freedmen’s Bureau Cartoons [blackboard]
      ● Sherman’s Special Field Order 15 [blackboard]
      ● New Georgia Encyclopedia, “Sherman’s Field Order No. 15” [blackboard]
  ○ 1/24: Radical Reconstruction
    ■ Summary: Lecture on Radical reconstruction in the US South, its failure, and the beginning of “Redemption.”
    ■ Assignment[s]:
      ● Foner, Give Me Liberty: pp 454-474 (optional)
  ○ 1/26: Primary Source Workshop: W.E.B. DuBois
    ■ Summary: Discussion on the life and arguments of W.E.B. DuBois
    ■ Assignment[s]:
      ● W.E.B. DuBois, The Souls of Black Folk (chapters 1,2, &14)

● Week 3: The Gilded Age
  ○ 1/29: Industrialization and Success
    ■ Summary: Lecture on industrialization and broad changes in American economic life at the end of the nineteenth century.
    ■ Assignment[s]:
      ● Foner, give Me Liberty: pp 475-483 (optional)
Political Cartoons: “The Protectors of Our Industries” (1883) and “Standard Oil” (1904)
Andrew Carnegie, *Gospel of Wealth* [blackboard]

1/31: The Dirtier Story of Industrialization
- **Summary:** Discussion on the term “Gilded Age,” immigrant life, political corruption and social unrest in American cities.
- **Assignment[s]:**
  - Foner, *give Me Liberty*: pp 488-507 (optional)
  - Upton Sinclair, *The Jungle* (excerpt) [blackboard]

2/2: Women in the Progressive Era
- **Summary:** Lecture on Women’s social work, temperance, and the “first wave” of American feminism.
- **Assignment[s]:**
  - Foner, *give Me Liberty*: 544-565 (optional)
  - International Socialist Review, “Bread and Roses,” [blackboard]
  - Elizabeth Cady Stanton, “Solitude of Self” [blackboard]
  - Bread and Roses (song), [unionson.com/u159.html](http://unionson.com/u159.html)

**Week 4: The Color Line, at Home and Abroad**

2/5: The Birth of Jim Crow
- **Summary:** Lecture on racial relations in America at the turn of the Century, particularly in Northern cities
- **Assignment[s]:**
  - Foner, *Give Me Liberty*: pp 517-524 (optional)
  - Constitution of the Universal Negro Improvement Association, [blackboard]

2/7: “Cowboys and Indians”
- **Summary:** A lecture on the “great” American West, including race relations on the frontier and changing American foodways.
- **Assignment[s]:**
  - Foner, *Give Me Liberty*: pp 483-491 (optional)
  - Thomas Nast, “Throwing Down the Ladder By which They Rose” (cartoon) [https://thomasnastcartoons.com/tag/walls/](https://thomasnastcartoons.com/tag/walls/)
  - Lakota Accounts of the Massacre at Wounded Knee [blackboard]

2/9: The Origins of American Imperialism
- **Summary:** We will discuss the Spanish American War and the beginnings of American involvement abroad
- **Assignment[s]:**
  - Foner, *Give Me Liberty*: pp 529-541; 575-580 (optional)
  - Theodore Roosevelt, 1904 Message to Congress (excerpt) [blackboard]

**Week 5: WWI**

2/12: The War: An Overview
- **Summary:** A lecture on the emergence of war in Europe and America’s international policies
- **Assignment[s]:**
  https://www.loc.gov/exhibitions/world-war-i-american-experiences/online-exhibition/arguing-over-war/
- Woodrow Wilson, War Message to Congress [blackboard]

○ 2/14: America Abroad
  ■ Summary: A lecture on the war itself, including the changing technology of warfare and the European theatre.
  ■ Assignment[s]:
    - Foner, *Give Me Liberty*: pp 580-584; 601-607 (optional)
    - Woodrow Wilson, Fourteen Points

○ 2/16: WWI Homefront
  ■ Summary: Lecture on WWI propaganda and cultural changes during wartime.
  ■ Assignment[s]:
    - Foner, *Give Me Liberty*: pp 584-601 (optional)

● Week 6: The Great Depression
  ○ 2/19: Paper Workshop
    ■ Summary: Students will workshop each other’s papers. A printed full draft of your paper is due in class.
    ■ Assignment[s]:
      - Paper #1 draft due

○ 2/21: The Roaring Twenties
  ■ Summary: The 20s in cultural memory and in reality. This lecture will cover jazz, flappers, and economic growth, as well as the KKK and sharecropping.
  ■ Assignment[s]:
    - Foner, *Give Me Liberty*: pp 609-631 (optional)
    - NPR, Louis Armstrong, The Man and His Music [blackboard]

○ 2/23: The Great Depression
  ■ Summary: Lecture on the Great Depression and the New Deal
  ■ Assignment[s]:
    - Paper #1 due
    - Social Security Act of 1935,
      https://www.ssa.gov/history/35act.html#TITLE V [blackboard]

● Week 7: WWII
  ○ 2/26: The War: An Overview
    ■ Summary: A discussion of the events that led to global warfare in Europe, the rise of Nazi Germany, and the attack on Pearl Harbor.
    ■ Assignment[s]:
      - Foner, *Give Me Liberty*: pp 671-682 (optional)
      - US Holocaust Museum, Nuremberg Laws [blackboard]
- James Whitman, “Why the Nazis Loved America,” [blackboard]
  - 2/28: Technology and Warfare
    ■ Summary: A lecture on the details of warfare, including an analysis of the “theatres” of war, discussions on changing technology, and a debate on the propriety of nuclear weapons.
    ■ Assignment[s]:
      - Foner, *Give Me Liberty*: pp 700-706 (optional)
        ○ Petition to the U.S. President [blackboard]
        ○ Leaflet for Japanese Citizens [blackboard]
        ○ Harry S. Truman, Press Release [blackboard]
      - Report of the UN Scientific Committee on the Effects of Atomic Radiation [blackboard]
  - 3/2: The American Homefront
    ■ Summary: Lecture on WWII home front, including women's work and propaganda.
    ■ Assignment[s]:
      - Foner, *Give Me Liberty*: pp 682-692 (optional)
      - Coca Cola, “The Pause that Refreshed” [blackboard]

- **Week 8: Midterm**
  - 3/5: Japanese Internment
    ■ Summary: Lecture on Japanese internment.
    ■ Assignment[s]:
      - Foner, *Give Me Liberty*: pp 692-700 (optional)
      - FDR executive order 9066 [blackboard]
  - 3/7: Midterm Review
    ■ Summary: We will go over what you need to know for your midterm.
    ■ Assignment[s]: Review Foner, *Voices of Freedom* 441-706 (optional)
  - 3/9: Midterm Exam (remember your blue book!)

- **Week 9: Spring Break!**
- **Week 10: Defining American Freedom**
  - 3/19: The 1950s
    ■ Summary: Lecture on postwar economics and culture in the 1850s.
o 3/21: The Cold War and the “Red Scare”
  ■ Summary: Discussion on what communism is - and why Americans were so afraid of it.
  ■ Assignment[s]:
  ● Foner, *Give Me Liberty*: pp 707-733 (optional)
  ● US Congress, *This is Your House on Un-American Activities*, pp 1-25,
    https://babel.hathitrust.org/cgi/pt?id=uc1.a0000440347;view=1up;seq=9

o 3/23: Civil Rights Movement
  ■ Summary: We will cover the basic timeline of civil rights activism - while at the same time challenging this traditional narrative.
  ■ Assignment[s]:
  ● Foner, *Give Me Liberty*: pp 754-778 (optional)
  ● Martin Luther King Jr, “Letter from Birmingham Jail,” [blackboard]

● Week 11: The Vietnam War
  o 3/26: The War: An Overview
    ■ Summary: This class will cover the details of the war - its origins, the draft, and the new technological innovations that defined it.
    ■ Assignment[s]:
    ● Rutgers University, Vietnam War Index (choose one),
      http://oralhistory.rutgers.edu/military-history/29-conflict-index/170-vietnam-war-indexv
    ● Mapping the War, https://www.pritzkermilitary.org/explore/vietnam-war/map/
  o 3/28: Opposition to the War
    ■ Summary: Many US citizens were opposed to war in Vietnam. This lecture will cover why and how they protested US involvement abroad.
    ■ Assignment[s]:
    ● Foner, *Give Me Liberty*: pp 785-794 (optional)
    ● Berman, “The Forgotten Martin Luther King,” [blackboard]
    ● *1001 Ways to Beat the Draft* [blackboard]
  o 3/30: Music Workshop
    ■ Summary: A class workshop on protest music in the 1970s.
    ■ Assignment[s]:
    ● No readings - but keep up with your autobiographies!

● Week 12: Against the Mainstream
  o 4/2: Rights Based Activism in the 1960s and 70s
    ■ Summary: This lecture will cover the variety of rights-based movements that took place in these radical decades.
    ■ Assignment[s]:
    ● Foner, *Give Me Liberty*: pp 795-805 (optional)
    ● The Combahee River Collective Statement [blackboard]
● The Boston Women’s Health Collective, Our Bodies Our Selves, pp 1-8
[blackboard]

○ 4/4: The Black Panthers & book discussion
  ■ Summary: A class discussion on the autobiographies, comparing and contrasting
  the experiences of both activists.
  ■ Assignment[s]:
    ● Foner, Give Me Liberty: pp 782-785 (optional)
    ● Autobiography of Malcolm X OR Angela Davis

○ 4/6: Paper Workshop
  ■ Summary: Students will workshop each other’s papers. A printed full draft of
  your paper is due in class.
  ■ Assignment[s]:
    ● Paper #2 due in class

*Note: Last day to drop a class

● Week 13: Conservative Backlash
  ○ 4/9: Richard Nixon
    ■ Summary: Lecture on the rise of Richard Nixon, his time as president, and the
    Watergate Scandal.
    ■ Assignment[s]:
      ● Paper #2 due
      ● Foner, Give Me Liberty: pp 806-829 (optional)
  ○ 4/11: The New Right
    ■ Summary: Lecture on the cultural backlash against movements for social justice,
    including the work of preachers like Jerry Falwell.
    ■ Assignment[s]:
      ● Foner, Give Me Liberty: pp 829-839 (optional)
      ● Jerry Falwell, “Listen, America!” (excerpt) [blackboard]

○ 4/13: Reaganomics
  ■ Summary: Lecture on Ronald Reagan’s presidency and policies.
  ■ Assignment[s]:
    ● Foner, Give Me Liberty: pp 829-839 (optional)

● Week 14: Technology and Reform
  ○ 4/16: Bill Clinton and Globalization
    ■ Summary: Lecture on Bill Clinton, global economies, and NAFTA
    ■ Assignment[s]:
      ● Foner, Give Me Liberty: pp 840-852 (optional)
      ● The Washington Post, “What is NAFTA?” (video and article)
4/18: The Changing Face of Feminism
  ■ **Summary:** A lecture on some of the debates in feminism as the century ended, including the “sex wars” and internet culture.
  ■ **Assignment[s]:**
    - Foner, *Give Me Liberty*: pp 853-872 (optional)
    - Andrea Dworkin, “The Lie,” in *Letters from a War Zone*, [blackboard]

4/20: Environmentalism
  ■ **Summary:** This class will focus on why environmentalism is a matter of social justice - and how Americans have approached it in the last thirty years.
  ■ **Assignment[s]:**
    - Jedediah Purdy, “Environmentalism was Once a Social Justice Movement,” [blackboard]

### Week 15: Presidential Lineages

4/23: George W. Bush
  ■ **Summary:** This lecture will cover George W. Bush and the early 2000s.
  ■ **Assignment[s]:**
    - Foner, *Give Me Liberty*: pp 874-895 (optional)

4/25: From Obama to Trump
  ■ **Summary:** This lecture will cover the presidency of Barak Obama and the election of Donald Trump.
  ■ **Assignment[s]:**
    - Foner, *Give Me Liberty*: pp 895-909 (optional)
    - Barack Obama, “A More Perfect Union,” [blackboard]
    - Domenico Montanaro, “President Trump Was Elected a Year Ago,” [blackboard]

4/27: Social Activism Workshop
  ■ **Summary:** As a class, we will look at current social justice movements and discuss how historical structures of inequality have made them necessary.
  ■ **Assignment[s]:**
    - Ashley Westerman, “#MeToo Campaign,” [blackboard]

### Week 16: Final

4/30: Final Review
  ■ **Summary:** We will review what you need to know for the final.
  ■ **Assignment[s]:** Review Foner, *Give Me Liberty*, 707-908 (optional)

5/2: Reading Day (no class)
Final Exam: Time and Date TBD