Hist 1302-006
U. S. History Since 1865
Spring 2018
MW 2:00-3:15, CI 108
3 Sem. Hours

Course Description:
A survey of the political, social, economic, military, cultural and intellectual history of the United States from 1865 to the present. Satisfies the university core curriculum requirement in U.S. History.

Student Learning Outcomes:
- 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.

Course Materials:
The following are required texts. Students may rent the texts, buy them, or find them at a local library. The editions listed below are preferred. If you access an older edition make sure that you’re on the same page as the reading schedule (literally). If you choose to share texts with a classmate, make sure each student has equal access to the materials. Students not sure about their ability to access the required texts should see Professor Johnson about strategies for moving forward successfully.

W. E. B. Du Bois, *The Souls of Black Folk* (Dover Thrift Editions) ISBN 9780486280417 [Note: This book is also in the public domain, but you can find the Dover edition for as little as $1.]

In addition, there are a number of documents placed online on the course’s Blackboard page. These are also required readings. Students should also come to class with a writing utensil and paper for note taking every class period. The professor will not provide these.
All readings in the below course and reading schedule must be done by the start of the week for which they are assigned. For example, the chapters from *Souls of Black Folk* must be completed before the start of the third week of classes.

**Assignments and Grading:**

1. **Participation, 10%**. Regular and thoughtful contributions to classroom discussion (when appropriate), attentiveness, active note taking, arriving on time, and minimizing distractions (for yourself and others) all constitute your participation. While attendance is a minimum, note that simply attending class does not count as participation. If students are unsure how to best participate in the class, they should meet with the Professor to discuss successful strategies.

   *In-Class Group and Individual Writing Assignments:* Short group and writing assignments will be administered in class throughout the semester. When collected, these assignments will be factored into the class participation grade. Missed assignments cannot be made up.

   *Quizzes:* The Instructor reserves the right to administer pop quizzes on the day’s assigned reading. If missed, these quizzes cannot be made up. Quiz scores will be factored into the overall class participation grade.

2. **Primary Source Responses, 40%**. Students will compose a minimum of 8 one-page critical responses to primary sources assigned over the course of the semester. Due dates for each of these responses are provided below. Detailed expectations for critical responses will be covered in the first weeks of class.

3. **One Midterm Exam 25%**. Fifteen percent of the midterm exam will be an essay completed at home before the in-class portion of the exam. No multiple choice questions will appear on these exams.

4. **One Final Exam 25%**. The final exam will consist of at least one essay question and a short answer section. The final exam will not be cumulative. No multiple choice questions will appear on the final exam.

**Attendance:**

Regular attendance is required for this course. Students may miss one class period without any excuse provided or documentation. Each subsequent absence will negatively affect the student’s participation grade. Excessive absences may result in a failing participation grade.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, 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.tamu.edu/rules_procedures/index.html](http://academicaffairs.tamu.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.

Use of Electronic Materials:
In general, the use of printed material is preferred, as well as the use of tablets without keyboards. Other electronic devices will be permitted as long as they do not adversely affect the classroom atmosphere. If the use of electronic devices becomes a problem, the professor reserves the right to ask the student to leave the classroom.
Class and Reading Schedule
All readings are to be done before class.

Unit One: Reconstruction and American Imperialism

Jan 17
Course Introduction. Syllabus.

Jan 22
Reconstruction
   Read: Foner, Chapter 15

Jan 24
Reconstruction, ctd.
   Read: Du Bois “Of Mr. Booker T. Washington and Others”

Jan 29
Reconstruction, ctd.
   Read: Du Bois, “Of the Meaning of Progress”

Jan 31
Reconstruction, ctd.
   Read: Du Bois, “Of the Faith of the Fathers”

Primary Source Response 1 due Wednesday by beginning of class

Feb 5
American Expansion
   Read: Foner, Chapter 17

Feb 7
Expansion, ctd.
   Read: Frederick Jackson Turner, “Frontier Thesis”

Primary Source Response 2 due Friday by the beginning of class

Feb 12
Expansion, ctd.
   Read: Powell and Ingalls Report (1874); Chief Santanta, 1873 Speech

Feb 14
Expansion, ctd.
   Read: Kipling, “White Man’s Burden”

Feb 19
The Progressive Era and Immigration
   Read: Foner, Chapter 18
Feb 21
The Progressive Era and Immigration, ctd.
   Read: Brace, “The Dangerous Classes of New York and Twenty Years’ Work Among Them”; Jane Addams, “The Spirit of Youth and the City Streets”

**Primary Source Response 3 due Wednesday by the beginning of class**

Feb 26
The Progressive Era and Immigration, ctd.
   Read: Dillingham Report

Feb 28

**MIDTERM REVIEW**

**Monday, March 5: EXAM 1**

*Midterm Essays due on Blackboard by the Beginning of Class*

Unit Two: Early Twentieth-Century America and the World Wars

March 7
The Great War
   Read: Foner, Chapter 19

March 19
The Great War, ctd.
   Read: Woodrow Wilson, Fourteen Points; V.I. Lenin, “Letter to American Workers (1919)”

**Primary Source Response 4 due Friday by the beginning of class**

March 21
Roaring Twenties
   Read: Foner, Chapter 20

March 26
Great Depression
   Read: Foner, Chapter 21; Franklin Delano Roosevelt, “The New Deal” (July 1932)

March 28
World War II
   Read: Foner, Chapter 22; Franklin Delano Roosevelt, “The Four Freedoms”

April 2
Aftermath of WWII
   Read: Firsthand accounts from Hiroshima and Nagasaki

**Primary Source Response 5 due Friday by the beginning of class**
Unit Three: Postwar America

April 4
Cold War
   Read: Foner, Chapter 23

April 9
Cold War, ctd.
   Read: Harry S. Truman, Address, March 12, 1947; Dwight D. Eisenhower, Farewell Address, January 1961

April 11
Early Cold War Society
   Read: Foner, Chapter 24; Begin Reading Betty Friedan

April 16
Early Cold War Society, ctd.
   Read: Betty Friedan, “The Problem that Has No Name” and “Progressive Dehumanization” from *The Feminine Mystique* (1963)

Primary Source Response 6 due

April 18
Early Cold War Society, ctd.
   In Class, excerpts from documentary *I Am Not Your Negro*

April 23
1960s and Civil Rights
   Read: Baldwin, “Notes of a Native Son” and “Harlem Ghetto”

Primary Source Response 7 due

April 25
The 1960s and Protest Movements
   Read: Foner, Chapter 25; Port Huron Statement; Young Americans for Freedom “Sharon Statement”

April 30
1968 and After
   Read: Foner, Chapter 26; Stokely and Carmichael, “Dynamite in the Ghetto,” from *Black Power*; Jimmy Carter, July 1979 Address

Primary Source Response 8 due Monday by the beginning of class

May 2
FINAL EXAM REVIEW

Final Exam Day and Time TBA