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?

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
3. Additional required texts will be posted on Blackboard.

Strongly Recommended

Course Requirements
1. Attendance - One or two absences for serious illness or other genuine emergency may be unavoidable, but more than two absences can be severely disruptive both to your own learning and to the intellectual development of the other members of the class. The material covered in lecture is essential to doing well on the exams. I do not post or share my notes or slides. You are responsible for signing in during each class.

2. Participation. You are expected to have read material closely and to come to class prepared to raise and answer questions, to contribute thoughtfully to discussions, and to listen and respond to the contributions of others in a respectful manner. Occasionally, you will work with small groups on minor assignments. These will be collected and factored into your attendance grade. They cannot be made up.

3. Reading. The goal is to read material closely and carefully. I have deliberately kept the amount of assigned reading reasonable with the expectation that the reading is done thoroughly and thoughtfully.

4. Writing.
   a. Reading Responses: You will turn in short “response papers” most weeks that analyze primary sources. Responses are typically due by 11:59pm CST on Mondays. These must be submitted as .doc/x or .pdf files to Blackboard.
   b. Zine Project: Over the semester, you will work both individually and with a group on a research project. Ultimately, your group will create a zine (a short, creative publication) about an American social movement.
   c. Exams: You will take three exams testing your mastery of the assigned readings, films, and lectures.

**Assignment Breakdown:**
- Participation and Attendance (10%)
- Reading Responses (25%)
- Zines (15%)
- Midterm 1 (15%)
- Midterm 2 (15%)
- Final Exam (20%)

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

Grading
If you have a question about an individual grade on an assignment, please come to my office hours or schedule an appointment to discuss. I am more than happy to speak with you, but you need to wait 24 hours after the assignment is returned before approaching me.

Electronic Devices
During class, you must turn off all cell phones, pagers, laptops, or other wireless or cell communication devices. "Off" means the power is turned off, not just that the device is on "silent" mode. Students found using their electronic communication devices during class will be marked absent for the day. Please meet with me if you would like to request special accommodation.

Punctuality
This is a large class, so arriving late or leaving early is disruptive. Students who arrive more than 10 minutes late or leave 10 minutes early will be considered absent.

Late Work/Make Ups
I will not accept any late assignments, though you are welcome to submit them early. If you are going to miss an exam, you must get in touch with me at least 24 hours before the scheduled exam date to explain your situation and, if warranted, work out a time that you might make it up.

University Policies

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

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://cla.tamucc.edu/advising/.

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.
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)

Week 1: August 29 & 31
Introduction to the course // Reconstruction
VOF, A Sharecropping Contract (bring VOF to class)

Week 2: September 5 & 7
“Race” in the South and the West
READ: Foner, Ch. 15
    VOF, The Mississippi Black Code
    VOF, Booker T. Washington, Address at the Atlanta Cotton Exposition (1895)
DUE: Essay 1

Week 3: September 12 & 14
The Gilded Age
READ: Foner, Ch. 16 & 17
    VOF, William Graham Sumner on Social Darwinism
    VOF, Emilio Aguinaldo on American Imperialism in the Philippines
    VOF, A Second Declaration of Independence
DUE: Essay 2

Week 4: September 19 & 21
The Age of Reform
READ: Foner, Ch. 18
    VOF, Ryan, A Living Wage
    VOF, Sanger on “Free Motherhood”
    VOF, Catt Address to Congress
    VOF, Mary Church Terrell, “What it Means to be Colored in the Capital of the US”
DUE: Essay 3

Week 5: September 26 & 28
Tuesday: Review
Thursday: Exam I

Week 6: October 3 & 5
Modern Times
READ: Foner, Ch. 19 and Ch. 20 (stop when you get to the Great Depression)
    VOF, Wilson, A World Safe for Democracy
    VOF, Eugene V. Debs, Speech to the Jury
    VOF, Bond, The Great Migration
    VOF, Congress Debates Immigration
DUE: Essay 4

Week 7: October 8 & 10
Hard Times
READ: Foner, Finish Ch. 20 and Ch. 21
VOF, Letter to Secretary of Labor
VOF, Frank H. Hill on the Indian New Deal
VOF, Roosevelt, Speech to the DNC
VOF, Labor’s Great Upheaval

DUE: Essay 5

Week 8: October 17 & 19
World War II
READ: Foner, Ch. 22
VOF, Henry R. Luce, The American Century
VOF, World War II and Mexican-Americans
VOF, African Americans and the Four Freedoms
Blackboard, Japanese-American Internment

DUE: Essay 6

Week 9: October 24 & 26
“The Golden Age”
READ: Foner, Ch. 23 & 24
VOF, Joseph McCarthy on the Attack
VOF, Margaret Chase Smith, Declaration of Conscience
VOF, President’s Commission on Civil Rights
Lewis, March: Book 3 (first half)

DUE: Essay 7

Week 10: October 29 & 31
The Sixties, Part 1
READ: Foner, Ch. 25
Lewis, March: Book 3 (second half)
VOF, Malcolm X, “The Ballot or the Bullet”
VOF, Port Huron Statement

DUE: Essay 8

Week 11: November 7 & 9
Tuesday: The Sixties, Part 2
VOF, Chavez, Letter from Delano
VOF, Brochure on ERA
Blackboard, Alcatraz Proclamation
Blackboard, Redstockings Manifesto

Thursday: Exam 2
DUE: Essay 9

Week 12: November 14 & 16
Rise of Conservatism
READ: Foner, Ch. 26
   VOF, Falwell, *Listen America!*
   VOF, Watt, “Environmentalists…”
   VOF, Schlafly, “The Fraud of the ERA”
   VOF, Reagan’s *Inaugural Address*

DUE: Essay 10

Week 13: November 21 (Thanksgiving)
Globalization
READ: Foner, Ch. 27
   VOF, Buchanan, Speech to the Republican National Convention
   VOF, Bill Clinton, Speech on Signing of NAFTA
   Blackboard, *Behind the Swoosh*

DUE: Essay 11

Week 14: November 28 & 30
The 21st Century
READ: Foner, Ch. 28
   VOF, *National Security Strategy of the US*
   VOF, Mahoney, “Called by God to Help”
   VOF, Barack Obama, Eulogy at Emanuel African Methodist Episcopal Church
   VOF, Anthony Kennedy, Opinion of the Court in Obergefell v. Hodges

DUE: Essay 12

Week 15: December 5
Course Conclusion

Final Exam: 12/14 at 1:45