FAL 2017

HIST-1302-540/542/543
History of the United States since 1865
MWF, 10:00-10:50AM
CI-126

Dr. David Blanke
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david.blanke@tamucc.edu
Office Phone: 825-2373

OFFICE HOURS
MW 12:00PM-2:00PM, F 9:00AM-10:00AM and by appointment

Please note: College is not High School. It is to your great advantage to get to know your professors. This means periodically visiting during office hours. We (or at least I) have no interest in using office hours to lecture you on your attendance or poor performance. We (or at least I) do like to use office hours to help students better understand the expectations of the course, their degree plans, and the best strategies for succeeding in college. Office hours are a resource that successful students soon learn to use to their advantage. If you are nervous (and most students are at first), plan to visit with a friend.

COURSE DESCRIPTION
This course surveys the history of the United States from the end of the Civil War to the present. The period witnessed a radical reconstruction of ideas on race and gender, the formation of national issue-oriented political parties, the evolution of a powerful industrial-capitalist economy, and the emergence of U.S. influence on the international stage. More importantly, the age saw a deliberate and on-going effort by millions of Americans to express, support, and expand notions of democracy and republicanism for everyone in the United States. This course takes these noble aspirations seriously; asking where and how Americans defined these concepts, whether or not they were met, and how the major social movements both reflected and forced the broader economic and political changes of the era.

Clearly, then, the history of this era is very complex. A survey of American history moves quickly and covers only a portion of these questions. Measuring how well students learn this material is not an exact science, yet historians agree that developing certain analytical skills are essential. The graded components of this course are designed to strengthen these analytical skills.

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 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.

REQUIRED BOOKS

- *Give Me Liberty: An American History*, Brief Fifth Edition. Eric Foner [Please note that the quizzes are linked to this edition of the text]
- Specific readings assigned in class/Blackboard

All of the books are available for purchase at the University bookstore or through the Internet. The books on reserve at the library under my name and this course number. You can also find and download files containing all of the lecture notes and study guides on Blackboard. Please see me if you have trouble accessing these electronic materials.

GRADING STRUCTURE
A = 89.51-100.00
B = 79.51-89.49
C = 69.51-79.49
D = 59.51-69.49
F = 0-59.49

***YOU CAN NOT RESCHEDULE THE FINAL EXAM WITHOUT THE DEAN’S PRIOR AUTHORIZATION***

DESCRIPTION OF GRADED EVENTS

Three Exams (60% of final grade) will ask you to identify the significance of several key terms AND compose a single well-argued essay answer supported by evidence. Each exam is weighted differently when computing your final grade: Exam 1=15%, Exam 2 = 20%, Exam 3=25%. The last/final exam will not be comprehensive.

Quizzes Based on Give Me Liberty (10% of final grade) The quizzes will be based on the assigned readings in Give Me Liberty for that day. These will be taken electronically through Blackboard. You will be allowed to take each quiz up to three times (within the assigned window) and drop your two lowest scores for the term. As a result, this component of the course should be something that helps stabilize or increase your term grade. In addition, I may assign optional work in class that can be used as a replacement grade for readings quizzes. These quizzes cannot be taken after the assigned due date. There are no make-up opportunities for quizzes after the assigned due date.

Two Short Reflection Papers (15% of final grade). These papers are due on the days indicated on the schedule. A handout will be distributed in class and/or through Blackboard with complete instructions.

Learning Community (15% of final grade). These assignments are derived from shared assignments across the learning community.

Attendance Policy. Your attendance in class is required and will be recorded over the semester. For each day above three unexcused absences, your final term grade will be lowered by 3 percentage points. Students with more than six unexcused absences will be expected to drop the course.

Hurricane policy: In the event of a hurricane, I follow the published policies of TAMU-CC. If the campus remains officially open during the time that our class normally meets then class will proceed as scheduled (including all graded events). If the university closes campus then, of course, we push to the next class period. If an exam date is cancelled, the exam is held at the next class meeting.

GETTING THE MOST OUT OF THIS CLASS

This course does not require that you memorize speeches, dates, or statistics that (as University students) you are wise enough to look up in any textbook (okay, probably the internet). The focus in this course is on finding the significance of people, events, and ideas. Most people do this in their everyday lives. Your job for the next fifteen weeks is to apply and develop this skill for U.S. history from 1865.

Students who compete for the highest grades regularly attend class, read the assigned work, take their own notes, and learn how to best manage their time. Students who do well also take time to read and understand the syllabus, to ask questions when confused, and to prepare for assignments in advance. Regular attendance in any college course is a strong predictor of student grades. Students who learn how to use office hours is also a strong predictor of success.

PROVISIONAL CLASS TOPIC AND READING SCHEDULE

Please note: All Powerpoint presentations and review guides are made available via Blackboard

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>GRADED EVENT</th>
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</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Course Introduction</td>
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</tbody>
</table>
| 8/30 | “Modernization” Defined  
  - Intro to Federal Modernization  
  - Give Me Liberty, Ch. 15 | |
| 9/1  | Federal Modernization: Reconstruction  
  - Give Me Liberty, Ch. 15 | Reading Quiz #1  
  Completed on Blackboard by the start of class |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>9/3</td>
<td>Labor Day – no class meeting</td>
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</tbody>
</table>
| 9/6  | Conclude Federal/Begin Economic Modernization  
- **Give Me Liberty, Ch. 16** |
| 9/8  | Economic Modernization: Industrial Capitalism  
- **Give Me Liberty, Ch. 16** |
| 9/11 | Conclude Economic/Begin Social Modernization  
- **Give Me Liberty, Ch. 16**  
Reading Quiz #2  
Completed on Blackboard by the start of class |
| 9/13 | Social Modernization: Immigration/Urbanization |
| 9/15 | Conclude Modernization  
- Take-home exam distributed in class and via Blackboard |
| 9/18 | Begin Progressivism  
- **Give Me Liberty, Ch. 18** |
| 9/20 | Progressivism  
- **Give Me Liberty, Ch. 18**  
Take-home Exam #1  
Due in Class |
| 9/22 | Progressivism  
- **Give Me Liberty, Ch. 18** |
| 9/25 | Progressivism and U.S. Foreign Policy  
- **Give Me Liberty, Ch. 19** |
| 9/27 | Great Depression/ New Deal  
- **Give Me Liberty, Ch. 20-21**  
Reading Quiz #3  
Completed on Blackboard by the start of class |
| 9/29 | Great Depression/ New Deal  
- **Give Me Liberty, Ch. 20-21** |
| 10/2 | WWII  
- **Give Me Liberty, Ch. 22**  
Reading Quiz #4  
Completed on Blackboard by the start of class |
| 10/4 | WWII  
- **Give Me Liberty, Ch. 22** |
| 10/6 | WWII  
- **Give Me Liberty, Ch. 22**  
Reading Quiz #5  
Completed on Blackboard by the start of class |
| 10/9 | WWII  
- **Give Me Liberty, Ch. 22** |
| 10/11 | WWII  
- **Give Me Liberty, Ch. 22** |
| 10/13 | Cold War at Home and Abroad  
- **Give Me Liberty, Ch. 23** |
| 10/16 | Cold War at Home and Abroad  
- **Give Me Liberty, Ch. 23**  
Reading Quiz #6  
Completed on Blackboard by the start of class |
| 10/18 | Cold War at Home and Abroad  
- **Give Me Liberty, Ch. 23** |
| 10/20 | Cold War and Viet Nam  
- **Give Me Liberty, Ch. 25** |
| 10/23 | Cold War and Viet Nam  
- **Give Me Liberty, Ch. 25** |
| 10/25 | Conclude Viet Nam, Begin Modern Civil Rights  
- **Give Me Liberty, Ch. 25**  
Reading Quiz #6  
Completed on Blackboard by the start of class |
| 10/27 | Modern Civil Rights Movement  
- **Give Me Liberty, Ch. 25** |
| 10/30 | Modern Civil Rights Movement  
- **Give Me Liberty, Ch. 25** |
| 11/1 | In-Class Exam #2  
Taken In Class |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Quiz #</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>11/3</td>
<td>Conclude MCRM, Begin The Sixties</td>
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<td>• Give Me Liberty, Ch. 25</td>
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<tr>
<td>11/6</td>
<td>The Sixties – JFK to LBJ</td>
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<td>• Give Me Liberty, Ch. 25</td>
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<td>11/8</td>
<td>The Sixties – JFK to LBJ</td>
<td>Reading Quiz #7</td>
<td>Completed on Blackboard by the start of class</td>
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<td>• Give Me Liberty, Ch. 25</td>
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<td>11/10</td>
<td>The Sixties – JFK to LBJ</td>
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<td>• Give Me Liberty, Ch. 25</td>
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<td>11/13</td>
<td>The Sixties – JFK to LBJ</td>
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<td>• Give Me Liberty, Ch. 25</td>
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<td>11/15</td>
<td>Reagan &amp; the Rise of the New Right</td>
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<td>• Give Me Liberty, Ch. 25</td>
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<td>11/17</td>
<td>Reagan &amp; the Rise of the New Right</td>
<td>Reading Quiz #8</td>
<td>Completed on Blackboard by the start of class</td>
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<td>• Give Me Liberty, Ch. 26</td>
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<tr>
<td>11/20</td>
<td>Reagan &amp; the Rise of the New Right</td>
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<td>• Give Me Liberty, Ch. 26</td>
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<td>11/22-24</td>
<td>Thanksgiving Break – no class meeting</td>
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<tr>
<td>11/27</td>
<td>Conclude Reagan: Begin Facebook, Social Media, and Convergence Culture (1990-2010)</td>
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<td>• Give Me Liberty, Ch. 27</td>
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<tr>
<td>11/29</td>
<td>Conclude Facebook, Social Media, and Convergence Culture (1990-2010); Begin U.S. and Middle East</td>
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<td>• Give Me Liberty, Ch. 27</td>
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<td>12/1</td>
<td>The U.S. and the Middle East (1973-2008)</td>
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<td>• Give Me Liberty, Ch. 27</td>
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<td>12/4</td>
<td>The U.S. and the Middle East (1973-2008)</td>
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<td>• Give Me Liberty, Ch. 28</td>
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<tr>
<td>12/6</td>
<td>The U.S. and the Middle East (1973-2008)</td>
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<td>• Give Me Liberty, Ch. 28</td>
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<td></td>
<td><strong>FINAL EXAM: 8:00AM-10:30AM, Wednesday, December 13</strong></td>
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<td>Held in our regular classroom; Not Comprehensive</td>
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**ACADEMIC DISHONESTY, ATTENDANCE, AND OTHER CLASS POLICIES**

It is my experience that most students attend class regularly, behave as adults, submit assignments and take exams on time, perform well over the term, and do not cheat. Unfortunately, the following rules are necessary for the remaining few.

The environment of the classroom demands that we conduct ourselves like adults and with respect for each other. As a result, the following guidelines will be followed:

- always conduct yourself with respect and civility toward others. Abusive language or behavior will not be tolerated.
- please turn off or set to vibrate all cell phones and pagers. If you must take a call, do so outside of class.
- please be aware that talking, leaving early, arriving late, and other disruptive behavior affects your peers’ ability to learn the material. Excessive disruptive behavior will not be tolerated.
- dozing-off sometimes happens (even in my electrifying lectures), but DO NOT come to my class to sleep.
- please refer to the TAMU-CC Student Code of Conduct for a more complete treatment of your rights and responsibilities while in class.

Be absolutely clear: I will hold you responsible should your behavior negatively affect others in class. If this happens repeatedly, you will be removed from the class (even if it is the last week of the term).

The penalty for academic dishonesty is clearly specified in the current Undergraduate Bulletin. I will follow these guidelines. In addition, students will be awarded zero points for any assignment in which cheating is detected. Plagiarism is considered by me
and the University to be cheating. This is your first and only warning not to cheat in this class.

**Make-up exams** will be offered to students who inform me *before test time* of an *excused* absence. The questions on the make-up exam will not be harder but the exam *will not* offer optional questions. Make-up exams will be offered for only one week after the scheduled date of the exam. A student may take only one make-up exam over the span of the term. If you miss two exams, the second make-up will be given on the day of the final exam. You must complete both exams during the time allotted for the final exam.

Students who fail the first exam are encouraged to schedule a meeting with me within one week of the return of the exam to discuss their work and ways to improve their performance.

**All assigned papers must be turned as a hard copy** (printed on paper). No electronic submissions are accepted. All assigned papers will be lowered one letter grade for every calendar day that they are late. Even very late paper submissions will receive some credit. Failure to turn in any paper will result in a zero for that assignment.

**Individual grades** can be reviewed with the instructor, grader, or seminar leader as appropriate. Please wait at least 24 hours after receiving your graded work before meeting with the grader to discuss grader materials (you can come see me immediately, I’m fair game and the best bet to get your answer). All final grading decisions are made by me; the grading assistants are not responsible for any final grade decisions in HIST-1302.

**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/advising/.

**DISABILITY AND VETERANS 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.
Calculating your term grade

As noted in class, I do not use Blackboard only for posting, NOT calculating term grades. Blackboard has a habit of including some odd averages and other numbers, so be sure to follow the following guide to calculate your term grade.

<table>
<thead>
<tr>
<th>Graded Event</th>
<th>Raw Grade</th>
<th>Multiplier</th>
<th>Total Term % for this Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>__________</td>
<td>x .20</td>
<td>= ______________</td>
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<tr>
<td>Exam #2</td>
<td>__________</td>
<td>x .25</td>
<td>= ______________</td>
</tr>
<tr>
<td>Exam #3</td>
<td>__________</td>
<td>x .30</td>
<td>= ______________</td>
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<tr>
<td>9/11 Paper #1</td>
<td>__________</td>
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<td>9/11 Paper #2</td>
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<tr>
<td>9/11 Paper Total</td>
<td>__________</td>
<td>x .15</td>
<td>= ______________</td>
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</tbody>
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(Add both scores)

Quizzes (note: I’ll be using the six BEST scores from the eight quiz opportunities, these may not be the first six quizzes. In addition, there may be in-class assignments that can count in this category)

| Quiz #1 | __________ |
| Quiz #2 | __________ |
| Quiz #3 | __________ |
| Quiz #4 | __________ |
| Quiz #5 | __________ |
| Quiz #6 | __________ |
| Quiz Average | __________ | X .10 | = ______________ |

(total divided by 6)

Total = ______________

A = 89.51-100.00
B = 79.51-89.49
C = 69.51-79.49
D = 59.51-69.49
F = 0-59.49