HIST 1302.006: US History Since 1865
Texas A&M University-Corpus Christi
Spring 2019
MW/3:30 p.m.–4:45 p.m.
CI 102

Professor: Dr. Jen Corrinne Brown
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Office: FC 253C
Office Phone: (361) 825-2641

Office Hours: M/5p–6:45p
MW/2p–3:15p
Or by appointment

“We are the prisoners of history. Or are we?” –Robert Penn Warren

COURSE DESCRIPTION
This course surveys the history of the United States from 1865 to the present. As the rise of
nineteenth-century nationalism and industrial capitalism ushered America into the modern world,
the nation quickly moved from a rural, agrarian society to a political and economic world power.
In this course, we will study the rise of modern America, focusing on people, expansion,
technological change, culture, social reform, war, economic fluctuations, globalization, and other
key events that shaped the nation. In class, there will be lectures, discussions, films, and other
activities that will require your participation. Out of class, there will be reading, writing, and
studying. Throughout, we will read and analyze primary sources—the raw materials that
historians use to construct their stories—to learn more about American history.

COURSE OBJECTIVES
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 TEXTS AND MATERIALS
**Please note that these books are also available on reserve in the library.**
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COURSE REQUIREMENTS AND GRADING (1,000 total points possible)

Note: more detailed assignment directions and study guides will be posted on Blackboard.

**In-Class Assignments (22@10 points each=200 points):** Your attendance and participation will be rewarded with graded, point-boosting assignments that will be completed during class time. There will be twenty-two chances to complete in-class assignments, but you will only be graded on twenty. The final two assignments will either replace missing assignments or, if you have completed all twenty, will be added to your grade for extra credit.

**History Quest (100 points):** This is a fun and innovative assignment asks you to do historical research about the local area while showing you that learning extends beyond the classroom.

**Silent Spring Quiz (50 points):** To ensure that you read the book and are prepared for our class discussions and writing your essay, there will be an in-class quiz on *Silent Spring*.

**Spring Draft (50 points):** You will be turning in a full, complete draft of your Spring Essay. The draft will be graded with the same standards and rubric as the final version, but will receive feedback to allow you to improve your essay. You are first turning in a draft to learn that writing is a process and that good writers always revise.

**Spring Final Essay (150 points):** Drawing from the groundbreaking book *Silent Spring* and other course materials, the purpose of this essay is to help sharpen your writing skills while discovering more about American history. You must turn in the graded draft with the final essay to show your revisions.

**Essay Exams (3@150 points each=450 points):** There will be three essay exams over the course of the semester. Study guides will be posted on Blackboard approximately one to two weeks before each exam.

**Optional Final Exam:** The optional final exam will be a comprehensive essay exam. If you missed an exam or you would like replace a low exam grade, you can elect to take the final exam. You must score higher than one of your previous exams in order to replace that grade. If you do not score higher, the original grade will stand.

**GRADING SCALE**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>1,000–895 points</td>
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<tr>
<td>B</td>
<td>894–795 points</td>
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<tr>
<td>C</td>
<td>794–695 points</td>
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<tr>
<td>D</td>
<td>694–595 points</td>
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<td>F</td>
<td>594 points and below</td>
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**LATE POLICY**

If you have a serious, documentable excuse, please contact Dr. Brown about making up any missed in-class work. There also may be a possibility to turn in some of the out-of-class assignments late, but unless you have received prior instructor approval, assignments received after their due time and date will be marked down 5% for arriving after the due time (even one minute late) and 10% for each day late.
ACADEMIC MISCONDUCT
Academic integrity is an important requirement for this course. Plagiarism, cheating, and other forms of academic misconduct will not be tolerated. As a student, you are responsible for knowing how to avoid plagiarism. For more information, please see definitions of academic misconduct on the College of Liberal Arts’ website, available at http://cla.tamucc.edu/about/documents/academicmisconductprocedures1.pdf. Any student guilty of academic misconduct may receive a failing grade for the course and will be reported to the university’s Judicial Affairs Officer.

HOW TO BECOME A BETTER (HISTORY) STUDENT
• You are in this class because it is required. However, learning American history will provide you with information and context to understand the world and the nation. It will help you improve your intellectual and civic skills, building you a foundation for future studies and life outside of college.
• You should know that learning is a struggle, you will make mistakes, and no one is naturally good at history. It takes work.
• I want everyone to succeed and do their best in this class, but that means you have to put in the work. Successful students work hard and try to improve throughout the semester.
• Do not fall into the “optional” trap! Everything in college is optional (attending class, taking notes, reading, showing up on time, spending a lot of time writing papers, studying, turning in assignments on time, and everything else). If you opt to do these things, you will pass this class.
• Carefully review the syllabus and make note of important dates, including exam days and due dates for readings and assignments. Familiarize yourself with the course Blackboard site and the resources available to you.
• Reading creates knowledge. You should read before class on the days assigned and take reading notes.
• Use the free online resources that accompany your textbook, including the quizzes.
• Show up to class on time and prepared to take notes, to discuss readings, and to ask questions.
• Take good notes during both lecture and discussion. Lecture outlines will be available on Blackboard. They are just a general guide, you should fill it in with details like people, dates, events, descriptions, importance, terms, definitions, historical context, or anything else relevant. If you missed something during class, ask a friend or Dr. Brown to fill in the gaps.
• Study. Study in small increments throughout the week and the semester. Quiz yourself. Use flashcards.
• View writing as a process in which you will only get better if you make the conscious attempt to improve. You should start assignments early, read the directions carefully, develop an outline first, and then write. Spend time revising and improving essays.

COURSE SCHEDULE
The instructor reserves the right to modify the syllabus as needed prior to or during the course. Any changes will be announced in class.

Monday, 1/14: Course Introduction; Thinking Historically
Wednesday, 1/16: Reconstruction; Primary Source Investigation
Reading Due: *Give Me Liberty!*, ch. 15 (pp. 441–474)

Friday, 8/31: Assignment Due Outside of Class
**Assignment Due: History Quest, Part One due by 11:00 a.m.**

Monday, 1/21: NO CLASS, MLK Day

Wednesday, 1/23: The West
Reading Due: *Give Me Liberty!*, parts of ch. 16 on the West (pp. 484–497)

Monday, 1/28: The Gilded Age
Reading Due: *Give Me Liberty!*, ch. 16 (pp. 475–484; 497–511)

Wednesday, 1/30: New Imperialism; Connecting Race at Home and Abroad
Reading Due: *Give Me Liberty!*, ch. 17 (pp. 512–545)

Monday, 2/4: The Progressive Era
Reading Due: *Give Me Liberty!*, ch. 18 (pp. 546–577)

Wednesday, 2/6: The Great War
Reading Due: *Give Me Liberty!*, ch. 19 (pp. 578–611)
**Assignment Due: History Quest**

Monday, 2/11: The Great War, Continued (if needed); Review
Wednesday, 2/13: Exam #1

Monday, 2/18: The Roaring Twenties
Reading Due: *Give Me Liberty!*, parts of ch. 20 up to the Great Depression (pp. 612–635)

Wednesday, 2/20: The Great Depression and New Deal
Reading Due: *Give Me Liberty!*, rest of ch. 20 and all of ch. 21 (pp. 635–675)

Monday, 2/25: World War II
Reading Due: *Give Me Liberty!*, ch. 22 (pp. 676–710)

Wednesday, 2/27: The Atomic Bomb and Cold War
Reading Due: *Give Me Liberty!*, ch. 23 (pp. 711–739) and relevant Cold War sections in chs. 24–26 (pp. 753–756; 777–778; 814–815, 838–840)

Monday, 3/4: Cold War, Continued; Review
Wednesday, 3/6: Exam #2

Monday, 3/11: NO CLASS, Spring Break
Wednesday, 3/13: NO CLASS, Spring Break
Monday, 3/18: Better Living Through Chemistry (An Introduction to *Silent Spring*)
Reading Due: *Silent Spring*, pp. x–51

**Wednesday, 3/20: The Affluent Society**
Reading Due: *Give Me Liberty!*, ch. 24 (pp. 740–771)
*Silent Spring*, pp. 52–83

Monday, 3/25: *Eyes on the Prize: Awakenings, 1954-1956*
Reading Due: *Give Me Liberty!*, ch. 25 (pp. 772–808)
*Silent Spring*, pp. 84–100

**Wednesday, 3/27: The Civil Rights Movement**
Reading Due: *Silent Spring*, pp. 101–152

Monday, 4/1: Social Movements in the 1960s
Reading Due: *Silent Spring*, pp. 153–198

**Wednesday, 4/3: Vietnam**
Reading Due: *Give Me Liberty!*, relevant parts of chs. 23–25 (pp. 756; 791–796; 816–817)
*Silent Spring*, pp. 199–243

Monday, 4/8: *Silent Spring* Quiz and Discussion
Reading Due: *Silent Spring*, pp. 244–297

**Wednesday, 4/10: Silent Spring (con’t)**

Monday, 4/15: 1970s
Reading Due: *Give Me Liberty!*, ch. 26 (pp. 809–842)
**Assignment Due: Spring Draft**

**Wednesday, 4/17: Writing and Revising; Review**
Monday, 4/22: Exam #3

**Wednesday, 4/24: The Globalization of Terror**
Reading Due: *Give Me Liberty!*, ch. 27 (pp. 843–876)

**Monday, 4/29: 9/11: Stories in Fragments**
Reading Due: *Give Me Liberty!*, ch. 28 (pp. 877–917)
**Assignment Due: Spring Final Essay**

**Wednesday, 5/1: The Age of Terror; Review (Last Day of Class)**

Monday, 5/6 from 1:45 p.m. to 4:15 p.m. in CI 102: Optional Final Exam
**You must show up promptly to take the exam.**
CLASSROOM ETIQUETTE AND COURSE POLICIES

Class attendance, participation, and etiquette are key expectations. In order to facilitate your learning and not distract others, please keep in mind the following guidelines:

- All students should help foster a respectful atmosphere and uphold university codes of conduct.
- You are expected to attend every class, arriving prepared and in a timely fashion. Important announcements will be at the start of class.
- Please turn off all cell phones and electronic devices during class time.
- Due to numerous studies about poor note-taking skills and lower testing averages with computer use, you may NOT use computers during class.
- In the event of a college-sponsored absence, you must notify the instructor ahead of time and turn in all assignments or take any exams before you leave. Failure to do will result in a zero.
- Please include your course number in all email correspondence and on all assignments (i.e.: HIST 1302.005).
- Be sure to keep all class materials and returned assignments. Your grades will be posted on Blackboard and you should periodically check them to verify accuracy.

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.

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.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. 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 in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.