The History of the United States since 1865
HIST 1301.531, Spring 2019

Instructor: Adam Costanzo, adam.costanzo@tamucc.edu, 361-825-2217
(Note: Email is by far the most efficient way to contact me.)

Office Hours: MWF:11am-12:40pm in Faculty Center 274A

Course Meeting Time and Place: M, W, F: 9am – 9:50am, Bay Hall 104

Course Description and Primary Themes
In this course, we will examine United States History since the end of the Civil War in 1865. Together, we will investigate the lives of ordinary people as well as the actions of national leaders. Along the way, we will encounter a number of important themes. Some of these themes have run as currents throughout American history while others have emerged during the last 150 years to help shape the nation we know today. In particular, we will focus on the interplay of individual freedom and social authority, of prosperity and poverty, and of the growth of the size and power of the federal government.

The course will also develop your abilities to analyze historical evidence and make historical arguments based on that evidence. Finally, we will work to develop your writing and analytical skills in both papers and discussions.

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.

Grading
Grades are based upon your performance on the following:
• Class Attendance and Participation: 15%
• Argumentative Historical Essay Outline: 5%
• Argumentative Historical Essay: 15%
• Shared Assignment with Seminar: 10%
• Weekly Online Quizzes: 10%
• Discussion Board Posts: 5%
• Exam One: 10%
• Exam Two: 15%
• Exam Three: 15%

Book
Copies available at the TAMUCC bookstore, online retailers, and on reserve at the library.

• An ebook version of this textbook is also available at the Norton website: http://books.wwnorton.com/books/webad.aspx?id=4294993757
Expectations & Responsibilities
You can expect the following from me as an instructor. I will:
• Create and foster a safe and stimulating learning environment in which you can take intellectual risks;
• Facilitate intellectual inquiry;
• Clarify expectations, provide assignment examples, and teach the skills needed to complete assignments,
• Assess and provide feedback for student work in a fair and timely manner,

I will expect you, as a student, to:
• Share ideas and listen to others;
• Respect our learning environment, your peers, and the instructor.
• Come prepared to learn and participate, having read assignments before coming to class; and
• Alert me to any concerns you may have and seek help when needed.

Attendance and Participation
Attendance and participation in our discussions counts for 10% of the course grade. In addition, covering half of American history in a semester forces us to move at a very rapid pace. Students who miss classes will fall behind and find the exams and assignments much more difficult. Participation means coming to class each class period ready to discuss that week’s reading and any documents we may read or examine in class. You will have the opportunity to share your thoughts in both small group chats, small group assignments, and in large class-wide discussions. Asking questions, offering your ideas and opinions, and building upon the ideas offered by others all count as participation in our class.

Quizzes
Each week, you will be required to complete a brief online quiz in Blackboard covering one chapter from the textbook. These quizzes are due by 11:59pm on Sunday night prior to the week in which we discuss the chapter. We will drop the lowest three grades for these quizzes.

Discussion Board Posts
For the discussion board posts, we will utilize the “Discussion Board” tool in Blackboard. Most weeks during the semester, you will be responsible for posting your thoughts about that week’s reading from Voices of Freedom and for backing those ideas up with evidence from the primary sources. I’ll provide questions to prompt discussion. These posts will be due by 11:59pm on Sundays for the weeks they are due. The lowest three of these grades will be dropped.

Exams
The course includes three in-class exams. Each will cover material for one third of the course. The tests will consist of identification terms that you will define and explain their historical significance and short essays that require you to offer an argument about a historical question and use the information you’ve learned in the course to support your argument. Before each test I will circulate a list of possible essays so that you can prepare yourself to write them on the exam day. If you are going to miss an exam you must get in touch with me beforehand to explain your situation and, if warranted, work out a time that you might make it up.

Argumentative Essay
The argumentative essay will be broken into two parts. A thesis statement and outline of evidence will be due early in the term. The full paper will be due after you receive feedback on your outline. I will provide detailed instructions and a sample to follow for this assignment.
Citation, Plagiarism, and Academic Honesty Policies

All work that you turn in for this class must be your own creation and based upon your own ideas. The “Academic Honesty” policies described in the TAMUCC Undergraduate Catalog apply to all assignments and exams in this course.

In particular, the course will have a zero-tolerance policy for plagiarism. Any amount of plagiarism in an assignment will result in an automatic zero for that assignment. As is required by University policy, all such incidents will also be reported to the Office of Students Affairs as incidents of academic misconduct.

In class, we will discuss different types of plagiarism and academic dishonesty as well as how to avoid them. If you have any questions whatsoever about how to complete an assignment or how to properly use or cite information from our course materials, library resources, or the internet, let me know and I’ll be happy to help.

Late Policy

Papers turned in after the due date and time lose five points. Papers lose five additional points for each 24-hour period that passes after that. Papers are no longer accepted after they are seven days late. Quizzes and posts to our discussion board are not accepted for credit after their due date and time.

Communication Policy

Other than visiting my office hours, email is the best way to get in touch with me. It is my goal to respond to inquiries and comments received via email in a prompt and reasonable amount of time. If you send me an email and do not get a response within two business days, you should feel free to send a follow up email.

Before writing to me, please make every effort to answer the question on your own. For example, information on this syllabus is always available to you since it is posted on Blackboard. Similarly, your campus email is capable of saving all messages you might receive about the course. Emailing me to find out what the reading is for a given day or what building my office is in would be quite inefficient (not to mention a bit inconsiderate.)

Name Spelling Guarantee

I pledge to always spell your name correctly. If I do misspell your name, I’ll give you ten extra points on the next exam. However, I expect the same from you. If you misspell my name in an email or on a formal assignment, you’ll lose five points on the next exam.

Lecture, Reading, and Assignment Schedule

The following schedule describes the reading and writing assignments for the class as well as the lecture topics to be covered each day. In order for you to best understand the details of the lectures, each reading assignment should be completed before the class meets. The required reading load for this course averages out to about 30 to 50 pages per week. Beware of falling behind on reading. If you haven’t read the week’s reading when we discuss it in class, you won’t be able to take part in our discussion and earn participation credit. Note that the dates below are for planning purposes and may change depending on events that occur throughout the semester.
<table>
<thead>
<tr>
<th>Week / Dates</th>
<th>Subject(s)</th>
<th>Required Reading</th>
<th>WeeklyAssignments - Due Sundays by 11:59pm</th>
<th>Major Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1 1/14-1/19</td>
<td>CourseIntroduction</td>
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<tr>
<td>2 1/20/-1/28</td>
<td>Reconstruction</td>
<td><em>Give Me Liberty! Ch15</em></td>
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<td>Ch15 Quiz Syllabus Quiz</td>
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<td>3 1/27-2/2</td>
<td>The American West NativeAmerica</td>
<td><em>Give Me Liberty! Ch16</em></td>
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<td>Ch16 Quiz Week 3 Discussion</td>
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<td>4 2/3-2/9</td>
<td>The New South The Changing North American Empire</td>
<td><em>Give Me Liberty! Ch17</em></td>
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<td>Ch17 Quiz Week 4 Discussion</td>
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<td>5 2/10-2/16</td>
<td>The Progressive Era</td>
<td><em>Give Me Liberty! Ch18</em></td>
<td>Ch18 Quiz</td>
<td>Exam One (Friday)</td>
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<tr>
<td>6 2/17-2/23</td>
<td>The Great War</td>
<td><em>Give Me Liberty! Ch19</em></td>
<td>Ch19 Quiz Week 6 Discussion</td>
<td>Outlines Due (5pm Friday 2/24)</td>
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<td>7 2/24-3/2</td>
<td>The Great Depression</td>
<td><em>Give Me Liberty! Ch20</em></td>
<td>Ch20 Quiz</td>
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<td>8 3/3-3/9</td>
<td>The New Deal</td>
<td><em>Give Me Liberty! Ch21</em></td>
<td>Ch21 Quiz Week 8 Discussion</td>
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<td>break 3/10-3/16</td>
<td>Spring Break</td>
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<td>9 3/17-3/23</td>
<td>America in a Global War</td>
<td><em>Give Me Liberty! Ch22</em></td>
<td>Ch22 Quiz</td>
<td>Papers Due (11:59pm Sunday 3/19)</td>
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<td>10 3/24-3/30</td>
<td>The Cold War</td>
<td><em>Give Me Liberty! Ch23</em></td>
<td>Ch23 Quiz</td>
<td>Exam Two (Friday)</td>
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<td>11 3/31-4/6</td>
<td>The Affluence Society CivilRights</td>
<td><em>Give Me Liberty! Ch24</em></td>
<td>Ch24 Quiz Week 11 Discussion</td>
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<td>12 4/7-4/13</td>
<td>Vietnam, the New Left, and Liberation Movements</td>
<td><em>Give Me Liberty! Ch25</em></td>
<td>Ch25 Quiz</td>
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<td>13 4/14-4/20</td>
<td>The Resurgent Right</td>
<td><em>Give Me Liberty! Ch26</em></td>
<td>Ch26 Quiz Week 13 Discussion</td>
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<td>14 4/21-4/27</td>
<td>The Cold War Ends The Post-Cold War World</td>
<td><em>Give Me Liberty! Ch27</em></td>
<td>Ch27 Quiz</td>
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<td>15 4/28-5/1</td>
<td>A New Millennium</td>
<td><em>Give Me Liberty! Ch28</em></td>
<td>Ch28 Quiz Week 15 Discussion</td>
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<td>Finals 5/3-5/9</td>
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<td>Final Exam see <a href="http://tiny.cc/tamucc_finals">http://tiny.cc/tamucc_finals</a></td>
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College and University Policies

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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 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.