History 1302.W01 - US History Since 1865
Fall 2018

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- Please use the subject line in a way that indicates the content of the message. Please also use professional language and include your full name, section number, and a complete inquiry in the body of the message. Unprofessional emails will result in nonresponse.
- Please consider e-mail as official correspondence.
- Please address emails to “Dr. Robinson.”
- Efforts will be made to address your e-mail within 24 hours, but between the regular business hours of 9am-5pm. If you do not receive an email within 24 hours, please send a follow-up email inquiry. If you email over the weekend, I will respond on Monday morning.
- Please keep copies of e-mails that are sent and received for records purposes.

NOTE: In October, instruction of the course will shift to Dr. Chris McKinny.
Email: charles.mckinny@tamucc.edu // Office Hours: TBA

In a face-to-face course, much of the learning, motivation, and reminders result from regular attendance to lectures. Since this is an online course, students are expected to take on even more responsibility for their own success. Students should plan to spend the hours that they would be in class engaging with the readings, assignments, and online discussions.

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 sources will be posted on the course Blackboard page.

**Course Requirements/Policies**

**Course Format**

Each week has a folder with assignment prompts, films, and primary sources. I have deliberately kept the amount of assigned reading reasonable with the expectation that the reading is done thoroughly and thoughtfully.

**Reading Quizzes // 20% of grade**

Each week, you’ll complete multiple choice quizzes for the assigned chapter(s) of *Give Me Liberty* covered that week. These are due on Saturdays.

**Discussions // 20% of grade**

Each week, you are expected to contribute thoughtfully to discussions via the Blackboard message board. These are due on Wednesdays.

**Short essays // 20% of grade**

You will write two short essays based on primary source analysis.

**Exams // 40% of grade**

You will take two exams. All of the assigned materials will be covered in the exams.

**Grading Scale**: A = 90 – 100 B = 80 – 89 C = 70 – 79 D = 60 – 69 F = 59 and below

**Late Work/Make Ups**

I will not accept any late assignments, though you are welcome to submit them early. Please give yourself plenty of time to familiarize yourself with Blackboard before the first due date. If you need...
an extension due to an emergency, you must email me your request at least 24 hours before the assignment is due. Extensions will be granted at the discretion of the instructor or as mandated by law or university policy.

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

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.

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.

*Give Me Liberty!* (Foner) // *Voices of Freedom* (VOF) // Blackboard readings (BB)

**Week 1: August 28**  
Introduction to the course // Reconstruction and Jim Crow  
READ: Foner, Ch. 15  
   VOF, *A Sharecropping Contract*  
   VOF, *The Mississippi Black Code*  
   BB, First 35 minutes of *Slavery by Another Name* (film)

**Week 2: September 4**  
American Expansion and the Gilded Age  
READ: Foner, Ch. 16 & 17  
   VOF, *Sumner on Social Darwinism*  
   VOF, *Aguinaldo on American Imperialism*  
   BB, First 30 minutes of *The Mine Wars* (film)  
   BB, *We Shall Remain* (film)

**Week 3: September 11**  
The Age of Reform  
READ: Foner, Ch. 18  
   VOF, Ryan, *A Living Wage*  
   VOF, *Sanger on “Free Motherhood”*  
   VOF, *Catt Address to Congress*  
   BB, *Triangle Fire* (film)

**Week 4: September 18**  
Modern Times  
READ: Foner, Ch. 19 and Ch. 20 (stop when you get to the Great Depression)  
   VOF, Manuel Gamio on a Mexican-American Family…  
   VOF, Wilson, *A World Safe for Democracy*  
   VOF, *Congress Debates Immigration*  
   BB, Eugene Debs Speech (film clip)

**Week 5: September 25**
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*
    BB, *March of the Bonus Army* (film)

Week 6: October 2
World War II
READ: Foner, Ch. 22
    VOF, Roosevelt, “The Four Freedoms”
    VOF, World War II and Mexican-Americans
    VOF, *African Americans and the Four Freedoms*
    BB, *Takahashi Describes Incarceration*

Week 7: October 9 // Midterm Exam

Week 8: October 16
“The Golden Age”
READ: Foner, Ch. 23 & 24
    VOF, *Truman Doctrine*
    VOF, Margaret Chase Smith, Declaration of Conscience
    BB, *Crisis in Levittown* (film)
    BB, *Duck and Cover* (film)

Week 9: October 23
The Sixties, Part 1
READ: Foner, Ch. 25
    VOF, The Southern Manifesto
    VOF, Malcolm X, “The Ballot or the Bullet”
    BB, SNCC in Mississippi
    BB, Louisiana Literacy Test
    BB, Black Power Mixtape (film clips)

Week 10: October 30
READ: The Sixties, Part 2
    VOF, Chavez, Letter from Delano
    VOF, *Brochure on ERA*
    BB, *Alcatraz Proclamation*
    BB, Film Clips

Week 11: November 6
Rise of Conservatism
READ: Foner, Ch. 26
    VOF, Falwell, *Listen America!*
    VOF, *Reagan’s Inaugural Address*
    BB, Reagan’s campaign commercial (film)
    BB, Marian Wright Edelman’s Speech
**Week 12: November 13**
Globalization
READ: Foner, Ch. 27
  - VOF, Buchanan, Speech to the Republican National Convention
  - VOF, Bill Clinton, Speech on Signing of NAFTA
  - BB, Davis, “Masked Racism”

**Week 13: November 20**
Thanksgiving
  - BB, *Behind the Swoosh*

**Week 14: November 27**
The 21st Century
READ: Foner, Ch. 28
  - VOF, *National Security Strategy of the US*
  - VOF, Mahoney, “Called by God to Help”
  - BB, Snowden, “This Country Is Worth Dying For”
  - BB, *Stand Up and Kneel* (film clip)

**Week 15: December 4**
Course Conclusion // Final exam