Course Description: A survey of the political, social, economic, military, cultural and intellectual history of the United States from 1865 to the present. TCCNS Equivalent: HIST 1302. Satisfies the university core curriculum requirement in U.S. History.

In particular, this course will focus on the impact of Reconstruction and American expansion on later American history, the shifting definitions of American identity, conflict among Americans and America’s neighboring regions, and the ways race, religion, and gender structured national debates.

NOTE: 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. Additionally, please keep in mind that this is an accelerated course. We are condensing a full semester of U.S. History into less than five weeks, so we will be moving at a rapid pace.

Student Learning Outcomes
Students in this course will

➢ Demonstrate critical thinking by analyzing primary source documents and secondary source historical interpretations in written assignments and quizzes.
➢ Develop communication skills by interpreting and expressing ideas through writing.
➢ 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 Text
There is one required textbook for this course. Students are expected to acquire, rent, or otherwise have stable access to the textbook. The campus bookstore has the text in stock. A limited number of copies are available in the Bell Library reserves holdings.


*Please note: only the Fourth Edition is acceptable. Earlier editions of this text are substantially different and will not work for this course.

Students should consider electronic access to this text as it is much cheaper. Just make sure you will be able to view the text and use Blackboard at the same time. (This may not be possible if handheld devices are students’ main computing device.)

In Addition: There are additional readings, videos, and resources placed on our course Blackboard site.

Assignments and Grades
Written assignments uploaded to Blackboard 50%: There are five at-home written assignments due throughout the semester. Specific instructions for each assignment are posted on Blackboard. Each assignment is worth 10% of the semester grade. These written assignments are due by 11:59pm on Saturday each week.

Specific instructions are posted to Blackboard. Plagiarism is the unattributed use of another person or group’s ideas and work. Plagiarism is a violation of TAMUCC standards; at minimum, evidence of plagiarism will result in a failing grade for the assignment and will be reported to the university administration. Proper citation and attribution of written materials will be discussed in class. Consult your instructor if you have any additional questions.
**Reading Quizzes 20%**: Each week there will be at least one quiz dedicated to the content of the readings assigned. Each of these quizzes will be worth 4% of the total course grade. Reading quizzes for each week need to be completed by 11:59 pm on Saturday of each week.

Make sure you have a *stable* internet connection to take these quizzes. If your internet cuts out, you may be unable to resume your quiz. In general, computers connected with a hardwire, landline connection is the safest system for taking these quizzes. WiFi and cellular networks are the least reliable. Specific instructions are posted to Blackboard.

**Discussion Boards 30%**: Each week students will need to discuss the readings and contribute to primary source analyses (in the Wiki section of the page). The discussion boards and Wiki collaborations each week are worth 6% of the course grade. Specific instructions are posted to Blackboard. Student contributions need to be completed by 11:59 pm *Thursday* each week.

**Late Work**: I will not accept any late assignments, though you are welcome to submit them early. Once their deadline passes, you cannot turn them in. However, if you need an extension due to an emergency, you may email me your request at least 24 hours before the assignment is due. Extension will be granted at the discretion of the instructor or as mandated by law or university policy.

**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. Last day to drop a course is July 29, 2019.

**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](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](http://cla.tamucc.edu/about/student-resources.html).
Course and Reading Schedule
All readings in the textbook unless otherwise marked
Titles in quotation marks (“ “) are historians’ essays at the end of the preceding chapter.
Note: Each week contains approximately 40-50 total pages of reading

Week One: Reconstruction and American Expansion
(July 8)
Read: Chapter 1 introduction; Documents 1, 2, 3, 4, 7; “Slavery by Another Name”
Read: Chapter 2 introduction; Documents 4, 5, 7, 8; “The Frontier as a Place of Ethnic and Religious Conflict”
Read: Chapter 4 introduction; Chapter 4 documents (all); “America’s Takeover of the Philippines”

Week Two: Immigration and US Industrial Society
(July 15)
Read: Chapter 3 introduction; documents (all); “Railroads and the Modern Corporation”; “Challenging the System”
Read: Chapter 5 introduction; documents (all); “Class, Gender, and Race at Home”

Week Three: The World Wars
(July 22)
Read: Chapter 6 introduction; documents (all)
Read: Chapter 7 introduction; documents 3, 5, 6, 7; “Sex and youth in the Jazz Age”
Read: Chapter 8 introduction; documents 1, 4
Read: Chapter 9 introduction; “Fighting Fear—and for Civilization Itself”

Week Four: Postwar Society
(July 29)
Read: Chapter 10 introduction; documents 3, 8
Read: Chapter 11 introduction; documents 8, 9; “Men and Women in the Nuclear Cocoon”
Read: Chapter 12 introduction; documents 2, 4, 5, 7, 9, 10; “Doing the Job of Change from the Bottom Up”
Read: Chapter 13: introduction; documents 1, 2, 7, 9, 10; “Johnson’s War: Flawed Decisions, Terrible Consequences”

**Week Five: Modern America**
(Aug 5)
Read: Chapter 14 introduction; documents 3, 4, 5, 6; “Evangelical Conservatism: A New Phenomenon”
Read: Chapter 15 introduction; documents 1, 2, 3, 5, 6; “The Illusion of Omnipotence”
Read: Chapter 16 introduction; documents 3, 6, 7; “Globalization: America Needs to Rethink Its Game”