**History 1302: US History since 1865**

**Dr. Beth Robinson**  
**Summer 2019, Term 2**

Section WO2  
Fully Online

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- 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.
- **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 keep copies of e-mails that are sent and received for records purposes.

**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.**

**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 required texts will be posted on the course Blackboard page.

Course Format
Each week has a folder with response prompts, quizzes, films, and guided questions. I have deliberately kept the amount of assigned reading reasonable with the expectation that the reading is done thoroughly and thoughtfully.

Reading Quizzes
Each week you’ll complete multiple choice quizzes for each of the two or three chapters of *Give Me Liberty* covered that week. Those quizzes will be due by 11:59pm on Thursdays. While they are due at that point, you are free to work on them any time before that time.

Discussions
Each week, you are expected to contribute thoughtfully to discussions via the Blackboard message board. Most discussions are due by 11:59pm on Tuesdays. While they are due at that point, you are free to work on them any time before that time. Specific instructions are posted to Blackboard.

Essays
You will turn in one essay each week analyzing course materials. *These must be submitted as .doc/x or .pdf files.* Essays are due by 11:59pm on Fridays. While they are due at that point, you are free to work on them any time before that time. Specific instructions are posted to Blackboard.

Assignment Breakdown:
Reading Quizzes (20%)
Discussions (20%)
Essays (60%)

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

Additional Notes:
No extra credit options are available for this course. No exceptions. Please do not request extra credit from the instructor at any point in time, especially at the end of the semester.

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.

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

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 June 21, 2019

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.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean's office in the college in which the course is taught or the Office of the Provost. 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.

Disabilities Accommodation
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.

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)
Primary document or film in week's Blackboard folder (BB)
Week 1: June 3 “Race and Empire”

**READ:** Foner, Ch. 15, 16, 17
VOF, *The Mississippi Black Code*
VOF, *Sumner on Social Darwinism*
VOF, *Aguinaldo on American Imperialism*
BB, *Slavery by Another Name* (film)
BB, First 30 minutes of *The Mine Wars* (film)
BB, *We Shall Remain* (film)

**DUE:** Tuesday, June 4: Discussion A
Thursday, June 6: Reading quizzes
Saturday, June 8: Essay 1

Week 2: June 10 “Modern Times and Hard Times”

**READ:** Foner, Ch. 18, 19, 20, 21
VOF, Ryan, *A Living Wage*
VOF, *Sanger on “Free Motherhood”*
VOF, *Catt Address to Congress*
VOF, *Wilson, A World Safe for Democracy*
VOF, *Congress Debates Immigration*
VOF, *Letter to Secretary of Labor*
BB, Eugene Debs Speech (film clip)
BB, *March of the Bonus Army* (film)

**DUE:** Tuesday, June 11: Discussion B
Thursday, June 13: Reading quizzes
Saturday, June 15: Essay 2

Week 3: June 17 “World War II and the Cold War”

**READ:** Foner, Ch. 22, 23, 24
VOF, Roosevelt, “The Four Freedoms”
VOF, *WWII and Mexican-Americans*
VOF, *African Americans and the Four Freedoms*
VOF, *Declaration of Independence*
VOF, *Truman Doctrine*
VOF, *Joseph McCarthy on the Attack*
BB, Takahashi Describes Incarceration
BB, *Crisis in Levittown* (film)

**DUE:** Tuesday, June 18: Discussion C
Thursday, June 20: Reading quizzes
Saturday, June 22: Essay 3
Week 4: June 24 “The Sixties”
**READ:** Foner, Ch. 25
VOF, *Letter from a Birmingham Jail*
VOF, Chavez, “Letter from Delano”
VOF, *Brochure on ERA*
BB, *Alcatraz Statement*
BB, *The Firth Earth Day* (news clip)
BB, Muhammad Ali on not going to war (news clip)
BB, SNCC in Mississippi
BB, Dolores Huerta (news clip)
BB, Edcouch Walkout (news clip)
**DUE:** Tuesday, June 25: Discussion D
Thursday, June 27: Reading quizzes
Saturday, June 29: Essay 4

Week 5: July 1 “Modern America”
**READ:** Foner, Ch. 26, 27, 28
VOF, Watt, “Environmentalists...”
VOF, *The National Security Strategy*
VOF, Mahoney, “Called by God to Help”
BB, *Behind the Swoosh* (film)
BB, Davis, “Masked Racism”
BB, Snowden, “This Country Is Worth...”
BB, *Stand Up and Kneel* (film)
**DUE:** Tuesday, July 2: Discussion E
Wednesday, July 3: Reading quizzes
Friday, July 5: Essay 5