Course Description:

This course provides an introduction to American history from the Reconstruction Era through the 1980s. It is designed to give students an overview of the major political, social, and cultural events that have impacted American national development. Special attention will be paid to how race and gender have shaped the experiences of many Americans. Major themes to explore include: the rise of an industrial economy in the late nineteenth century and its evolution to a consumer economy in the twentieth; the broadening of the liberal government state; the growth of empire and its effects on twentieth century foreign policy; and the broadening of American society and development of mass culture.

Regular attendance, attention to course readings, and participation in class discussion will be crucial to successful completion of the course.

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.

Required course materials:


Note that additional readings and primary documents will be posted to Blackboard. Students must access Blackboard to retrieve these assignments.

Course Requirements:

Course grading is as follows:
A=90-100; B=80-89; C=70-79; D=60-69; F=below 60.
Assignments:

In-class discussions
Students are expected to have done the reading in advance and be prepared to discuss it in class. We will frequently have in-class exercises where you and your group or a partner will be expected to discuss a document at length or take a position on a historical controversy. These will be announced at the beginning of each week and students will be graded on thoroughness and ability to engage with the materials.

Exams: Three in-class exams will be given per the schedule below. Students will receive a study guide in class at least 1 week prior to the exam. The exam format is a mix of short answer and short essay.

Historian’s Toolkit Exercises:
Several days across the semester, we will spend time in class developing skills in primary source analysis, critical thinking, peer review, and research. Each of these will involve a short assignment for completion during or after class time. These are structured to help you complete your final project (see below).

Final Project:
This is a creative or interpretive project that allows students to explore a historical event or person of interest to them. The format of the project may be a children’s story book, a podcast, or a video blog. You must present the facts of the event, interpret them in a way that is relatable to your audience, and describe the significance (the so, what?) of the event. Detailed instructions will be distributed and gone over in class. You may work alone or with a partner.

Late submission policies
The instructor will periodically remind students of looming deadlines in class, but it is ultimately the student’s responsibility to ensure that these deadlines are met. Late work is not accepted unless I have heard from you in advance of the deadline and we have discussed it.

Academic Integrity:
Students are expected to pursue their academic goals honestly and to be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Academic dishonesty includes misrepresenting a scholar’s or another student’s work as your own, failing to properly cite a published work, and cheating on tests. See the Academic Integrity statement posted to Blackboard for a full definition. Cases of academic dishonesty may result in a zero on the assignment; repeat offenders will fail the course. I will report cases of academic misconduct to the Office of Student Engagement and Success.

Academic Honesty/Plagiarism
Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources
Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**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 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. **The last day to drop a class for the spring semester is April 10, 2020.**

**Grade Appeals**
As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. 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. These documents are accessible through the University Rules Web site at:

**COURSE SCHEDULE**

*Note: *Liberty indicates you are reading in Eric Foner, *Give me Liberty!* (the textbook; yellow cover); *Voices* indicates you are reading from *Voices of Freedom* (book of primary sources; blue cover).

<table>
<thead>
<tr>
<th>Dates</th>
<th>In-class Activities &amp; Topics</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome! Introduction to the Course Reconstruction</td>
<td>Liberty, Ch. 15</td>
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<td>Jan 21-24</td>
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<td>Week 2</td>
<td>The Gilded Age: Industrialization and Consumption</td>
<td>Liberty, Ch 16</td>
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<td>Jan 27-31</td>
<td>Historian’s Skills 1: Primary Source analysis</td>
<td>Voices, documents 103-106; 108</td>
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<td>Week 3</td>
<td>The Jim Crow South &amp; Populism</td>
<td>Liberty, Ch 17</td>
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<td>Feb. 3-7</td>
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<td>Voices, docs 109-114</td>
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<td>Week 4</td>
<td>Progressive Politics at Home &amp; Abroad</td>
<td>Liberty Ch 18</td>
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<tr>
<td>Feb.10-14</td>
<td></td>
<td>Voices, 116-121</td>
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| Week 5 | Feb. 17-21 | Exam 1  
Historian’s Skills 2: argument in academic writing |
|--------|------------|------------------------------------------------|
| Week 6 | Feb. 24-28 | The 1920s: Culture Wars and Consumerism  
*Liberty*, Ch 19-1st half of 20 (p. 578-634)  
*Voices*, docs. 133-137; additional docs on BB |
| Week 7 | March 2-6 | Depression to New Deal  
*Liberty*, p. 635-642;  
Ch. 21  
*Voices*, docs 139-143  
**Topic for final project due end of week** |
| March 9-13 | | *No Class – Spring Break!* |
| Week 8 | March 16-20 | America and World War II  
*Liberty*, Ch. 22  
*Voices*, docs. 147-154 |
| Week 9 | March 23-27 | The Cold War  
*Liberty*, Ch 23  
*Voices*, docs. 156-159 |
| Week 10 | March 30-April 3 | Exam 2  
Historian’s Skills 3: Researching online and in the library  
*Note: Dr. Jones away for conference Apr 2-5*  
*Liberty*, Ch. 24  
*Voices*, docs. 146, 153, 160, 166, & 172; additional on Blackboard |
| Week 11 | April 6-10 | Civil Rights & the Great Society  
*Note: the last day to drop is April 10* |
| Week 12 | April 13-17 | The Vietnam War & new movements for liberation  
*Liberty*, Ch. 25  
*Voices* docs 180, 185, 186; additional on Blackboard |
| Week 13 | April 20-24 | Crises of the 1970s  
Historian’s skills 4: outlining a project and annotated bibliographies  
*Liberty*, Ch. 26  
“Slowburn” podcast season 1, episodes 4 and 7 (on Blackboard) |
| Week 14 | April 27-May 1 | The Reagan Revolution and New Conservatism  
*Liberty* Ch. 26  
*Voices* docs 187 & 188 |
| Week 15 | May 4-8 | Exam 3  
Wrapping up  
*Note: Dr. Jones away for conference May 7-10* |
| Final Exam session (TBA) | | Final project presentations |