The History of the United States to 1865
History 1301.401-408 – spring 2020

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: MWF: 10-10:50am BH-103

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
Course grades are based upon your performance on the following:

- Reacting Game Paper: 10%
- Reacting Game Speech & Participation: 10%
- Reacting Reading Quizzes and small assignments: 5%
- Reacting Critical Reflection Paper: 10%
- Class Attendance and Participation: 15%
- Weekly Online Chapter Quizzes: 10%
- Weekly Discussion Board Posts: 10%
- Exam One: 15%
- Exam Two: 15%

Books
- Copies available at the TAMUCC bookstore, online retailers, and on reserve at the library.
- Ebook version also available at the W.W. Norton website.

Proctor, Nicolas. Chicago, 1968: A Reacting to the Past Game in Development. (Free PDF to be provided.)
Attendance and Participation Policy

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.

Chapter Quizzes

Most weeks, you will be required to complete one or two brief online quizzes in Blackboard covering one or two chapters 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 two grades for these quizzes.

Discussion Board Posts

For the discussion board posts, we will utilize the “Discussion Board” tool in Blackboard. Every other week during the semester, you will be responsible for posting your thoughts about primary sources that you’ll be given to read. 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 one of these grades will be dropped.

Exams

The course includes two in-class exams. Each will cover material about half 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 to make it up.

Reacting Assignments

In this class we will play an extended historical role-playing game. There will be separate readings to prepare for the game itself. Quizzes on those readings will count toward your overall grade for the class. (Note that no Reacting quiz grades will be dropped.)

During the game, you’ll play the role of a person involved with the 1968 Democratic Convention. You’ll be expected to complete a major assignment associated with the game and present the views of your character in class.

Late Policy

Quizzes and posts to our discussion board are not accepted for credit after their due date and time. Also, because they are vital to your participation in the game, the papers that you will write for the Reacting game are also not accepted late. If the due date is approaching and you are worried that you might not be able to turn your work in on time, please reach out to Prof. Costanzo.
**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.

**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 40 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>Weekly Assignments - Due Sundays by 11:59pm</th>
<th>Major Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/21-1/25</td>
<td>Course Introduction Reconstruction and the New South</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 1/26/-2/1</td>
<td>The American West, Native America, and the Changing North</td>
<td>Give Me Liberty! Ch15</td>
<td>Ch15 Quiz Syllabus Quiz Week 2 Discussion</td>
<td></td>
</tr>
<tr>
<td>3 2/2-2/8</td>
<td>American Empire and the Progressive Era</td>
<td>Give Me Liberty! Ch16 &amp;17</td>
<td>Ch16 &amp; 17 Quizzes</td>
<td></td>
</tr>
<tr>
<td>4 2/9-2/15</td>
<td>The Great War and the Great Depression</td>
<td>Give Me Liberty! Ch18 &amp;19</td>
<td>Ch18 &amp; 19 Quizzes Week 4 Discussion</td>
<td>Exam One (Friday)</td>
</tr>
<tr>
<td>5 2/16-2/22</td>
<td>The New Deal</td>
<td>Give Me Liberty! Ch20 &amp; 21</td>
<td>Ch20 &amp; 21 Quizzes Week 5 Discussion</td>
<td></td>
</tr>
<tr>
<td>6 2/23-2/29</td>
<td>America in a Global War</td>
<td>Give Me Liberty! Ch22</td>
<td>Ch22 Quiz Week 6 Discussion</td>
<td></td>
</tr>
<tr>
<td>7 3/1-3/7</td>
<td>The Cold War</td>
<td>Give Me Liberty! Ch23</td>
<td>Ch23 Quiz Week 7 Discussion</td>
<td></td>
</tr>
<tr>
<td>break 3/8-3/14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 3/15-3/21</td>
<td>The Affluent Society Civil Rights</td>
<td>Give Me Liberty! Ch24 &amp; 25</td>
<td>Ch24 &amp; 25 Quizzes</td>
<td>Exam Two (Friday)</td>
</tr>
<tr>
<td>9 3/22-3/28</td>
<td>Vietnam, the New Left, and Liberation Movements</td>
<td>Give Me Liberty! Ch26</td>
<td>Ch26 Quiz Week 9 Discussion</td>
<td></td>
</tr>
<tr>
<td>10 3/29-4/4</td>
<td>Chicago 1968 Reacting Game</td>
<td></td>
<td></td>
<td>Reacting Paper</td>
</tr>
<tr>
<td></td>
<td>Chicago 1968 Reacting Game</td>
<td></td>
<td></td>
<td>See your role info for the exact due date.</td>
</tr>
<tr>
<td>11 4/5-4/11</td>
<td>Chicago 1968 Reacting Game</td>
<td></td>
<td></td>
<td>Reacting Paper</td>
</tr>
<tr>
<td></td>
<td>Chicago 1968 Reacting Game</td>
<td></td>
<td></td>
<td>See your role info for the exact due date.</td>
</tr>
<tr>
<td>12 4/12-4/18</td>
<td></td>
<td></td>
<td></td>
<td>Reacting Paper</td>
</tr>
<tr>
<td></td>
<td>Chicago 1968 Reacting Game</td>
<td></td>
<td></td>
<td>See your role info for the exact due date. Last Day to Drop 4/10</td>
</tr>
<tr>
<td>13 4/19-4/25</td>
<td></td>
<td></td>
<td></td>
<td>Reacting Paper</td>
</tr>
<tr>
<td></td>
<td>Chicago 1968 Reacting Game</td>
<td></td>
<td></td>
<td>See your role info for the exact due date.</td>
</tr>
<tr>
<td>14 4/26-5/2</td>
<td>The Resurgent Right</td>
<td>Give Me Liberty! Ch27</td>
<td>Ch27 Quiz</td>
<td></td>
</tr>
<tr>
<td>15 5/3-5/6</td>
<td>The Post-Cold War World</td>
<td>Give Me Liberty! Ch28</td>
<td>Ch28 Quiz Week 15 Discussion</td>
<td></td>
</tr>
<tr>
<td>Finals 5/8-5/14</td>
<td></td>
<td></td>
<td></td>
<td>Exam Two Wed. 5/13 8am <a href="http://tiny.cc/tamucc_finals">http://tiny.cc/tamucc_finals</a></td>
</tr>
</tbody>
</table>
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 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: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf.

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.