**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.

**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 40%: There are three at-home written assignments due throughout the semester. Specific instructions for each assignment are posted on Blackboard. The first two assignments are worth 10% of the semester grade. The third written assignment is worth 20% of the semester grade.

Specific instructions and due dates 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. Consult your instructor if you have any additional questions.

*Reading Quizzes* 20%: Each unit 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 unit need to be completed by the end of the scheduled unit, approximately every 2 weeks.

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

Discussion Boards 40%: Each unit students will need to discuss the specific aspects of the readings. The first introductory post is worth 5% of the semester grade. The other discussion boards are each worth 7% of the course grade. Specific instructions and due dates are posted to Blackboard. In order to successfully contribute, students will need to have listened to that unit’s lecture(s) and have done the readings before participating in the discussion boards. Plan accordingly.

Late Work: Outside of documented emergency situations, I will not accept any late assignments, though you are welcome to submit them early. Once their deadline passes, you cannot turn them in. Emergency extensions 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. 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.tamu.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamu.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf).

**Course and Reading Schedule**
All readings in the textbook
Titles in “ ” are historians’ essays at the end of the preceding chapter.
Note: Each unit contains approximately 40–50 total pages of reading

**Unit One: Reconstruction and American Expansion**
(Jan 21–February 9)
Read: Chapter 1 introduction; Documents 1, 2, 3, 4; “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”

Unit Two: Immigration and US Industrial Society
(February 10–March 1)
Read: Chapter 3 introduction; documents (all); “Railroads and the Modern Corporation”
Read: Chapter 5 introduction; documents (all); “Class, Gender, and Race at Home”

Unit Three: The World Wars
(March 2–29)
Read: Chapter 6 introduction; documents 2, 3, 5, 6 8, 9
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; document 7; "G. I. Joe: Fighting for Home"

Unit Four: Postwar Society
(March 30–April 12)
Read: Chapter 10 introduction; documents 3, 8
Read: Chapter 11 introduction; documents 4, 8, 9; "Men and Women: Life in the Nuclear Cocoon"
Read: Chapter 12 introduction; documents 2, 4, 5, 7, 10; "Doing the Job of Change from Bottom Up"
Read: Chapter 13 introduction; documents 1, 2, 7, 9, 10; "Johnson's War: Flawed Decisions, Terrible Consequences"

Unit Five: Modern America
(April 13–May 3)
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"
### Assignment

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<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
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*JOHNSON 1302*