COURSE DESCRIPTION

This course surveys the history of the United States from the end of the Civil War to the present. The period witnessed a radical reconstruction of ideas on race and gender, the formation of national issue-oriented political parties, the evolution of a powerful industrial-capitalist economy, and the emergence of U.S. influence on the international stage. More importantly, the age saw a deliberate and on-going effort by millions of Americans to express, support, and expand notions of democracy and republicanism for everyone in the United States. This course takes these noble aspirations seriously; asking where and how Americans defined these concepts, whether or not they were met, and how the major social movements both reflected and forced the broader economic and political changes of the era.

Clearly, then, the history of this era is very complex. A survey of American history moves quickly and covers only a portion of these questions. Measuring how well students learn this material is not an exact science, yet historians agree that developing certain analytical skills are essential. The graded components of this course are designed to strengthen these analytical skills.

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.

Course Materials


Additional readings and documents will be provided on Black Board.

Graded Assignments

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<th>Assignment</th>
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<tr>
<td>Document Analysis</td>
<td>15%</td>
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<td>(2 X 7.5%)</td>
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<tr>
<td>Book Analysis</td>
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<td>Participation and Attendance</td>
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<td>Exams</td>
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<td>EXAM 1</td>
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<td>EXAM 3</td>
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Document Analysis: You will read two primary documents from write a two page analysis. You will be provided with a separate handout that outlines the specific instructions and requirements. These two short papers will make up 15% of your total grade.

Book Analysis: You will read the Autobiography of Malcom X. This book is easily accessible for free online. I will provide you with a link to a site where you can download or read on your computer or mobile device. You will write a five page paper analyzing this book and connecting the content to important themes and points we will discuss over the course of the semester. You will be provided with a separate handout that outlines the specific instructions. This assignment will count for 15% of your total grade.

Participation: You are all adults and responsible for attending the lectures and keeping up with readings and assignments. Attendance will not be recorded. However, throughout the semester you will participate in unannounced small group activities. These activities will require you to turn in an assignment that can only be completed in class. These assignments will count for 5% of your total grade.

Exams:

Most of this course’s points are earned through three exams. All three exams will consist of the following format, matching and essay.

Matching items will consist of ten brief definitions pertaining to significant, people places or things discussed in lectures and readings. You will chose the correct answer that best matches the definition from a word bank of fifteen to twenty terms. The matching portion makes up 30% of your exam grade.

70% of your exam grade is based on the essay portion. Two essay prompts will appear on the exam. You will write an essay answering all parts of one prompt. To do well on these essays you
must provide a detailed answer that includes critical thinking and utilizes evidence from readings and lectures to support your conclusions.

**Classroom Policies**

You are expected to treat your fellow students with all guidelines outlined by Student Code of Conduct. Please respect the professor, your fellow students and yourself.

Technology can be both beneficial and extremely distracting to your success in this class. If the professor finds that your use of electronic devices is distracting you will be asked to put away your phone, computer, tablet etc.

We will use BlackBoard for communication, posting grades, course materials and assignments. **YOU MUST USE BLACKBOARD!** You can access this iol.tamu.edu

**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 class is Thursday, November 5th.

**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.

**Campus Safety Measures**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.

- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
• Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

• To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

TAMU-CC Face Coverings

TAMUCC Face Coverings Policy and FAQs:

https://www.tamucc.edu/fall-2020/face-coverings-faq/

Rule and Procedure:

https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf

Course Calendar

_GML_ = Assigned readings in _Give me Liberty_

Week 1 August 19-21 Reconstruction GML Chap 15

Week 2 August 24-28 Gilded Aged Chap 16

**Paper 1 Due August 28 BlackBoard**

Week 3 August 31- Sept 4 Rise of Populism Chap 17

Week 4 Sept 7-11 Progressive Era and American Empire

**EXAM 1 Friday Sept 11**
Week 5 Sept 14-18 World War I

Week 6 September 21- 25  Chap 20 Roaring Twenties and Great Depression

**Paper 2 Due September 25 BB**

Week 7 September 28- Oct 2 Chap 21 Great Depression and New Deal

Week 8 October 5-9 World War II

Week 9 October 12 - 16 The Cold War Chapter 23

**Exam 2 Oct 16**

Week 10 Oct 19 – 23 Chapter 24 Cold War at Home

Week 11 Oct 26 – 30 Chapter 25 The Sixties and the rise of the Boomers

Week 12 November 2-6 Chapter 26 Nixon, the 70s and America’s Right Turn

Week 13 November 9 - 13 Chapter 27 Morning in America

Week 14 November 16 – 20 Chapter 28 The Bubble Bursts: The Nineties and the War on Terror

Week 15 Final Exam Review
November 23 and 24th

**Final Exam December 2th 8AM**