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Office Hours: Tuesdays and Thursdays 9:30–10:30am, Wednesdays 12:00–3:00pm

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History 1302

U.S. History since 1865

Spring 2022

Learning Community Triad K

Tuesdays and Thursdays, 11:00 – 12:15pm

CI 138

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, 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 Texts

Students are not required to purchase any texts for this course. *All required readings* will be available on the course Blackboard site. These readings are still required. Students should have stable access to them, either by reading

them online via Blackboard or downloading them to their device(s) in .pdf format.

In Addition: There are videos and other resources placed on our course Blackboard site.

Assignments and Grades

Longer assignments uploaded to Blackboard 40%: Specific instructions for each assignment will be posted on Blackboard. At least one major assignment will be shared between all courses in the Learning Community.

Reading Responses 30%: For each unit, there will be one assignment dedicated to the content of the readings assigned. Students will need to answer a series of prompts in Blackboard about the assigned readings and reflect on their reading practices and comprehension. Each of these responses will be worth 6% of the course grade.

Online Collaboration Assignments 30%: Each week students will need to discuss the readings and collaborate on the material using the annotation application Hypothesis in Blackboard. Specific instructions are posted to Blackboard.

If you need an extension on an assignment 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.

Course and Reading Schedule

****All readings are on Blackboard****

January 18: Welcome and Navigating the Course

January 20: What it means to study recent American history

Unit One: Reconstruction and American Expansion

For further background for this unit, students may refer to theamericanyawp.com, Chapters 15, 17, and 19

January 25: Reconstruction, part I

Read: Douglas Blackmon, *Slavery by Another Name* (selections)

January 27: Reconstruction, part II

February 1: The Closing of the Frontier, part I

Read: Patricia Nelson Limerick, *The Legacy of Conquest* (selections)

February 3: The Closing of the Frontier, part II

February 8: American Empire, part I

Read: Daniel Immerwahr, *How to Hide an Empire*, Ch 4, “Teddy Roosevelt’s Very Good Day”

February 10: American Empire, part II

Unit Two: Immigration and US Industrial Society

For further background, students may refer to theamericanyawp.com, Chapters 18 and 20.

February 15: New Immigration

Read: Erika Lee, *At America’s Gates*, Introduction and selections

February 17: New Immigration and Redefining American identities

February 22: Progressive Era Reforms

Read: Maureen Flanagan, “The Rights of Individuals in a Democratic Society” and “Into the 1920s” (selections)

February 24: Progressivism, part II

Unit Three: America During the World Wars

For further background, students may refer to theamericanyawp.com, Chapters 21, 22, 23, and 24.

March 1: The Great War and 1918 Flu

Read: Nancy Bristow, *American Pandemic: The Lost Worlds of the 1918 Flu Pandemic*, selections

March 3: The Great War and its Consequences, ctd.

*****Midterm Essays Due March 6 by 11:59pm**

March 8: The Interwar Period

Read: W. E. B. DuBois, “The Souls of White Folk”

March 10: The Interwar, ctd.

March 22: World War II

Read: Ronald Takaki, *Double Victory*, Chapter 5

March 24: World War II and Nuclear Destruction

Unit Four: Postwar to the Present

For further background, students should refer to theamericanyawp.com, Chapters 25, 26, and 27.

March 29: Postwar Society and the Cold War

Read: Elaine Tyler May, *Homeward Bound*, excerpts

March 31: Postwar Society and the Cold War

April 5: The Cold War and Civil Rights

Read: Thomas Borstelmann, *The Cold War and the Color Line*, excerpts

April 7: The Cold War and Civil Rights, ctd.

April 12: The Conservative Revolution of the 1970s

Read: Kevin Kruse and Julian Zelizer, *Fault Lines*, Chapter 5 “Turning Right”

April 14: Conservative Messaging and US Society

April 19: Globalization

Read: Dawson Barrett, *The Defiant*, Chapter 3

April 21: Globalization, ctd.

April 26: The War on Terror

Read: Kruse and Zelizer, *Fault Lines*, Chapter 12 “Compassion and Terror”

April 28: The War on Terror and Contemporary US

May 3: Final Class

***Final Essays Due Sunday May 8 by 11:59pm

University Policies and Procedures

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 Faculty Center 148. For more information please call 361-825-3466.

Student 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. These documents are accessible through the University Rules Web site at <https://www.tamucc.edu/governance/rules-procedures/index>. 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.

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 **University Center 324** and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. You may also submit a PowerFormSigner online. **Friday, April 8th** is the last day to drop a class with an automatic grade of “W” this term.

Campus Emergencies

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

- For any emergency, dial the University Police Department (UPD) at **361-825-4444** or dial 911. It's a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don't have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and proceed to the parking lot outside of the Faculty Center.
 - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
 - Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
 - Review the evacuation route (see specific Building Emergency Plan).
- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
 - The notifications include emails, text and pre-recorded messages, as appropriate.
 - Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
 - Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>
- Shelter in Place via Code Blue.
 - "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
 - If there is a shelter in place for a **tornado warning**, our preferred location is the bottom floor of this building, away from windows and doors.
- Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement

arrives, visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/>

For the Quick Campus Guide to Campus Emergencies (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/emergency-management/assets/documents/finalbooklet.pdf>.

Civil Rights Reporting

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy. Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

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.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of

academic misconduct on an assignment or test will at minimum result in the grade of an F for the assignment and may result in failure in the course.

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 (can be in place of classroom/professional behavior)

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.

COVID – 19 Campus Safety Measures

While the University does not require face coverings or vaccinations, we encourage every Islander to consider getting vaccinated, wear a face covering while indoors, and wash your hands frequently to aid in reducing the spread of COVID-19.

Anyone with COVID-19 [symptoms](#) should not report to campus. Students, faculty, and staff who test positive are required to report their test results to the University [through our portal](#), and regardless of vaccination status, must self-isolate for 14 days. Those who come into close contact with someone who tests positive should:

- Fully Vaccinated people OR people who have had COVID-19 illness within the previous 3 months and have recovered do NOT need to self-isolate after contact with someone who has COVID-19 unless they have [symptoms](#).
- Unvaccinated people must self-isolate after contact with someone who has COVID-19 for 14 days and continue to monitor for [symptoms](#).