

# The History of the United States since 1865

History 1302.510 & 512 and 530-533 – Spring 2022

**Instructor:** Adam Costanzo, [adam.costanzo@tamucc.edu](mailto:adam.costanzo@tamucc.edu), 361-825-2217

(Note: Email is by far the most efficient way to contact me.)

**Office Hours in Faculty Center 274A:** MWF: 8:10 to 9:50am

**Course Meeting Time and Place:** MWF: 10-10:50am CI-138

## **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:*

- |                                      |  |
|--------------------------------------|--|
| • Weekly Online Chapter Quizzes: 10% | • Reacting Game Paper: 10%                           |
| • Weekly Discussion Board Posts: 10% | • Reacting Game Speech & Participation: 10%          |
| • Exam One: 15%                      | • Reacting Reading Quizzes and Small Assignments: 5% |
| • Exam Two: 20%                      | • Reacting Critical Reflection Paper: 10%            |
| • Class Attendance 10%               |  |

## **Required Texts**

*The American Yawp*, a free, online U.S. History textbook. <http://www.americanyawp.com/>

Costanzo, Adam. *Messing with Texas: A Reacting to the Past Game in Development*. (PDF posted to Blackboard.)

## **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**

Each week, you will be required to complete one or two brief online quizzes in Blackboard covering a chapter from the American Yawp 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. Each week during the semester, you will be responsible for posting your thoughts about either a primary source from the time period we are studying or a broader question about the role of History in our society. In those posts, you'll be asked to back up those ideas with evidence from the primary sources and for responding to comments made by another student. 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 two of these grades will be dropped.

## **Exams**

The course includes two take-home essay exams. Each will cover material for about one third of the course. The tests will consist of 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. Two weeks prior to each exam, I'll provide exam details and the essays that you'll need to write.

## **Reacting to the Past Assignments**

As part of this class we will play an extended historical role-playing simulation in which you and a partner in the class will be assigned a character based on a historical figure who had a role the battle over redistricting in Texas in 2003. We'll refer to this during the class as the "Reacting Game. There will be separate readings to prepare for the game, mostly from the *Messing with Texas Game Book* posted to Blackboard. (You'll see this often referred to as the "Reacting Book"). Quizzes on those readings will count toward your overall grade for the class. (Note that no Reacting quiz grades will be dropped.)

After learning about your character and their beliefs, you'll write a paper based on their goals and deliver the main points of your paper in a short speech to the class. While in character, you'll also take part in in-class debates over how to handle the dispute with Britain. Your participation in the in-class debates will also count significantly toward your grade. Finally, you'll also write a reflection on your experience in the game.

## **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 and speeches 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. In particular, in these very strange and difficult times, I plan to be very flexible about due dates. Reach out to me if you have any problems or issues getting your work done and we'll work together on a solution.

### **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 virtual 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 fairly 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 week. 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 80 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.

Week / Dates	Subject(s)	Required Reading Due Before Class	Textbook Quizzes and Discussions Due Sundays by 11:59pm	Exams	Reacting to the Past Game Schedule Assignments due 11:59pm on Sundays unless otherwise noted.
<b>1</b> 1/18 - 1/22	Course Introduction				
<b>2</b> 1/23 – 1/29	Reconstruction	<i>American Yawp</i> Ch15	Ch15 Quiz Syllabus Quiz Week 2 Discussion		
<b>3</b> 1/30 - 2/5	Capital and Labor & the West	<i>American Yawp</i> Ch16 & 17	Ch16 and 17 Quizzes Week 3 Discussion		
<b>4</b> 2/6 - 2/12	Industrial America & American Empire	<i>American Yawp</i> Ch18 &19	Ch18 & 19 Quizzes Week 4 Discussion		
<b>5</b> 2/13 - 2/19	The Progressive Era & WWI	<i>American Yawp</i> Ch20 &21	Ch20 & 21 Quizzes Week 5 Discussion	<b>Exam 1</b> Due 2/18	
<b>6</b> 2/20 - 2/26	The New Era & Great Depression	<i>American Yawp</i> Ch22 &23	Ch22 & 23 Quizzes Week 6 Discussion		
<b>7</b> 2/27 - 3/5	World War II & The Cold War	<i>American Yawp</i> Ch24 & 25 Reacting Book p. 1-25	Ch24 &25 Quizzes Week 7 Discussion		Reacting Quiz #1
<b>8</b> 3/6 - 3/12	The Affluent Society & The Sixties	<i>American Yawp</i> Ch26 &27 Reacting Book p. 25-50	Ch26 7 27 Quizzes Week 8 Discussion		Reacting Quiz #2
<b>Break</b> 3/13 – 3/19					
<b>9</b> 3/20 - 3/26	The Unraveling & The Triumph of the Right	<i>American Yawp</i> Ch28 & 29 Reacting Book p. 50-75	Ch28 & 29 Quizzes Week 9 Discussion		Reacting Quiz #3
<b>10</b> 3/27 - 4/2	The Recent Past	<i>American Yawp</i> Ch30 Reacting Book p. 75-100	Ch30 Quiz Week 10 Discussion	<b>Exam 2</b> Due 4/1	Reacting Quiz #4
<b>11</b> 4/3 - 4/9			Week 11 Discussion	<i>Last Day to Drop 4/8</i>	<b>Reacting to the Past Game in class</b>  Reacting Papers and Speeches due across the month specific dates will vary based on your role in the game.
<b>12</b> 4/10 - 4/16			Week 12 Discussion		
<b>13</b> 4/17 - 4/23			Week 13 Discussion		
<b>14</b> 4/24 – 4/30			Week 14 Discussion		
<b>15</b> 5/1 – 5/4			Week 15 Discussion		<b>Reacting Game Self and Peer Evaluation – Due 5/4</b>
<b>Finals</b> 5/7 – 5/13				<b>Reacting Critical Reflection Paper - Due on exam day, TBD</b>	

## **College and University Policies**

### **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 a location not on fire
  - 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](mailto:Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz at [Rosie.Ruiz@tamucc.edu](mailto: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.