HIST 106: History of the United States since 1865  
ANIN 215, TTH 9:35-10:50 am, Spring 2010

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"He is a lover of his country who rebukes and does not excuse its sins"  
--Frederick Douglass

"We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."  
--Cesar Chavez

"Walk the street with us into history. Get off the sidewalk"  
--Dolores Huerta

**Course Description**  
This course is designed to give students a broad overview of the peoples, places, cultures, and movements that have shaped the United States since 1865. We will pay particular attention to how major events in U.S. history (i.e., The Great Depression, World War II) shaped and transformed the lives of marginalized and oppressed communities. This will include both an analysis of how race, class, and gender inequities have manifested themselves throughout the 20th century and how marginalized communities have struggled for their dignity and rights. In other words, we will take a "bottom-up" approach to history that seeks to tell the American story through the sights, sounds, and lives of those who are often forgotten. It is expected that students who complete this course will have a refined knowledge of U.S. history and be able to engage in critical thinking about various controversies, movements, and struggles in the American past.

**Prerequisites:**  
None

**Core Objectives for American History Foundational Component Area**  
Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

**Student Learning Outcomes:**
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to US history since 1865.

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the American past, in present-day America and in human cultures more generally.

4) apply knowledge about the human condition in American past and present to their personal lives and studies.

**Required Text**
Edited by Jacqueline Jones, Peter H. Wood, Thomas Borstelmann, Elaine Tyler May, Vicki L. Ruiz.... Pearson Longman Publishers

Additional Readings will be provided on MyHistoryLab or E-Learning

Please make sure that you turn off laptops, cell phones, iPods, MP3s, PSPs, and anything else with an "on/off button.

**Assignments**

There will be 3 exams, two during the course of the semester and one during the university-scheduled final exam period. None are comprehensive. They each will consist of 50 multiple choice questions (based on lectures, readings, images and maps) worth 2 points each for a total of 100 points. Please bring a scantron and #2 pencils on the exam days. Exam dates are listed in the Course Schedule below.

Also figuring into the grade are 2 book reviews (each 2 pages) worth 50 points each. I will provide a list of books from which you can choose to write your review. I will talk
with you about formatting and structure later this semester. Due dates are listed in the Course Schedule below.

There will also be 10 online quizzes made available for you to take anytime after class on the Tuesdays they are scheduled. Each quiz will cover material discussed that Tuesday and the previous Thursday. Each quiz will be worth 10 points. Quiz dates are listed in the Course Schedule below.

**Grading Scale (by percentage):**

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 59 & below F

**Grading Summary**

Exam 1: 100 pts.
Exam 2: 100 pts.
Exam 3: 100 pts.
Quizzes (10): 10 pts x 10 = 100 pts.
Book Reviews (2): 50 pts x 2 = 100 pts.

Total points possible = 500 pts.

Please know that I will not do for any one student what I can’t do for all. This means no individual extra credit, no quizzes or exams early or late. The syllabus lists exam dates. Please plan accordingly. There are no make-ups for any of the exams, book reviews, or quizzes except in the case of a university-excused absence. I will handle all excused absences and work related to them according to Student Rule 7. [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)

**Class Discussion**

Although this is a large lecture class, on the days listed in the course schedule we will discuss secondary sources which you may choose to evaluate in your book reviews. Thus, although there is not a class discussion/participation graded component to this course, I strongly encourage you to attend these class periods.

**Attendance**

Here’s the deal. Attendance will be taken every session by the TA. I’ll be here every Tuesday and Thursday, coffee in hand, and on time. I expect you will be as well—although the coffee thing is up to you. In other words, attendance is mandatory. What does that mean? It means you need to be here. So, absent is absent, but asleep is also absent, updating your facebook status (meaning you are on your laptop or Mobile device), or texting is also absent. Arriving 15 minutes after I do and leaving before I do is also absent.
Students will be penalized after more than three *unexcused* absences by 10 percentage points on your final grade.

**ADA - Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity:**
"An Aggie does not lie, cheat or steal, or tolerate those who do." Students are expected to be aware of and adhere to the Aggie Honor Council Rules and Procedures, available at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**Course Schedule & Reading Schedule:**

**Instructional Week 1:**
1/19: Syllabus and outline of the course
1/21: Chapter 15: Consolidating a Triumphant Union, 1865-1877

**PART SIX: The Emergence of Modern America, 1877-1900**

**Instructional Week 2:**
Chapter 16: Standardizing the Nation, Innovations in Technology, Business, and Culture
1/26: pages 492-511 (QUIZ)
1/28: pages 511-524

**Instructional Week 3:**
Chapter 17: Challenges to Government and Corporate Power: 1877-1890
2/2: pages 525-547
2/4: pages 547-555 Crosscurrents of Reform (Class discussion)

**Instructional Week 4:**
Chapter 18: Political and Cultural Conflict in a Decade of Depression and War: The 1890s
2/9: pages 556-576 (QUIZ)
2/11: pages 576-587 American Imperialism

**PART SEVEN: Reform at Home, Revolution Abroad, 1900-1929**

**Instructional Week 5:**
Chapter 19: Visions of the Modern Nation: The Progressive Era, 1900-1912
2/16: pages 590-607 (QUIZ)
2/18: pages 607-626 Reformers and Radicals

**Instructional Week 6:**
Chapter 20: War and Revolution, 1912-1920
2/23: pages 621-646 The United States Goes to War
2/25: **(EXAM 1)**

**Instructional Week 7:**
Chapter 21: All That Jazz: The 1920s
3/2: pages 650-665 (QUIZ)
3/4: pages 665-677 [Book Review 1, due] Science on Trial

PART EIGHT: From Depression and War to World Power, 1929-1953

**Instructional Week 8:**
Chapter 22: Hardship and Hope: The Great Depression of the 1930s
3/9: pages 678-689 (QUIZ)
3/11: pages 689-712 Presidential Responses to the Depression
3/16-18: Spring Break

**Instructional Week 9:**
Chapter 23: Global Conflict: World War II, 1937-1945
3/23: pages 713-745 Total War
3/25: **(EXAM 2)**

**Instructional Week 10:**
Chapter 24: Cold War and Hot War, 1945-1953
3/30: pages 745-753 (QUIZ)
4/1: pages 753-775 The Quest for Security

PART NINE: The Cold War at Full Tide, 1953-1979

**Instructional Week 11:**
Chapter 25: Domestic Dreams and Atomic Nightmares, 1953-1963
4/6: pages 776-787 (QUIZ)
4/8: pages 787-807 The Civil Rights Movement

**Instructional Week 12:**
Chapter 26: The Vietnam War and Social Conflict, 1964-1971
4/13: pages 808-821 (QUIZ)
4/15: pages 821-838 "The Movement" (Class discussion)
Instructional Week 13:
Chapter 27: Reconsidering National Priorities, 1972-1979
4/20: pages 839-851 (QUIZ)
4/22: pages 851-865 Reshuffling Politics

PART TEN: Global Connections, At Home And Abroad, 1979-2008

Instructional Week 14:

Reassigned Day: 5/6: Review and Chapter 30: A Global Nation in the New Millennium

5/7: (EXAM 3), 12:30-2:30pm