

HISTORY 134 – Section # 010
U.S. History, 1877 – Present

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Office: Liberal Arts North (Vera Dugas) # 329

Office Hours: Tuesday: 11:30am – 1:45 pm; Wednesday: 9 am – 2 pm; Thursday: 3:30 pm – 5:45 pm

Department: History

Class meeting place & time: Room = Liberal Arts North (Vera Dugas) # 142; TR: 2:00 – 3:15 pm

COURSE DESCRIPTION:

History 134 is a comprehensive survey of American history from the end of Reconstruction to the present. History 134 meets Texas state requirements for all graduates.

GENERAL EDUCATION CORE CURRICULUM OBJECTIVES AND STUDENT LEARNING OUTCOMES:

History 134 is part of the university's Core Curriculum and as such strives towards both the general goals of the core and the specific objectives for social science classes set by the Texas Higher Education Coordinating Board. The Board has identified six skills, or "intellectual competencies," as the foundation for all university-level work: reading, writing, listening, speaking, critical thinking, and computer literacy. This section of History 134 offers students experience in all of these areas, except for speaking and computer literacy. In addition, this course will emphasize the Coordinating Board's objectives for social science classes:

- Students will demonstrate an understanding of key developments in American political history since 1877, with emphasis on the expansion of federal and presidential power, the evolution of American political parties, and the role of dissenters in American politics.
- Students will demonstrate an understanding of key developments in American economic history since 1877, with emphasis on the role of corporations and the rise of the welfare state.
- Students will demonstrate an understanding of key developments in American social history since 1877 with emphasis on urban history, reform movements, labor history, family and gender roles, and religion and culture.
- Students will demonstrate an understanding of the changing role of the US in the world since 1877, with emphasis on imperialism of the 1890s, World War I, World War II, the origins of the Cold War, and the Vietnam War.
- Students will demonstrate an understanding of key developments in cultural interactions since 1877, with emphasis on immigration to the United States, the history of ethnic/race relations, and the post-war Civil Rights movement.
- Students will demonstrate an understanding of the methods historians use to gather and analyze evidence about the past.
- Students will be able to use the knowledge and skills gained in the course in the fulfillment of their responsibilities as active citizens in a democratic society.

Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

STUDENT EXPECTATIONS:

- Complete all assignments prior to the date on which they are listed in the syllabus;
- Please refrain from talking in class during lectures, videos, or presentations;

- Please do not read newspapers, magazines, or other class assignments in class during lectures, videos, or presentations;
- Use laptops only for note taking;
- Do not use Ipods, cell phones, or any other gizmo in class (a “gizmo” is subject to my interpretation);
- Questions and discussion in class are encouraged;
- Take exams and quizzes when scheduled;
- Terms written on the board are especially important!;
- Always turn in assignments in person; never email me an assignment (I will not accept it);
- Please show up on time (this is a politeness issue). I dislike late comers. If you are going to be more than 5 minutes late, do not bother coming at all please.
- **THE SYLLABUS IS SUBJECT TO CHANGE & RULES CAN CHANGE AT MY DISCRETION.**

REQUIRED TEXT & MATERIALS:

TEXTBOOK:

- *Visions of America: A History of the United States*, Vol. 2, J. Keene, S. Cornell, E. O'Donnell, eds.

ADDITIONAL READING MATERIAL:

- *Grapes of Wrath* by John Steinbeck
- *Holy Land* by D. J. Waldie
- *Go Ask Alice* by Anonymous

COURSE EVALUATION & GRADING:

Attendance	- 15 points (7.5%)	GRADING SCALE (IN %):
4 Quizzes (10 points each)	- 40 points (20%)	A 90-100
1 Book Response Paper	- 25 points (12.5%)	B 80-89
1 mid-term exam	- 60 points (30%)	C 70-79
1 final exam	- 60 points (30%)	D 60-69
Total	200 points (100%)	F 59→

COURSE REQUIREMENTS:

- **ATTENDANCE (OUT OF 15 POINTS; OR 7.5% OF THE FINAL GRADE):**
 - 0 absences = 15 points
 - 1 absences = 14 points
 - 2 absences = 13 points
 - 3 absence = 12 points
 - 4 absences = 11 points
 - 5 absences = 10 points
 - 6 absences = 9 points
 - 7 absences = 8 points
 - 8 absences = 7 points
 - 9 absences = 6 points
 - 10 or more absences = 0 points
- I will need a **documented** medical or legal excuse to forgive an absence.
 - This includes a death certificate for the loss of a loved one.
 - This includes a doctor's note for an ailing loved one.
- **QUIZZES (OUT OF 40 POINTS; OR 20% OF THE FINAL GRADE):**

There will be five quizzes, worth 10 points each and with 10 questions each (hence, each question is worth 1 point each). Only four of these quizzes will be counted toward your grade with the worst

score dropped (that would include a score of 0 for one missed quiz). The quizzes will be based on lectures given in class — so be sure to take notes. The quizzes will take place during the first 15 minutes of class (from 2:00 pm to 2:15 pm).

- **Some rules concerning quizzes:**

- Please use large Scantron, form no. 882-E or its equivalent (has 100 spots on it)
 - No other Scantron form will be accepted nor, if turned in, even graded.
- If you show up more than 5 minutes late for a quiz (after 2:05 pm), you cannot take the quiz and you will receive 0 points for it (unless you have a documented medical, legal, or university-backed excuse).
- If you come late within the first 5 minutes, you can still participate, but will still only have till 2:15 pm to complete the assignment.
- If you miss the class, you cannot make-up the quiz without a documented legal, medical, or university-backed excuse.

- **BOOK RESPONSE PAPER (OUT OF 25 POINTS; OR 12.5% OF YOUR FINAL GRADE):**

- In-class: Thursday, November 18
 - Response paper to either *Grapes of Wrath* or *Holy Land*

Description: In a few pages (professor will supply paper) please answer 1 general question concerning either *Grapes of Wrath* or *Holy Land*. You will only need to answer one (and not both). You will be given 20 minutes of class time to do this (at the beginning; from 2:00 pm to 2:20pm).

- **Some rules:**

- If you show up more than 5 minutes late for this (after 2:05 pm), you cannot write the paper and you will receive 0 points for the assignment (unless you have a documented medical, legal, or university-backed excuse).
- If you come late, but within the first 5 minutes, you can still participate, but will still only have till 2:20 pm to complete the assignment.
- If you miss the class, you cannot make-up the assignment without a documented legal, medical, or university-backed excuse.

Note: Questions concerning *Go Ask Alice* will appear on the final. Nothing on *Grapes of Wrath* or *Holy Land* will appear on the Midterm or Final, though incorporating them will impress me greatly.

- **MID-TERM & FINAL EXAMS (OUT OF 60 POINTS EACH; OR 30% OF THE FINAL GRADE EACH):**

The mid-term and the final exams are the same format. You will be evaluated in four ways: (1) ten multiple choice questions (worth 1 point each); (2) ten matching and identification questions (worth 1 point each); (3) five fill-in the blank questions (worth 2 points each); and (4) one essay (worth 30 points). Concerning the first one, please bring a Scantron, form no. 882-E (or its equivalent), and place your answers on it. For the rest, I will provide you sheets of paper to place your answers on, including the essay, which you should expect to write about 4 pages. We will discuss more in class.

- **Some rules:**

- Please use large Scantron, form no. 882-E or its equivalent (has 100 answer spots on it)
- If you show up more than 10 minutes late for an exam (after 2:10 pm; or, for the final, 10 minutes after whatever the start time is), you cannot take the exam and you will receive 0 points for it (unless you have a documented medical, legal, or university-backed excuse).
- If you come late within the first 10 minutes, you can still participate, but will still only have till the end of class to complete the assignment (no extra time will be allotted).
- If you miss the class, you cannot make-up the exam without a documented legal, medical, or university-backed excuse.

Note: Questions concerning *Go Ask Alice* will appear on the final. Nothing on *Grapes of Wrath* or *Holy Land* will appear on the midterm or final, though incorporating them will impress me greatly.

Week 12 (11/15-11/19)	<ul style="list-style-type: none"> Lecture 9: Freedom is Not Enough: Civil Rights in the Twentieth Century Read for Lecture 9: <i>Visions of America</i>, ch. 25, pp. 765-77; ch. 27, pp. 819-27, 830-39; ch. 28, pp. 858-63. In-Class Response to either <i>Grapes of Wrath of Holy Land</i>: 11/18
Week 13 (11/22-11/26)	<ul style="list-style-type: none"> Lecture 10: Vietnam and the Tumultuous Sixties Read for Lecture 10: <i>Visions of America</i>, ch. 26, pp. 778-809; ch. 27, pp. 810-18, 828-30, 839-41. Quiz 4: 11/23 (first 15 minutes of class; covers lectures 7 & 8) Nov. 25: No class for Thanksgiving holiday
Week 14 (11/29-12/3)	<ul style="list-style-type: none"> Finish Lecture 10 Lecture 11: The Past Four Decades: America Turned Right Side Up Read for Lecture 11: <i>Visions of America</i>, ch. 28, pp. 842-57, 864-73; ch. 29, pp. 874-905. Also Read for Lecture 11: <i>Go Ask Alice</i> by Anonymous and be prepared to discuss in class. 11/30 = Last Day to Turn in Any Extra Credit
Week 15 (12/6-12/10)	<ul style="list-style-type: none"> Finish Lecture 11 Quiz 5: 12/7 (first 15 minutes of class; covers lectures 9 & 10) Review Day for Final: 12/9
Week 16 (12/13 - 12/17)	<ul style="list-style-type: none"> Finals Week: Time and Date TBA

MISSING AN EXAM OR QUIZ

- You cannot retake exams or quizzes (you can only do a make-up if you missed)**
- You will need to inform me ahead of time that you will be missing the exam/quiz.**
- You and I will agree on a window of time, no more than a week, for the make-up exam/quiz.
 - Note: If you miss the midterm and inform me of it after the fact, I will need a documented medical or legal excuse to allow you to make-up the midterm.**
 - This includes a death certificate/obituary for the loss of a loved one; a doctor's note for an ailing loved one.
 - Missing a quiz, or showing up late for a quiz, is also different. If you miss a quiz without informing me ahead of time it will be counted as the quiz you dropped in the determination of your final grade.
 - If you miss more than one, then you will still receive a 0 for that/those quiz(zes)
- If you fail to turn the extra credit assignment in by the due date, do not bother, as I will not accept it.
- A note on excuses: I have a heart. I understand life happens. So please feel free to approach me about anything, but also know you do not need to tell me a long sad story. Just tell me you need to make up the midterm or a quiz. **Also, please tell me in person, and do not email me an excuse; I dislike that. Again, do not email me an excuse. The only exception is for an emergency that will require you to miss out on more than one class.**

ACADEMIC INTEGRITY (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

DEFINITION OF ACADEMIC DISHONESTY

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

WITHHELD GRADES (SEMESTER GRADES POLICY, A-54):

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENTS WITH DISABILITIES:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

PAUL SANDUL'S HISTORY WEBSITE: <http://docsandul.wordpress.com>

I have created a website for all my students. Simply click on the "HIS 134: American History" link. I have placed valuable information there, such as writing guidelines and tips, style advice and useful website links, syllabi for all my courses, extra credit book review list, examples of well written and properly formatted essays, detailed description of extra credit opportunities, and much more. Also, significantly, I have placed outline versions of my lecture notes there in word.doc to aid you in your own copious note taking (you're welcome). I have also placed master copies of all the PowerPoint presentations (again, you're welcome). So, please feel free to use and/or peruse the website.

SOME FINAL THOUGHTS:

Many students make the grave error of putting away their syllabus after the first day of class and never consult it again. Do not make this mistake. The syllabus is your instruction manual for the course. Contained within are the requirements and guidelines that will allow you to chart your path through this class and most administrative questions that you may have can be answered through a careful reading of this document.

The standards for this course may seem high. But, in all honestly, this is a normal college load. I also strongly believe that every student is capable of achieving and even surpassing my expectations. It will take work and will seem frustrating at times. Yet, by the end of the semester I think that all of you will be pleased with the progress of your increased capacity to think and the intellectual curiosity that you will possess. All of you bring to the class a desire to participate and the intellectual acumen to do well. If you did not, you would not be in an institution of higher learning. What I hope the course will do is tap that desire and make it blossom. Learning is more than "making a grade;" it is a life-long journey that allows people to fully realize their intellectual potential. My desire is that this course can help you find tools that will allow you to advance on that journey. But, with all that said, what you do in the course, ultimately, depends on the effort and the desire to learn that you bring into the classroom and to your studies. I can help give you some tools but you have to use them.