US History Since 1877
HIS 134-010

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Office Hours: MoWe, 10a.m. – 12p.m., and by appointments

• You are welcome to use moultonac@sfasu.edu to contact me with any questions or problems. Generally, I should respond within 24 hours to e-mails. Use appropriate spelling, grammar, and other such considerations when writing e-mails. Do not try to contact me at any other electronic address other than moultonac@sfasu.edu.

• DO NOT CONTACT ME THROUGH D2L!!!!!!

• Electronic communications must be formal. If I receive a message that does not address me directly in its first line, does not identify the sender, or does not include an e-mail address from the sender, I will assume it is a ‘spam’ message and not reply.

• Again, upon your sending an electronic communication, it may take up to 24 hours to receive a response.

Class Meeting Time and Place
HIST 134, Section 010, Fall 2017
MoWe 1:00p.m. – 2:15p.m., Ferguson 474

Course Description
• This course is a comprehensive survey of American history from the end of Reconstruction to the present which meets Texas state requirements for all graduates.

• Thus, the purpose of this course is to acquaint students with broad themes of U.S. history from the end of Reconstruction in 1877 to the present day, including government, culture, politics, economics, and more.

• Throughout, we will go over the development of the United States during this era as a country and as an idea.

Texts and Materials

• The above book may be purchased or rented online at various sites (alibris, abebooks, half, amazon, powells, betterworldbooks, etc.).

• I will provide all other readings on our section on “Desire2Learn” or D2L.

Course Requirements
This course includes five components:
• The first component is the Final Examination at the end of the semester that counts for 20% of the semester grade.
• The second component is the “1898” primary source analysis paper that counts for 20% of the semester grade. The requirements of this item are described in its instructions.
• The third component is the “Defining Freedom” primary source analysis paper that counts for 20% of the semester grade. The requirements of this item are described in its instructions.
• The fourth component includes various in-class quizzes and assignments that together count for 20% of the semester grade.
• The fifth component is the “Attendance & Participation” section that is explained in the “Attendance Policy” and counts for 20% of the semester grade.

**Grading Policy**

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade</th>
<th>Grade Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Examination</td>
<td>20%</td>
<td>___ x 0.20 = ___</td>
</tr>
<tr>
<td>“1898” Essay</td>
<td>20%</td>
<td>___ x 0.20 = ___</td>
</tr>
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</tr>
<tr>
<td>In-Class Quizzes</td>
<td>20%</td>
<td>___ x 0.20 = ___</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>20%</td>
<td>___ x 0.20 = ___</td>
</tr>
</tbody>
</table>

Add the 5 calculations together to determine your Final Grade.

**Attendance Policy**

• This is a lecture course. Attendance is not only required, but the exam and in-class quizzes and discussions derive their material from these lectures alongside the readings. After the first absence, every unexcused absence will reduce your “Attendance & Participation” grade by 5 points, thereby reducing your final grade by 1 point.
• Students are not ‘double-penalized’ for missing class and missing an in-class quiz or assignment. However, missing in-class quizzes and assignments does reduce proportionally the value of each in-class item due to the lower number of total in-class items.
• Students must provide sufficient documentation regarding absences within a timely manner. Documentation should be turned in before due dates and absences whenever possible unless an emergency occurs. Documentation regarding absences incurred due to long-standing and/or preexisting medical issues must be provided at the beginning of the semester.
• Students are expected to come to class prepared to discuss readings and assignments as well as participate in and respond to class discussions in order to satisfy the “Attendance & Participation” component of the grade.
• Class will not be held if the University closes.
• Make-up exams are only allowed if you make arrangements with me before the scheduled exam.
• I do not accept late work.

**Academic Honesty**

• Stephen F. Austin State University expects all students to abide by University policies related to academic honesty. Students’ academic development cannot be furthered without students upholding the highest level of integrity related to their studies.
• Each Stephen F. Austin State University student is required to be familiar with and abide by the University’s standard of academic integrity, akin to the Student Code of Conduct. The University’s policy can be found at sfasu.edu/policies/4.1-student-academic-dishonesty.pdf. Students with questions about how this policy applies to a particular course or assignment should immediately contact their instructor.

• While most students follow these well-recognized standards regarding academic integrity, instances of academic dishonesty do occur and must be addressed immediately. Academic dishonesty includes both cheating and plagiarism. As outlined in the University’s policy above, cheating generally involves an attempt to use unauthorized materials or falsify information, and plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and footnote/endnote citations are utilized in order to note the source of the work or idea, but students can consult their instructors, writing centers (such as the Academic Assistance and Resource Center or AARC Tutoring Center at library.sfasu.edu/aarc#/?_k=m57j8y), or other resources to clarify any questions or concerns related to such citations and attributions. The University’s 4.1 policy on Student Academic Dishonesty is provided in the earlier and following links, and students can also consult the Student Code of Conduct.

• In accordance with University policy, any instance of academic dishonesty, including plagiarism and cheating, are referred to the office of the dean of the student’s major which becomes a part of the student’s record. It is the student’s responsibility to understand the University’s ideals as outlined at sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

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 and/or Requiring Accommodations
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students 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/.

Cell Phones, Laptops, Media, Newspapers, Food
• If your cell phone rings in class, you may be asked to leave, and you may receive an absence.
• If you ‘text’ in class, you may be asked to leave, and you may receive an absence.
• During examinations, quizzes, and any assignments, cell phones must be put away and silent. If I see your cell phone out, you may be asked to leave, and you may receive a 0 for the item’s grade.
• Laptops may be utilized only for the purposes of taking notes. If you utilize your laptop in a manner not relevant to the class, you may be asked to put the laptop away. I reserve the right to prohibit laptops from class if I deem it necessary.
• The only recordings allowed in class are my own recordings. You may not record or photograph me. If I discover myself or my class in photographs or on the internet, I reserve the right to fail the responsible student.
• If you read newspapers or books not relevant to the class in class, you may be asked to leave, and you may receive an absence.
• Food is not permitted in class. Drinks are allowed.

Program Learning Outcomes
This is a general education core curriculum course, so no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes
• HIS 134 includes instruction in the interaction among individuals, communities, states, the nation, and the world while considering how these interactions have contributed to the development of the United States and its global place.
• In addition to learning the above, students in HIS 134 will demonstrate the more general ability to:
  o Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history;
  o Communicate effectively by developing and expressing ideas through written and visual communication;
  o Gain intercultural competence, a knowledge of civic responsibility, and an awareness of how humans in the past have engaged effectively in regional, national, and global communities;
  o And understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.
Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be submitted to LiveText every semester. Your instruction will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>“1898” Essay</td>
<td>Wednesday, October 04</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>“1898” Essay</td>
<td>Wednesday, October 04</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>“1898” Essay</td>
<td>Wednesday, October 04</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>“1898” Essay</td>
<td>Wednesday, October 04</td>
</tr>
</tbody>
</table>
Source Analysis Assignment
To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical event in United States history from the period since 1877. Each student will be provided a selection of primary and/or secondary sources to interpret and evaluate, place in historical context, and utilize to construct an analytical essay. The essay will require that students think critically about the sources, examine how individual choices and decisions influenced the course of history, and consider the ways in which people engage with regional, national, and/or global communities.

Completion of this assignment is required by the university and is an important component in the successful completion of this course. Further instructions will be provided at the appropriate time.

I reserve the right to change the syllabus. Any changes will be announced in class. Students should be prepared to discuss Materials in Bold on the respective days.

Course Calendar

Week 01: Foner, Chapter 15: “‘What Is Freedom?’: Reconstruction, 1865-1877”

Mo, August 28: Introduction to Course – Instruction in the Core Objectives of this course related to critical thinking, communication, and social responsibility will be given at this time while repeatedly reinforced throughout the semester.

- Class Syllabus

We, August 30: Into 1877
- 13th, 14th, and 15th Amendments (1865-1869)
- General William Sherman’s Special Field Order 15 (1865)
- Oration by Frederick Douglass (1876)
- Uncivil Liberty (1871)

Week 02: Foner, Chapter 16: “America’s Gilded Age, 1870-1890”

Mo, September 04: A Transforming North
- Story of a Monopoly (1881)
- Henry Demarest Lloyd, “Wealth against Commonwealth” (1894)
- City Slave Girls (1888)
- Jacob Riis Tours New York City’s Fourth Ward

We, September 06: A New South
- The South’s Recovery: Who Paid the Price of Success?
- “Almost Broken Spirits”: Farmers in the New South
• “Still Livin’ Under the Bonds of Slavery”: Minnie Whitney Describes Sharecropping at the Turn-of-the-Century
• “Drug Him Through the Street”: Hughsey Childes Describes Turn-of-the-Century Sharecropping

_Week 03:_ Foner, Chapter 17: “Freedom’s Boundaries, At Home and Abroad, 1890-1900”

_Week 04: “1898” Items_

_Week 05: Foner, Chapter 18: “The Progressive Era, 1900-1916”_
• How I Became a Socialist
• Carrie Chapman Catt, “Shall All Women . . . Obey All Men?” (February 1902)

We, September 27: Progressivism Abroad
• “The White Man’s Burden”: Kipling’s Hymn to U.S. Imperialism
• Crosby on Kipling: A Parody of “The White Man’s Burden”
• American Soldiers in the Philippines Write Home about the War
• Bitter Harvest: A Puerto Rican Farmer Laments U.S. Control of the Island


Mo, October 02: Segregation and Disfranchisement
• Booker T. Washington on Citizenship (February 12, 1898)
• “Without Sanctuary: Photographs and Postcards of Lynching in America”
• Open Letter to McKinley from the Black Citizens of Massachusetts (1899)
• Killing the Messenger: Ida Wells-Barnett Protests a Postmaster’s Murder in 1898

We, October 04: America and World War I
• The Fourteen Points (1918)
• “Get the Rope!”: Anti-German Violence in World War I-era Wisconsin
• “Nobody Would Eat Kraut”: Lola Gamble Clyde on Anti-German Sentiment in Idaho During World War I
• Cartooning for Victory: World War I Instructions for Artists
• The Origins of Puerto Rican Migration: U.S. Employment Service Bulletin (1918)
• “No Negroes Allowed”: Segregation at the Front in World War I
• “All the Colored Women Like This Work”: Black Workers During World War I

“1898” PAPER DUE BY BEGINNING OF CLASS

Week 07: Foner, Chapter 20: “From Business Culture to Great Depression: The Twenties, 1920-1932”

Mo, October 09: America between War and Depression
• “Sailor Wounds Spectator Disrespectful of Flag”: The Red Scare, 1919-1921
• Don’t Forget Her (1925)
• The New Woman of the 1920s: Debating Bobbed-Hair
• “Like One Big Family”: A Former Textile Worker Describes the Closeness of the Southern Mill Village in the 1920s
• “We Thought State Street Would Be Heaven Itself”: Black Migrants Speak Out
• Intelligence Test (1920s)
• The Klan’s Fight for Americanism (1926), Hiram W. Evans

We, October 11: The Great Depression
• Okie Migrations
• Southern Tenant Farmers’ Union
• “Organize among Yourselves”: Mary Gale on Unemployed Organizing in the Great Depression

Week 8: Foner, Chapter 21: “The New Deal, 1932-1940”

Mo, October 16: The New Deal
• Bill Branch’s Works Progress Administration Life History (August 1, 1938)
• Losing the Business: The Donners Recall the Great Depression
• Deaf and Unemployed in Dubuque: The DiMarcos Remember the Great Depression
• A Negro in the CCC By Luther C. Wandall

We, October 18: America and World War II
• FDR and the Four Freedoms Speech
• “Aluminum for Defense”: Rationing at Home during World War II
• March on Washington Flyer
• Executive Order 8802
• “Cutting a New Path”: A World War II Navy Nurse Fights Sexism in the Military
• Tosh Yasutake and Mitsuye May Yamada Discuss Tosh’s Decision to Join U.S. Army and Visiting Their Father at a U.S. Department of Justice Incarceration Camp


Mo, October 23: Cold War Origins
• George Kennan’s “Long Telegram” (1947)
• National Security Council 68 (1950)
• “Sometime Soon . . . the Free Nations Must Make Their Choice”: A Foreign Correspondent Analyzes U.S. Cold War Failures

We, October 25: Cold War Politics
• Platform of the States Rights Democratic Party
• Brainwashing (1950)
• “Enemies from Within”: Senator Joseph R. McCarthy’s Accusations of Disloyalty

Week 10: Foner, Chapter 23: “The United States and the Cold War, 1945-1953”

Mo, October 30: Cold War Domesticity
• “The Ruins of Their Postwar Dream Homes”: Housing Reform Advocates Testify before Congress
• Jennifer Colton, “Why I Quit Working,” Good Housekeeping (September 1951)
• Ladies Home Journal, “Young Mother” (1956)

We, November 01: The Civil Rights Movement
• SNCC Statement of Purpose (October 1960)
• “I Didn’t Know Anything About Voting:” Fannie Lou Hamer On The Mississippi Voter Registration Campaign
• Martin Luther King, Jr., Letter From a Birmingham Jail
• John Lewis, “Speech at the March on Washington” (28 August 1963)
• “Our First Poll Tax Drive”: The American G.I. Forum Fights Disenfranchisement of Mexican Americans in Texas
• “Our People Were Dedicated”: Organizing with the American G.I. Forum

Week 1

Mo, November 06: Cold War Civil Rights
• “I Never Met a Black Person Who Was in the Communist Party Because of the Soviet Union”: Jack O’Dell on Fighting Racism in the 1940s
• “All We Are Seeking Here Is Equal Opportunity”: The American G.I. Forum Desegregates a Texas Community’s Schools

We, November 08: Confronting a New World
• Declaration of Independence of the Democratic Republic of Vietnam
• John F. Kennedy, Speech Announcing the Alliance for Progress (March 13, 1961)
• Richard Nixon, Address to the Nation Making Public a Plan for Peace in Vietnam (January 25, 1972)


Mo, November 13: Cold War Liberalism Fractures
• Southern Manifesto (1956)
• Young Americans for Freedom, The Sharon Statement (September 11, 1960)
• Lyndon B. Johnson, Speech Announcing the Great Society (May 22, 1964)
• Ronald Reagan, “A Time for Choosing” (October 27, 1964)

We, November 15: The New Left
• Selections from Van Gosse, The Movements of the New Left

Week 13 – Thanksgiving Break – NO CLASS
**Week 14:** Foner, Chapter 26: “The Triumph of Conservatism, 1969-1988”

*Mo, November 27: America Turned Right-Side Up*
- Committee on The Present Danger, *Common Sense and the Common Danger* (1976)
- Phyllis Schlafly, Interview with the *Washington Star* (1976)
- Judy Bachrach on Phyllis Schlafly, *Washington Star*
- Southern Baptist Convention, Resolution on Abortion (1984)
- Jerry Falwell, Fundraising Letter, 1981
- Ronald Reagan, Address Accepting the Presidential Nomination at the Republican National Convention in Detroit (July 17, 1980)
- Ronald Reagan, Remarks at the Annual Convention of the National Association of Evangelicals (1983)

*We, November 29: Ending the Cold War*
- President Ronald Reagan, Speech at the Brandenburg Gate (June 12, 1987)
- President Clinton’s Millennium Address (January 1, 2000)

**Week 15:** Foner, Chapter 27: “Globalization and Its Discontents, 1989-2000”

*Mo, December 04: Neoliberalism and Globalization*
- President George H. W. Bush Speaks to Congress about a “New World Order” (March 6, 1991)
- North American Free Trade Agreement, Preamble (September 6, 1992)
- Republican “Contract with America” (September 27, 1994)
- President Clinton’s State of the Union Address (January 23, 1996)

*We, December 06: Into the New Millennium*
- President George W. Bush’s Response to the September 11 Attacks (September 20, 2001)
- The USA PATRIOT Act (October 24, 2001)
- National Security Strategy (November 17, 2002)
- “I Had Visions of Being Rounded Up”: Emira Habiby-Browne Describes the Impact of the September 11, 2001, Attacks on Arab Americans

**Week 16**

*Mo, December 11: FINAL EXAM*
1:00p.m. – 3:00p.m., Ferguson 474
BRING A BLUE BOOK