History 134 (Section 014): US since 1877

Instructor: Bao Bui  Office hours: Mon. and Wed. 11AM-1PM
Email: builb@sfasu.edu  Class meeting place: Ferguson 472
Office: Liberal Arts Building 346  Class meeting time: MWF 10AM
GA: Allison Grimes  Email: grimesan@jacks.sfasu.edu

IMPORTANT: This syllabus is a written memorandum of understanding between you, the student, and me, your instructor. The syllabus outlines both my obligations as your instructor and your responsibilities as a student.

Course Description and Objectives:

History 134 is a comprehensive survey of American history from the end of Reconstruction to the present. This class meets Texas state requirements for all graduates. In this course students will develop the skills of critical thinking, communication, and teamwork, and social responsibility.

Texts and Materials:


Course Requirements:

1. Short exams: You will take 3 short exams throughout the semester. Each short exam will be worth 100 points. I will replace your lowest exam score with your 2nd lowest score. The exams will cover the material from the lectures and readings. The exams will consists of multiple choice questions, fill-in-the-blanks, and short response questions.

2. Take-home essays: At mid-semester and in early December students will be assigned a take-home essay. Students will have 5-6 days in which to complete each essay and turn in a printed copy. Each essay will be 5-6 pages long and will require students to write an analysis that integrates both the readings and the lectures.

3. Final exam: Your final exam will be similar in format to your short exams, and it will cover the last half of the course. It will be worth 150 points.

Grading Policy:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>250</td>
</tr>
<tr>
<td>Essay 2</td>
<td>250</td>
</tr>
<tr>
<td>Short Exams (3)</td>
<td>300</td>
</tr>
<tr>
<td>Final exam</td>
<td>150</td>
</tr>
<tr>
<td>Attendance/ Participation</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000 points</td>
</tr>
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A: 900-1000
B: 800-899
C: 700-799
D: 600-699
F: 599 or less
**Attendance Policy:**

Attendance is an integral part of the course and is mandatory. You must sign the attendance sheet to get credit. An attendance sheet will go around for each session.

An absence is defined as being absent for more than 10 minutes of one class meeting. For an absence to be “excused” you must have a note from the Emergency Dean, the Health Center, or your doctor. You must give me this note within one week of the absence. You may have five (5) unexcused absences without penalty. *Each subsequent unexcused absence will lower the overall final score by 2%. After 10 unexcused absences the student will receive an F-grade for the class.*

If you are part of a University sponsored activity that will cause you to be absent from class, please make sure that I have a letter from the coach/leader noting the specific dates you will be absent. Please keep a copy of all documents for your records.

Your attendance/participation grade (50 points) is determined by you coming to class and making active and positive contributions to our class meetings. NOTE: *Attendance does not equal participation.* The instructor reserves the right to adjust the student’s final grade in cases of extraordinary contributions to class discussions.

Your classmates will be comprised of individuals with a wide variety of experiences, beliefs, orientations, and identities leading inevitably to differences in perspective and viewpoint. All students - irrespective of race, gender and sexual identities, nationality, political persuasion or religious belief – have the right to politely express their own interpretation of historical events based upon the material at hand. Students are encouraged to challenge conflicting interpretations and opinions but they may not personally disrespect their peers.

**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 Learning Outcomes:**

History 134 includes instruction in the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

In addition, students in History 134 will demonstrate the more general ability to:
- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- Communicate effectively by developing and expressing ideas through written and visual communication.
- 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.
- 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 instructor 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>Essay 1 and 2</td>
<td>TBA</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>Essay 1 and 2</td>
<td>TBA</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<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>
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Source Analysis Assignment

To measure the success of student acquisition of these mandated skills, two assignments 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 essays 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, or global communities. Completion of these assignments 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.

Academic Integrity

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/.
COURSE CALENDAR

Part I. The Gilded and Progressive Eras (30%)
1. Thinking about history: “Saving Matt Damon”
2. An ecological history of the Great Plains
3. Custer’s Last Stand (or was it?)
4. The industrial society
   - *Give Me Freedom*, Chapter 16: America’s Gilded Age
     - *Voices of Freedom* documents: Chief Joseph (1879), Saum Song Bo (1885)
5. Big Business in the Gilded Age
6. The Rise of the KKK and Jim Crow
   - *Give Me Freedom*, Chapter 17: Freedom at home and abroad
   - Populist Platform, Appendix A-29
7. The Populist Party
8. 1898 and the origins of modern American foreign policy
9. The 2nd wave of immigration
10. The urban reformers
      - *Voices of Freedom* documents: Charlotte Perkins Gilman (1898), John Mitchell (1910)

Part II. The World Wars and the Great Depression (30%)
11. The Great Migration
12. Woodrow Wilson and the League of Nations
      - *Voices of Freedom* documents: Woodrow Wilson’s War Message (1917), Eugene V. Debs’s Speech to the Jury (1918)
13. Technology, war, and society 1850-1950
14. The Roaring Twenties
15. Flappers, moonshiners, and bootleggers
    - *Give Me Freedom*, Chapter 20: The Twenties
16. The global Great Depression
17. Roosevelt and the New Deal
      - *Voices of Freedom* documents: FDR’s “Fireside Chat” (1934), John Steinbeck’s *Grapes of Wrath* (1938)
      - FDR’s First Inaugural Address, Appendix A-32
18. Race and empire during World War II
19. American grand strategy
20. World War II and the modern blockbuster movie (Optional)
21. Rosie the Riveter and women’s rights
   - *Give Me Freedom*, Chapter 22: World War II
     ▪ *Voices of Freedom* documents: League of United Latin American
       Citizens (1945), “What the Negro Wants” (1944)

Part III. The Superpower Era (40%)
22. Origins of the Cold War
23. McCarthyism and the 2nd Red Scare
   - *Give Me Freedom*, Chapter 23: The Cold War
     ▪ *Voices of Freedom* documents: Joseph R. McCarthy’s Speech
       (1950), Margaret Chase Smith’s Speech (1950)
24. Baby Boom and Consumer Culture
25. The Civil Rights Movement
   - *Give Me Freedom*, Chapter 24: An Affluent Society
     ▪ *Voices of Freedom* documents: Martin Luther King’s Speech
       (1955), *Southern Manifesto* (1956)
26. Hippies and Counterculture
27. LBJ and the Great Society
28. The Vietnam quagmire
   - *Give Me Freedom*, Chapter 25: The Sixties
     ▪ *Voices of Freedom* documents: Barry Goldwater’s Speech (1964),
       NOW Statement of Purpose (1966)
   - The March on Washington, Appendix A-35
29. The Big Bummer: From Watergate to Carter
30. Reaganomics and the New Right
   - *Give Me Freedom*, Chapter 26: The Triumph of Conservatism
     ▪ *Voices of Freedom* documents: Barry Commoner’s *The Closing
   - Reagan’s First Inaugural Address, Appendix A-36
31. De-industrialization and globalism
     ▪ *Voices of Freedom* documents: Bill Clinton on NAFTA (1993),
       Declaration for Global Democracy (1999)
32. Queer America
33. The War on Terror
   - *Give Me Freedom*, Chapter 28: A New Century
     ▪ *Voices of Freedom* documents: Obergefell vs. Hodges (2015),
       Barack Obama’s Eulogy at AME Church (2015)
34. Congratulations! You’ve done the smart move by looking at the very last item
    posted on the syllabus. Now email me a picture of an ice cream truck to show me
    that you did what you were supposed to do.