HISTORY 134:
U.S. HISTORY 1877 – Present

Course Description:

This course will help you make sense of the complex history of the United States since Reconstruction. It meets Texas state requirements for all graduates. We will focus on the cultural, religious, social, and political changes that have shaped modern American life. The first half will examine American life from the end of the Civil War to the Great Depression. The second half will examine American life since World War II.

Course Goals:

1) To provide you with an overview of American life since the end of the Civil War, focusing on popular culture to understand the development of modern America.
2) To make history more interesting than the regurgitation of names and dates.
3) To encourage creativity by allowing you to answer complex questions with a variety of correct answers.
4) To train critical thinking by reading, analyzing, and discussing documents from the past.
5) To develop clear and concise writing skills.

Texts and Materials:

Assigned Reading:
• Kathleen Franz and Susan Smulyan: Major Problems in American Popular Culture
• Various readings on course website

Recommended Textbook
• The American YAWP (http://www.americanyawp.com/)

Course Requirements:
The course will consist of three elements: lecture, readings, and discussion.

Lectures are your opportunity to learn the key topics and themes of the class. It is imperative that you take a good set of lecture notes. Taking good quality notes is not easy. It is important that you show up to class rested and prepared to take a few pages of notes in a 50-minute period. I suggest that come see me early in the semester if you have any questions about notes to make sure that you are getting the most important themes.
Readings: Each week, you will be asked to read or watch a handful of primary sources and scholarly essays. I suggest that you read the essays first. They will give you some context for understanding the primary sources. These are essential to your learning and will make your experience in the class more enlightening. The books and documents for the course were chosen carefully in order to enhance your understanding of American history and life. The readings should do a number of things: 1) Teach you something new; 2) Frustrate you. We are dealing with people from the past and, inevitably, one of them will say something that you find offensive; 3) Challenge you to think about American history in a different light.

Discussion: In the discussion sections you will have the opportunity to explore the themes of the lectures by discussing your reading assignments for that week. These will usually be firsthand accounts written by people who lived through the period we are discussing. The discussion sections are also an opportunity for you to meet and learn from your fellow classmates. Each meeting of your discussion section will include a reading quiz worth 10 points. They will not be incredibly difficult. If you do the reading, you will not struggle with the quizzes. But if you do not do the reading, you will not do well on the quizzes or in the course.

Course Calendar (Subject to Revision):

WEEK ONE: INTRODUCTION AND RECONSTRUCTION AND WESTWARD EXPANSION

August 28: Syllabus Day

August 30: Baptized in Blood: The American Civil War and Reconstruction

September 1: Go West, Young Man: The American West and Closing the Frontier

WEEK TWO: THE GILDED AGE AND RACE

September 4: Discussion Section
   Reading: “How to Read a Primary Source,” Major Problems 36-49; YouTube: “Minstrel Show Blackface Stump Speech” and “Cotton and Chick Watts”

September 6: Janus Face: The Increasing Importance of Race in America

September 8: Mo’ Money, Mo’ Problems: The Rise of Corporate America

WEEK THREE: VICTORIANISM IN CRISIS

September 11: Discussion Section
   Reading: Major Problems, 128-150, Teddy Roosevelt, “The Strenuous Life”

September 13: Eight Hours for What We Will: The Rise of American Leisure Culture
September 15: The Strenuous Life: Race, Sports, and Gender

WEEK FOUR: AMERICAN PROGRESSIVISM AT HOME AND ABROAD

September 18: Discussion Section
   Reading: Major Problems, 92-99, 107-114 Margaret Sanger, “The Civilizing Force of Birth Control,” St. Louis Republic (September 10, 1901)

September 20: “Our Little Brown Brothers”: Race and American Imperialism

September 22: The Many Faces of American Progressivism

WEEK FIVE: WORLD WAR I AND THE JAZZ AGE

September 25: Discussion Section

September 27: The War to End All Wars: America and World War I

September 29: Booze, Sex, Flappers, Gangsters, and Hollywood: American Culture during the 1920s

FIRST PAPER DUE BY 11:59PM ON FRIDAY

WEEK SIX: REJECTING MODERN AMERICA AND THE GREAT DEPRESSION

October 2: Klansman, Movies, and Reform

October 4: Whistle While You Work: The Great Depression

October 6: NO CLASS

WEEK SEVEN: MIDTERM

October 9: NO CLASS

October 11: Midterm Review

October 13: MIDTERM

WEEK EIGHT: WORLD WAR II

October 16: Discussion Section
**Reading:** YouTube: Private Snafu “The Home Front”, “Booby Traps”, “Spies”, “Censored”

October 18: The Good War: America and the Second World War

October 20: Hollywood Goes to War: American Popular Culture during World War II

**WEEK NINE: THE POSTWAR WORLD**

October 23: Discussion Section

**Reading:** Major Problems, 331-338, 348-355, and 358-371, YouTube: “The Millionaire” ([FOLLOW LINK ON D2L](#))

October 25: A Consumer’s Republic: Economic Prosperity after WW II

October 27: Better Dead than Red: The Second Red Scare in Cold War America

**WEEK TEN: COLD WAR AND RACE**

October 30: Discussion Section

**Reading:** YouTube: “Cicero March (1966)”; Major Problems 300-307 and 357

ONLINE PRIMARY SOURCE ANALYSIS IN CLASS

November 1: A Stone of Hope: Cold War and Civil Rights Movement

November 3: As Long as They Don’t Move Next Door: The Black Freedom Movement

WATCH *INVASION OF THE BODYSNATCHERS* OCTOBER 26, 7-9PM LOCATION TBD

**WEEK ELEVEN: THE RADICAL SIXTIES AND THE RIGHTS REVOLUTION**

November 6: Discussion Section

**Reading:** “Port Huron Statement of the Students for a Democratic Society”, “Sharon Statement,” YouTube: “Firing Line with William Buckley, Jr., Phyllis Schlafly” and “Brian McNaught Debates with Anita Bryan Ministries”

November 8: You’ve Got to Fight for Your Rights: The Rise of Student Activism and the Vietnam War

November 10: Battle of the Sexes: Men, Women, and the Family during the 1970s

**SECOND PAPER DUE BY 11:59PM ON FRIDAY**

**WEEK TWELVE: THE FORGOTTEN DECADE**
November 13: Discussion Section


November 15: The Forgotten Decade: American Culture during the 1970s

November 17: A Dream Come True?: Black America After the Civil Rights Movement

**WEEK THIRTEEN: THE REAGAN YEARS**

November 20: Discussion Section


November 22: Rambo, Reagan, and American Foreign Policy in Film

November 24: Morning in America: Ronald Reagan and American Life at Home

**WEEK FOURTEEN: THANKSGIVING WEEK**

**WEEK FIFTEEN: AMERICA AT THE MILLENNIUM**

December 4: A New World Order to the War on Terror: America and the World after the Cold War

December 6: Is Google Making Us Stupid? America in the Digital Age

December 8: Final Review

**WEEK SIXTEEN: FINALS WEEK**

**FINAL:** Monday 11 December 2017 10:30 –12:30am

**Grading Policy:**
Your grade will be calculated out of 500 points:
- 100 points will come from a midterm exam
- 100 points will come from a final exam
- 200 points will come from papers (100 points each)
- 70 points will come from reading quizzes (lowest 2 grades dropped)
- 30 points will come from the primary source analysis
Assignments will be graded on the standard letter grade scale beginning with A (100-90) and ending with F (59-0). There will be no grading curves.

Exam Format:
The exams will consist of short answer questions and an essay question. The first exam will cover material from Reconstruction to the Great Depression; the second exam will cover material from the World War II to the present with one cumulative essay. Be sure to purchase a *blue book* (available at the bookstore) for each exam. Please use pen (blue or black ink only please) on the exams.

Papers:
You will write two short (750-1000 words) response papers worth 100 points each. The first paper, due during week 6, will cover the “Victorian Shift,” a topic that will be a prominent theme for the first few weeks of the semester. The second paper, due during week 12, will be a critical analysis of the 1956 film *Invasion of the Body Snatcher*.

Missed Assignments:
Exams and other assignments must be taken on time. If an emergency occurs preventing you from taking an exam, it is your responsibility to make a reasonable and timely effort to contact me. Exams may only be made up with a valid note from a relevant source (doctor, psychiatrist, university department, etc.). Make-up exams are likely to be more challenging than those given at regularly scheduled times. Students must wait 24-hours after receiving a grade before they can inquire about it. All questions regarding the accuracy grades must be addressed no later than two weeks after you receive it.

Attendance Policy:
There is no formal attendance policy for this course. However, you will not succeed in this course without coming to class. I will not send out my PowerPoint slides or recordings of my lecture. They will not be posted on D2L.

Student Learning Outcomes:
HIS 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 classes designated for inclusion in the American History Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

HIS 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 to learning the above, students in HIS 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.

**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](http://www.sfasu.edu/policies/academic_integrity.asp)

*In addition, you may include your own guidelines for academic integrity as appropriate.*

**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/.