History 134 (Section 003): US since 1877 (Writing intensive)

Instructor: Bao Bui (builb@sfasu.edu)
Office: Liberal Arts Building 346
Office hours: TTh. 2-4PM

Class place & time: Ferguson 472, M 6-8:30PM
GA: Sherman Sadler (sadlersj@jacks.sfasu.edu)
SI: Kollynn Tucker (tuckerka2@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 early 21st century, with an emphasis on analytical writing in the social sciences. The class meets Texas state requirements for all graduates. In this course students will develop the skills of critical thinking, communication, teamwork, and social responsibility.

**Required textbook**


**Course requirements**

1. Writing exercises. Each weekly meeting will involve exercises individual and group exercises geared towards developing note-taking, writing, composition, and analytical skills.

2. Take-home essay. In November you will be assigned a 6-7 page essay that will require you to make an argument regarding a key dimension of modern American history. The essay will require you to incorporate the evidence from your readings and class lectures.

3. Quizzes: Each class meeting will begin with a short quiz on the week’s assigned readings.

4. Exams: You will take 3 exams (80 points each) throughout the semester. I will replace the lowest score of your first three exams with your second lowest score. The final exam will be 120 points. The exams will cover the material from the lectures and readings. The exams will consists of multiple choice questions and identification questions.

5. Attendance and participation will constitute 40 points to the overall score.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing exercises</td>
<td>200</td>
<td>A: 900-1000</td>
</tr>
<tr>
<td>Essay</td>
<td>300</td>
<td>B: 800-899</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
<td>C: 700-799</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>240</td>
<td>D: 600-699</td>
</tr>
<tr>
<td>Final exam</td>
<td>120</td>
<td>F: 599 or less</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>
**Attendance policy**

Attendance is an integral part of the course and is mandatory. You must sign the attendance sheet to get credit. Two attendance sheets will go around for each 2.5-hour session. An absence is defined as being absent for more than 10 minutes of each one-hour block.

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 three (3) unexcused absences without penalty. Each subsequent unexcused absence will lower the overall final score by 2%. After 7 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 (40 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.

**E-mail policy**

I will reply to most email inquiries within 24 hours of receiving them; however, I am not obliged to respond to emails outside of 9am – 5pm, Monday to Friday.

I will communicate with you via email in a professional and courteous manner. You are expected to do the same. I will respond only to emails that 1) are sent from your university account and 2) have a proper salutation (“Hi/Dear Prof./Dr. B”) and a closing salutation (Simply signing your full name will do) that also includes your class section and hour. If you do not get a response to your email inquiry, check your email to make sure it is up to professional standards.

**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.

**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](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/](http://www.sfasu.edu/disabilityservices/).
Nuts and bolts of how to write a college-level essay

1. Basics
   a. Run-on sentences and fragments
   b. Capitalization and italicization
   c. Tenses
   d. Punctuation
2. Craftsmanship
   a. How to improve your vocabulary
   b. How to be strategic with your sentence lengths
   c. How to eliminate “to be” verbs from your writing
   d. How to write with precision and clarity
3. Composition
   a. How to quote from textbooks, primary source documents, and lectures
   b. How to organize a paragraph
   c. How to edit a paragraph
   d. How to organize an essay

COURSE CALENDAR

Part I. The Gilded and Progressive Eras (30%)

Week 1
Writing topics: Why punctuation matters. What makes for effective writing?
1. Custer’s Last Stand (or was it?)
2. Big business and the industrial society
   • Give Me Freedom, Chapter 16: America’s Gilded Age
   • Voices of Freedom documents: Chief Joseph (1879), Saum Song Bo (1885)
3. Corruption and scandal

Week 2
Writing topics: How to read a textbook. How to take notes
4. The KKK and Jim Crow
   • Give Me Freedom, Chapter 17: Freedom at home and abroad
   • Voices of Freedom documents: Booker T. Washington (1895), W. E. B. Du Bois (1903)
   • Populist Platform, Appendix A-29
5. Populism at home and imperialism abroad in the late 19th century

Week 3
Writing topic: Run-on sentences and fragments
6. The 2nd wave of immigration
7. The reformers
   • Give Me Freedom, Chapter 18: The Progressive Era
   • Voices of Freedom documents: Charlotte Perkins Gilman (1898), John Mitchell (1910)
Part II. The World Wars and the Great Depression (30%)

Week 4
Writing topics: Capitalization, italicization, and tenses
8. Woodrow Wilson and the League of Nations
   • *Give Me Freedom*, Chapter 19: Safe for Democracy
   • *Voices of Freedom* documents: Woodrow Wilson’s War Message (1917), Eugene V. Debs’s Speech to the Jury (1918)
9. The Great Migration

Week 5
Writing topic: Punctuation
10. Economy and politics during the Roaring Twenties
11. Flappers, moonshiners, and bootleggers
   • *Give Me Freedom*, Chapter 20: The Twenties
   • *Voices of Freedom* documents: Lucian W. Parrish’s Speech on Immigration (1921), Justice James C. McReynolds in *Meyer vs. Nebraska* (1923)

Week 6
Writing topics: How to improve vocabulary. How to be strategic with sentence lengths
12. The global Great Depression
13. Roosevelt and the New Deal
   • *Give Me Freedom*, Chapter 21: 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

Week 7
Writing topic: “To be” verbs, Part I
14. Race and empire during World War II
15. Rosie the Riveter and the modern women’s rights movement
   • *Give Me Freedom*, Chapter 22: World War II

Part III. The Superpower Era (40%)

Week 8
Writing topic: “To be” verbs, Part II
16. Origins of the Cold War
17. McCarthyism and the 2nd Red Scare
   • *Give Me Freedom*, Chapter 23: The United States and the Cold War
   • *Voices of Freedom* documents: Joseph R. McCarthy’s Speech (1950), Margaret Chase Smith’s Speech (1950)

Week 9
Writing topic: How to write with precision and clarity
18. Baby boom and consumer culture
• The March on Washington, Appendix A-35
• *Give Me Freedom*, Chapter 24: An Affluent Society
• *Voices of Freedom* documents: Martin Luther King’s Speech (1955), *Southern Manifesto* (1956)

19. The Civil Rights Movement

**Week 10**
Writing topic: Quotation and citation
20. LBJ and the Great Society
  • *Give Me Freedom*, Chapter 25: The Sixties
  • *Voices of Freedom* documents: Barry Goldwater’s Speech (1964), NOW Statement of Purpose (1966)

21. The Vietnam quagmire

**Week 11**
Writing topic: Constructing a paragraph
22. The Big Bummer: From Watergate to Carter
23. Reaganomics and the New Right
  • *Give Me Freedom*, Chapter 26: The Triumph of Conservatism
  • Reagan’s First Inaugural Address, Appendix A-36

**Week 12**
Writing topic: Editing a paragraph
24. The 1990s and globalization
25. De-industrialization and the marriage market
  • *Give Me Freedom*, Chapter 27: From Triumph to Tragedy
  • *Voices of Freedom* documents: Bill Clinton on NAFTA (1993), Declaration for Global Democracy (1999)

**Week 13**
Writing topic: How to organize an essay.
26. From Operation Desert Storm to the War on Terror
27. Queer nation
  • *Give Me Freedom*, Chapter 28: A New Century and New Crises
  • *Voices of Freedom* documents: Obergefell vs. Hodges (2015), Barack Obama’s Eulogy at AME Church (2015)

**Week 14**
28. You will take your final exam. I will have additional office hours this week to help you with your essay.
29. 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 by Sept. 1 to show me that you did what you were supposed to do.