HISTORY 134 – Section 20
U.S. History, 1877 – Present
Professor: Dr. Paul J. P. Sandul, Ph.D.
Email: sandulpj@sfasu.edu (best contact)
Phone: 468-6643 (worst contact)
Office: Liberal Arts North (Vera Dugas) # 363
Office Hours: T/Th 9-11am; W 4-5pm; and by appt.
Department: History
Class meeting place & time: T/Th, 11:00am-12:15pm, F477.

COURSE DESCRIPTION:
A comprehensive survey of American history from the end of Reconstruction to the present. Meets Texas state requirements for all graduates.

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.

Courses in this Foundational Component Area focus on the consideration of past events and ideas relative to the United States. Courses in this area, such as HIS 134, include 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.

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 reading 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 Ipad, cell phones, or any other gizmo in class;
• Questions and discussion in class are encouraged;
• Take exams and quizzes when scheduled;
• Please show up on time (this is a politeness issue).
• THE SYLLABUS IS SUBJECT TO CHANGE AT MY DISCRETION.

REQUIRED TEXT:
• Summer for the Gods by Edward Larson (REQUIRED)
• Queer America by Vicki L. Eaklor (REQUIRED)

COURSE EVALUATION & GRADING:

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<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
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<tr>
<td>1 Reading Quiz on Queer America</td>
<td>100</td>
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<tr>
<td>1 Reading Quiz on Summer for the Gods</td>
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<tr>
<td>Source Analysis Assignment</td>
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<td><strong>Total</strong></td>
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Grade Scale in Total Points:

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<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
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COURSE REQUIREMENTS:

• ATTENDANCE POLICY:
  Students are expected to attend all classes (helps “citizenship” too).

• CLASS CITIZENSHIP:
  Strive to become a good class citizen. For starters, this class includes some discussion concerning several assigned readings. Therefore, attendance, on the one hand, is critical. On the other hand, you must be able to participate. That means you are required to have read everything assigned, preferably more than once. In addition, throughout the semester I will (a) call on students in class to talk; and (b) create non-scored assignments, like asking you to complete a 90-second essay. While these items are not scored, they go toward “citizenship” recognition—for being a good class citizen (or not). I like good class citizens. Nevertheless, let me be clear: I am not doing this to torment you because I am sadistic, but rather to implement proven teaching strategies, like the 90-second essay, to help you master the material better and perform superior on exams.

• 6 EXAMS (750 TOTAL POINTS):
  You have six exams (all scheduled in the course calendar). Two types of exams exist: (1) four multiple-choice exams worth 100 points each (i.e., exams 1, 2, 4, and 5); and (2) two essay exams worth 175 points each (i.e., exams 3 and 6). Each multiple-choice exam features 25 multiple-choice questions worth four points each (100 total). For the essay exams, you write an essay in class for 175 points each. Study guides with key terms for each lecture are available on D2L, which includes potential essay questions.
• **READING QUIZZES ON **Summer for the Gods & Queer America (100 POINTS EACH)
You will have a quiz on *Summer for the Gods* and *Queer America*. The quiz will consist of 20 questions worth 5 points each for a total of 100 points each. You will take this on D2L as well and have 30 minutes. This must be done the day before it is due to be discussed in class. Note: The quizzes will be made available at least 10 days before they are scheduled to be completed on D2L. The will close by 11pm the night before discussed in class (see course calendar).

• **MISSING AN EXAM OR QUIZ**
You cannot retake exams or the quizzes (you can only do a make-up if you missed with a proper excuse). You will need to inform me ahead of time that you will be missing an exam or quiz. You and I will agree on a window of time, no more than a week, for the make-up. Note: If you miss the exam or a quiz and inform me of it after the fact, I will need a documented medical or legal excuse to allow you to do a make-up.

• **SOURCE ANALYSIS ASSIGNMENT (50 POINTS)**
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, or global communities.

Further instructions and the assignment itself is posted on D2L.

• **EXTRA CREDIT (WORTH 30 POINTS):**
You are privileged to have a professor as kind as myself who will allow you to do an extra credit assignment for this course: a book review. Please keep in mind that simply doing the extra credit assignment does not merit full points (I CANNOT stress that enough). **Quality** of the work is accessed in determining your grade for the assignment.
  o **Due Date: Thursday of the last week of classes** (not finals week) (in-class; **do not email it to me as I will not accept emailed assignments**).
  o The only book available to read and review for extra credit is *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander.
  o For instructions on how to do the book review, see the handout on D2L.

• **SI: We have an SI for this course:** Rachel Rogers. She will hold SI sessions TBA. Her email is rogersri@jacks.sfasu.edu.

**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)

**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/).

**D2L:**
I use D2L for this class. Besides tracking your grade, I have also placed several important items there: * All the PowerPoints; * Outlines for the Lectures; * Copy of the syllabus; * Extra Credit Information for Book Review; * All Study Guides. Also, you will take reading quizzes on D2L. **Very simply, all the quizzes are available to take from at least 10 days before they are due to be completed, but close the night before due to be discussed in class.** It is rather simple, log onto to D2L, go to quizzes tab, and take it. You have 25 minutes to finish it.

**SOME RANDOM THOUGHTS YOU WOULD DO WISE TO PAY HEED TO:**
- Do not put away the syllabus after the first day of class and never consult it again.
  - Most questions you likely will have about the course can be answered by reading the syllabus.
- **I like totally hate tardiness.** While I have no “official” rule about it, it drives me batty. It gets to me for some reason. Bad, too. Know that you are killing me inside by coming late.
- I am human and I have feelings that you can either hurt or affect positively.
- I genuinely care about students and their/your education.
- The foremost aspect of my teaching, whether it is good or not, is how much I genuinely enjoy it. I live to teach. In many ways it truly defines me as a person and I stake a lot of my identity in it. So please, feel free to approach me and ask for help.
What the Professor expects on the essay exams:
The essay exam is obviously the most weighted and, for students, often the most difficult. Here are a list of my expectations for a quality essay and some tips. First, I expect you to write an essay of about 4 pages. If you write small, then I expect 3 pages. If you write large, then I expect 5 pages. Let me be clear: length is not the determinant of your grade, but, rather, longer essays have proven, over the many years I have given exams, to be better than shorter essays. So while length does not guarantee a good grade, at all, shorter papers have historically proven to earn few points. I think you would do wise to pay heed to this factual trend.

Second, I expect an essay and not a list of bullet points, outlines, etc. An essay, if you recall, has an introduction, body, and conclusion. In the introduction, make clear which question you are answering and provide a thesis, or, put differently, a guiding conclusion that underscores the prominent points you are trying to make in the essay. I recommend you simply extract your thesis from the question itself. The body of the paper is then made up of all the information that “proves” or “supports” your thesis. i.e., answers the essay question. The conclusion is a summary of what you just wrote in the body of the paper. It looks similar to the introduction, but of course is original and not simply a copy and paste job.

Third, because you have the essay questions already in the study guide, do practice trying to answer some of them. Practice memorizing your introduction so that the body will come naturally. Practice writing out key bits of information that you know will be expected within the body of the essay. Ask for help if you need it.

Fourth, be generous with details while identifying all major points relevant to the essay question. The essence of writing a quality exam essay is flaunting what you know. So do that. To write a great essay I expect you to identify the major points relevant to the essay question. To accomplish this, I RECOMMEND YOU LOOK AT AND USE THE KEY TERMS ASSOCIATED WITH THE EXAM FOUND IN THE STUDY GUIDE. Note that each essay question recognizably matches a lecture (or part thereof) and its key terms. I would expect you to mention each of those terms in answering the essay question. That is only half the battle however. The other is to be generous with details. It is not enough for you to identify all the major points, but to demonstrate you know what they are as well and can write a little about them. I do not expect you to elaborate on every single term, but I do expect you to elaborate on most.

NOTE: If you work to memorize the terms, you will have also worked to memorize the major points relevant to essay questions!
PLEASE NOTE: Because I update D2L, and because you are a student in an institution of higher learning, I expect you to look up and/or keep track of your own grade and your own progress. I will not reply to emails asking what your grade is; you can figure it out yourself and/or simply look it up on D2L.

IMPORTANT ITEMS / RULES WORTH REPEATING:

❖ My office hours are: Every T/Th 9-11am; W 9 -10 am; or by Appt., Liberal Arts North, 3rd Floor, Room 363. Here is a campus map of the university if you cannot find the building (it is #39 on the map): http://www.sfasu.edu/documents/sfasu_campus_map.pdf
❖ For in-class exams, bring a Scantron, form no. 882-E (or its equivalent).
❖ Don’t forget the Reading Quizzes (best to do them when we are due to discuss them in class)!
❖ Exams:
  o Exam 1 is on 2/20 (lectures 1-3)
  o Exam 2 is on 3/27 (lectures 4-6)
  o Exam 3 is on 4/3 (lectures 1-6)
  o Exam 4 is on 5/1 (lectures 7-9)
  o Exam 5 is on Final Day (lectures 10-11)
    ▪ Tue., May 8, 10:30am-12:30pm
  o Exam 6 is on Final Day (lectures 7-11)
    ▪ Tue., May 8, 10:30am-12:30pm
❖ Due Dates for Reading Quizzes:
  o Reading Quiz 1: Summer for the Gods needs to be done by 3/7, 11pm
  o Reading Quiz 2: Queer America needs to be done by 4/23, 11pm
❖ Due Date for the Source Analysis Assignment:
  o Due to D2L Dropbox by 5/1, 11pm
❖ Due Date for Extra Credit Book Review:
  o Hardcopy in class by 5/3

❖ If you have a computer problem with a reading quiz, please come see me. TRY NOT TO EMAIL ME about it!
❖ If you miss an exam, come see me, TRY NOT TO EMAIL ME about it!
❖ DO NOT EMAIL ME an Extra Credit assignment, and never ask me for more time; the date is set in stone, absolutely no exceptions, including excuses because you have most of the semester to do it.
❖ On this syllabus, I have provided you with some advice on how to study for the exams, as well as how to write an essay on the exam; so be sure to look it over again.
❖ PowerPoints, Study Guides, and Selected Readings are all available on D2L!
❖ DO NOT EMAIL ME asking me your grade! If you have questions, then, please, I am HAPPY to meet with you during my office hours. If you cannot make my office hours, please see me before or after class and I will arrange a time to meet your schedule.
## Course Calendar

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<th>Week</th>
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| 1    | **Tue, 1/16:** Class was canceled for snow day  
**Thr, 1/18:** Introductions; Start Lecture 1 – The New South: Life After Slavery  
➢ Read for Lecture 1: *The American Challenge*, ch. 17; and ch. 19, pp. 478-79. |
| 2    | **Tue, 1/23:** Continue Lecture 1 –  
**Thr, 1/25:** Finish Lecture 1; Start Lecture 2 – The Old West  
➢ Read for Lecture 2: *The American Challenge*, ch. 18. |
| 3    | **Tue, 1/30:** Continue Lecture 2  
**Thr, 2/1:** Finish Lecture 2; Start Lecture 3 – Industrialization in the Gilded Age: The Rise, Costs, and Effects of Industrial Capitalism  
| 4    | **Tue, 2/6:** Continue Lecture 3  
**Thr, 2/8:** Finish Lecture 3 |
| 5    | **Tue, 2/13:** Start Lecture 4 – America & Its Discontents: Political Dissent during America’s Gilded Age  
➢ Read for Lecture 4: *The American Challenge*, ch. 19, pp. 470-78; 483-89 and ch. 21.  
**Thr, 2/15:** Continue Lecture 4 |
| 6    | **Tue, 2/20:** Finish Lecture 4 (first 30 minutes) / **Exam 1 (multiple choice on lectures 1-3)** (last 45 minutes)  
**Thr, 2/22:** Start Lecture 5 – America Beyond National Boundaries: Imperialism and World War I  
➢ Read for Lecture 5: *The American Challenge*, ch. 19, pp. 470-78; 483-89 and ch. 21. |
| 7    | **Tue, 2/27:** Finish Lecture 5  
**Thr, 3/1:** Start Lecture 6 – American Culture & Society at the Turn of the Twentieth Century Through the 1920s  
➢ Read for Lecture 6: *The American Challenge*, ch. 23. |
| 8    | **Tue, 3/6:** Finish Lecture 6  
**Thr, 3/8:** Discuss Book: *Summer for The Gods* *(be sure to have Reading Quiz 1 Completed by Wed, 3/7, 11pm)* / Start Lecture 7 – Depression and War: The “Greatest Generation”  
| 9    | **March 12-16 = No Class for Spring Break** |
| 10   | **Tue, 3/20:** Continue Lecture 7  
**Thr, 3/22:** Finish Lecture 7; Start Lecture 8: Cold War & Culture in Postwar America  
➢ Read for Lecture 8: *The American Challenge*, ch. 26, ch. 27, and ch. 28, pp. 721-28; and 732-34. |
| 11   | **Tue, 3/27:** Continue lecture 8 (first 30 minutes); **Exam 2 (multiple choice on lectures 4-6)** (last 45 minutes)  
**Thr, 3/29:** **No Class for Easter Break** |
| 12   | **Tue, 4/3:** **Exam 3 (Essay Exam on lectures 1-6)**  
**Thr., 4/5:** Continue Lecture 8 |
| 13   | **Tue, 4/10:** Finish 8 / Start Lecture 9 – Civil Rights in the Twentieth Century  
**Thr., 4/12:** Continue Lecture 9 |
| 14   | **Tue, 4/17:** Continue Lecture 9  
**Thr, 4/19:** Finish Lecture 9 / **Exam 4 (multiple choice on lectures 7-9)** (last 45 minutes)  
➢ Read for Lecture 11: *The American Challenge*, ch. 30, ch. 31, and ch.32, pp. 844-56.  
➢ **Turn in Source Analysis Assignment to Dropbox (in D2L) by 11pm, 5/1**  
**Thr, 5/3:** Finish Lecture 11  
➢ **Extra Credit Book Review Due in Class (not email).** |
| 15   | **Tue, 5/8:** **Exam 5 (multiple choice on lectures 10-11)** and **Exam 6 (Essay Exam on Lectures 7-11)** |
| 16   | **Tue, 5/8, 10:30am-12:30pm:** **Exam 5 (multiple choice on lectures 10-11)** and **Exam 6 (Essay Exam on Lectures 7-11)** |
Minor in History!??!

Many students, after fretting over which major to choose (often tied to a career they want), simply choose their second choice as their minor.

You may want to get a little more strategic than that!

Consider:

1. **History is popular** (and no shame should come from saying so!)
   - Even if you do not get a job in history, history is still interesting and is everywhere, from the movies to TV and video games. It is about real people and real events.

2. **History provides a classic mode of learning**, especially in teaching analytical and writing skills.
   - Leaders in American business, government, nonprofit institutions, and more are intensifying their plea for American universities to teach their students to read well, write better, reason logically, and solve problems. While your major might teach all this, history is well known for doing so. It might simply be the smart thing to minor in history even if your major is management, accounting, finance, business, merchandising, communications, engineering, computer science, nursing, kinesiology, or criminal justice.
   - According to Forbes, major businesses, law firms, high-tech hubs, medical practitioners, and more want employees with a background in liberal arts, such as history, precisely because they are the best when it comes to connecting with customers, thinking outside of the box, and generating creative ideas and action plans in a data-rich, technology driven world.

3. **A few more things to keep in mind:**
   - **Your minor does not necessarily have to be related to your major**: your minor is a great way for you to broaden your mind and explore topics of great interest that you may not necessarily want to make a career out of.
   - **You may want to choose a minor that shows you have desirable skills for a future career**: be strategic when choosing a minor to prepare you for the career that you want! Even if your major or future career has nothing to do with history, you likely will outperform other job candidates and succeed if you possess superior analytical and writing skills.
   - **Make sure you know and can complete the coursework:**
     - At SFA, a minor in history is 21 hours:
       - 6 hours are already in the core curriculum! That is, regardless of your major or minor, you have to take HIS 133 and HIS 134 (this course) at SFA no matter what! That means you would only need 15 more hours (or 5 more courses!) to get a history minor.
       - 3 hours of either HIS 151 (Western Civilization I) or HIS161 (World History I).
       - 3 hours of either HIS 152 (Western Civilization II) or HIS 162 (World History II).
       - Three (3) hours advanced American history, such as the history of Texas, the Civil War, American military history, pirates (yup!), women’s history, African American history, the American presidency, sports history, and more.
       - Three (3) hours advanced non-American history, such Vikings, Ancient Rome and Greece, religions like Christianity and Islam, histories of Asia, Latin America, Mexico, Britain, France, Russia, and more!
       - Three (3) hours advanced history of student’s choice.

Visit the History Office or come see me if you want to learn more