History 134 (Section 006): US since 1877

Instructor: Bao Bui (builb@sfasu.edu)  
Office: Liberal Arts Building 346  
Office hours: TTh. 2-4PM  
Class place & time: Ferguson 472, MW 4PM  
GA: Sherman Sadler (sadlersj@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. 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. Take-home essays: At mid-semester and in late April students will be assigned a take-home essay. Students will have 7-10 days in which to complete each essay and turn in a printed copy. The first essay will be 3 pages long and will consist of both the essay and several related writing exercises. The second essay will be 5-6 pages long. Both essays will require students to write an analysis that integrates both the readings and the lectures.

2. Quizzes: There will be 5-10 short quizzes, each based on the week’s assigned readings.

3. Short exams: You will take 4 short exams (100 points each) throughout the semester. I will replace your lowest exam score with your second lowest exam score. The exams will cover the material from the lectures and readings. The exams will consists of multiple choice questions and identification questions.

4. Attendance and participation will constitute 50 points to overall score.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing exercises</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Essay 1</td>
<td>150</td>
<td>A: 900-1000</td>
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<tr>
<td>Essay 2</td>
<td>250</td>
<td>B: 800-899</td>
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<tr>
<td>Quizzes</td>
<td>100</td>
<td>C: 700-799</td>
</tr>
<tr>
<td>Exams (4)</td>
<td>400</td>
<td>D: 600-699</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>50</td>
<td>F: 599 or less</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td></td>
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**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 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 (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.

**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.

**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.

**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/).
COURSE CALENDAR

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

Week 1-2
1. Thinking about history: The Martian (2015) and nostalgia
2. Custer’s Last Stand (or was it?)
3. The 2nd wave of immigration
   - Give Me Freedom, Chapter 16: America’s Gilded Age
     - Voices of Freedom documents: Chief Joseph (1879), Saum Song Bo (1885)
4. Big Business and the industrial society
5. Corruption and scandal in American life

Week 3-4
6. The KKK and Jim Crow
   - The rise of Give Me Freedom, Chapter 17: Freedom at home and abroad
   - Populist Platform, Appendix A-29
7. The Populist Party
8. 1898 and American foreign policy in the 20th century

Week 5
9. Labor in the Gilded Age
10. The urban reformers
    - Give Me Freedom, Chapter 18: The Progressive Era
      - Voices of Freedom documents: Charlotte Perkins Gilman (1898), John Mitchell (1910)
11. The Great Migration

Part II. The World Wars and the Great Depression (30%)

Week 6
12. 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)
13. Technology, war, and society 1850-1950

Week 7
14. Economy and politics during the Roaring Twenties
15. 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 8
16. The global Great Depression
17. 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 9
18. Race and empire during World War II
19. World War II and the modern blockbuster movie (Optional)
20. 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 10
21. Origins of the Cold War
22. 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)

Week 11
23. Baby boom and consumer culture
24. Ike and the military-industrial complex
25. The Civil Rights Movement
   • 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)

Week 12
26. The modern women’s liberation movement
27. Hippies and counterculture
   • Give Me Freedom, Chapter 25: The Sixties
     • Voices of Freedom documents: Barry Goldwater’s Speech (1964), NOW Statement of Purpose (1966)
28. LBJ and the Great Society
29. The Vietnam quagmire

**Week 13**
30. The Big Bummer: From Watergate to Carter
31. An ecological history of the Great Plains
32. Reaganomics and the New Right
   - *Give Me Freedom*, Chapter 26: The Triumph of Conservatism
   - Reagan’s First Inaugural Address, Appendix A-36

**Week 14**
33. Globalism, de-industrialization,…
34. …and the marriage market

**Week 15**
35. From Operation Desert Storm to the War on Terror
36. Queer nation
   - *Give Me Freedom*, Chapter 28: A New Century
37. America in the 21st century
38. 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.