U.S. History Survey, 1877-present  
History 134—Summer 2018

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Office Hours: As this is a web-based course, office hours will be offered electronically by appointment unless otherwise announced. Please note that email is the best means of communication. I cannot return phone calls to students via long distance phone numbers. As you can imagine, this would add up very quickly for the History Department!

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

Course Materials  
1. Textbook: A People’s History of the United States, by Howard Zinn  
   This book is an open educational resource (OER) and is completely free and fully available online at http://www.historyisawapon.com/zinnapeopleshistory.html.


**Course Objectives**

By the conclusion of this course students should:

1. possess a knowledge of important basic facts in U.S. history;
2. be able to analyze the importance of events in U.S. history;
3. identify significant trends and movements in U.S. history;
4. understand how the past helps to shape the present and future; and
5. exhibit skills in receiving, processing, and expressing information.

**Course Requirements**

**NOTE:** In order to earn access to the full course content, you must complete and earn a 100 on two quizzes—“Getting Started” and “Cheating and Plagiarism.” These two quizzes are required at the beginning of the course are required in order to access the rest of the course material. They are, however, **NOT** factored into your final grade. **

Students are responsible for all material addressed in this course including online modules, assigned readings, and module activities. The final course grade is based on your performance on the following:

**Three Lecture Exams (3 x 100 points each = 300 points):** Each timed exam will be worth 100 points and will cover information in the textbook and online modules. Each student is allotted 75 minutes to complete each exam. The penalty for taking more time than is allotted is a five point deduction per minute that exceeds the time provided. The exam will not automatically close at 75 minutes. You are responsible for monitoring and utilizing your time wisely. The exams will test students' retention and knowledge through the use of true/false, fill in the blank, and multiple choice questions, in addition to written answers in the form of identifications and essays. The final exam is **NOT** comprehensive.

**One Reading Exam (100 points):** This timed exam is worth 100 points and will assess your reading of Unwanted: A Murder Mystery of the Gilded Age. Each student is allotted 75 minutes for the exam. The penalty for taking
more time than is allotted is a five point deduction per minute that exceeds the time provided. The exam will not automatically close at 75 minutes. You are responsible for monitoring and utilizing your time wisely. The exam will test your reading comprehension and retained knowledge through the use of true/false, fill in the blank, multiple choice questions as well as identifications, and an essay question.

**Module Activities (10 x 10 points each = 100 points):** Over the course of the semester, you will complete and participate in a series of ten module activities related to your textbook reading and online module content. These activities will include your introduction, three primary source analysis exercises, three quizzes, and three discussions. Each activity is worth ten points, totaling 100 points.

One weekly module activity will be released as specified in the semester calendar. Deadlines are very clearly indicated in the Semester Calendar. You cannot wait until the end of the semester to complete activities; you must complete them as the semester progresses. Late modules submissions will NOT be accepted. Additionally, you are required to complete a minimum of seven module activities. Failure to do so will result in your final grade being docked by 10-15%.

- **Primary Source Analysis:** A primary source is a document or object that was created by an individual or group as part of their daily lives. Primary sources can include anything from birth certificates, photographs, diaries, letters, and embroidered samplers to clothing, household implements, and newspapers. A document that is a primary source may contain both first person testimony and second hand testimony. Secondary sources or secondary materials are generally books, magazines, or journals that draw upon the accounts repeated by someone who did not actually participate in the event. Thus, historians rely heavily on primary source documents as the more credible of the two in analyzing the past. After all, do you want to hear about an event from someone third or fourth-hand or someone who was actually standing there or participating in the event when it actually happened? Thus, you are going to get some practice in being a historian.
After reading the primary source documents linked into the modules, you will complete a form by simply answering the questions about the document—a Supreme Court decision, a presidential speech, etc. Don’t think of this as just filling out some form for ten lousy points. The point is to make your own decisions and own conclusions for yourself. Don't depend on someone else's interpretation of a document. Read it yourself and draw your own conclusions.

- **Quizzes:** Students often report that the most difficult part of the exams is the textbook section. Reading anywhere from one to two hundred pages of information and retaining much of anything is difficult, and I will be the first to admit such a fact. Nonetheless, it is a skill that you need to develop. So, in an effort to help you become familiar with the textbook and motivate you to read on a regular basis rather than launching head first into five chapters the night before an exam, you will take periodic quizzes over a chapter from the textbook. The quizzes will be made up of ten questions will be multiple choice answers. Furthermore, the quizzes will be timed in order to insure that you have completed the reading in advance and are not taking an open-book quiz on the other side of the computer. Your objective is to carefully read the chapters as we proceed through the semester and pay attention to what you read. Your quizzes will draw upon what you read from *Zinn's A People's History of the United States* and will evaluate how closely you read each chapter. While each quiz is worth a modest ten points, such module activities over the course of a semester tend to add up fast. The bottom line? Take your textbook reading and quizzes seriously.

- **Discussions:** Discussion questions, thoughts and prompts will instigate the conversation. You must post your own responses to the question as well as respond to other students. A minimum of one original post and a minimum of four responses to your classmates must be submitted to earn full credit for this module activity. "I agree" is not a response to another student that will merit points; this may be how you feel, but it doesn't require much depth of thought on your part. Responses must contain substance. Feel free to reply to other students'
postings with oppositional points of view, but do treat your classmates with the same respect and courtesy with which you would like to be treated. Discussions will be graded on several criteria: thoroughness, thoughtfulness, and timeliness. Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax is expected. Note that while you may not fully understand each week's readings, the discussion board is a good way to help yourself and your fellow students to make sense of the readings. Thoughtful, appropriate questions about the reading carry value and reflect critical thought. I reserve the right to raise or lower a grade in response to conspicuously high or low levels of participation in the discussions.

**Grading Scale**

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<tr>
<th>Points Earned</th>
<th>Semester Average</th>
<th>Final Grade</th>
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</thead>
<tbody>
<tr>
<td>450-500</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>400-449</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>350-399</td>
<td>70-79</td>
<td>C</td>
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<tr>
<td>300-349</td>
<td>60-69</td>
<td>D</td>
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<tr>
<td>0-299</td>
<td>00-59</td>
<td>F</td>
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**Attendance Policy**

As this is a web-based course, a traditional attendance (sit attentively and enthusiastically in this seat for 150 minutes per week for 15 weeks) policy does not exist. However, your consistent attention and effort to this, or any online class, is crucial to setting the foundation for a successful experience in the course.

**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. 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

**General Education Core Curriculum Objectives & 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 social science classes set by the Texas Higher Education Coordinating Board. The Board has identified six skills, or “intellectual competencies,” as the foundation for all university-level work: reading, writing, listening, speaking, critical thinking and computer literacy. This section of HIS 134 offers students experience in all of these areas, except for speaking. In addition, this course will emphasize the Coordinating Board’s objectives for social science classes:

- Students will demonstrate an understanding of key developments in American political history since 1877, with emphasis on the expansion of federal and presidential power, the evolution of American political parties, and the role of dissenters in American politics.
- Students will demonstrate an understanding of key developments in American economic history since 1877, with emphasis on the role of corporations and the rise of the welfare state.
Students will demonstrate an understanding of key developments in American social history since 1877 with emphasis on urban history, reform movements, labor history, family and gender roles, and religion and culture.

Students will demonstrate an understanding of the changing role of the US in the world since 1877, with emphasis on imperialism of the 1890s, World War I, World War II, the origins of the Cold War, and the Vietnam War.

Students will demonstrate an understanding of key developments in cultural interactions since 1877, with emphasis on immigration to the United States, the history of ethnic/race relations, and the post-war Civil Rights movement.

Students will demonstrate an understanding of the methods historians use to gather and analyze evidence about the past.

Students will be able to use the knowledge and skills gained in the course in the fulfillment of their responsibilities as active citizens in a democratic society.

**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/)

**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.