US History Since 1877
HIS 134-009

Dr. Aaron Coy Moulton
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Office: Liberal Arts North (LAN) 314
Office Hours: MoTuWeTh, 4:00p.m. – 5:00p.m., and by appointments

• You are welcome to use moultonac@sfasu.edu to contact me with any questions or problems. Generally, I should respond within 24 hours to e-mails. Use appropriate spelling, grammar, and other such considerations when writing e-mails. Do not try to contact me at any other electronic address other than moultonac@sfasu.edu.

• DO NOT CONTACT ME THROUGH D2L!!!!!!

• Electronic communications must be formal. If I receive a message that does not address me directly in its first line, does not identify the sender, or does not include an e-mail address from the sender, I will assume it is a ‘spam’ message and not reply.

• Again, upon your sending an electronic communication during the working week, expect up to 24 hours to receive a response. Expect longer response times for weekend communications.

Class Meeting Time and Place
HIST 134, Section 009, Fall 2019
MoWe 2:30p.m. – 3:45p.m., Ferguson 477

Course Description and Student Learning Outcomes
• This course is a comprehensive survey of American history from the end of Reconstruction to the present which meets Texas state requirements for all graduates.

• Thus, the purpose of this course is to acquaint students with broad themes of U.S. history from the end of Reconstruction in 1877 to the present day, including government, culture, politics, economics, and more.

• Throughout, we will go over the development of the United States during this era as a country and as an idea.

• 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.

• 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; and understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

Texts and Materials
• The above book may be purchased or rented online at various sites (alibris, abebooks, half, amazon, powells, betterworldbooks, etc.).
• I will provide all other readings on our section on “Desire2Learn” or D2L.

Course Requirements
This course includes six components:
• The first component is the Final Examination at the end of the semester that counts for 20% of the semester grade.
• The second component is the “1898” primary source analysis paper that counts for 15% of the semester grade. The requirements of this item are described in its instructions.
• The third component is the “On Monuments” primary source analysis paper that counts for 15% of the semester grade. The requirements of this item are described in its instructions.
• The fourth component is the “Dealing with Desegregation” primary source analysis paper that counts for 15% of the semester grade. The requirements of this item are described in its instructions.
• The fifth component is the “Defining Freedom” primary source analysis paper that counts for 15% of the semester grade. The requirements of this item are described in its instructions.
• The sixth component includes various in-class quizzes and assignments that together count for 20% of the semester grade.

Grading Policy

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Examination</td>
<td>20%</td>
<td>____ x 0.20 = ___</td>
</tr>
<tr>
<td>“1898” Essay</td>
<td>15%</td>
<td>____ x 0.15 = ___</td>
</tr>
<tr>
<td>“On Monuments” Essay</td>
<td>15%</td>
<td>____ x 0.15 = ___</td>
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<td>____ x 0.15 = ___</td>
</tr>
<tr>
<td>“Defining Freedom” Essay</td>
<td>15%</td>
<td>____ x 0.15 = ___</td>
</tr>
<tr>
<td>In-Class Quizzes &amp; Participation</td>
<td>20%</td>
<td>____ x 0.20 = ___</td>
</tr>
</tbody>
</table>

Add the 6 calculations together to determine your Final Grade.

Attendance Policy
• This is a lecture course. Attendance is not only required, but the exam and in-class quizzes and discussions derive their material from these lectures alongside the readings. After the first absence, every unexcused absence will reduce your “In-Class Quizzes & Participation” grade by 5 points, thereby reducing your final grade by 1 point.
• Students are not ‘double-penalized’ for missing class alongside missing an in-class quiz or assignment. However, missing in-class quizzes and assignments does reduce proportionally the value of each in-class item due to the lower number of total in-class items.
• Students must provide sufficient documentation regarding absences within a timely manner. Documentation should be turned in before due dates and absences whenever possible unless an emergency occurs. Documentation regarding absences incurred due to long-standing and/or preexisting medical issues must be provided at the beginning of the semester.
• Students are expected to come to class prepared to discuss readings and assignments as well as participate in and respond to class discussions in order to satisfy the “Attendance & Participation” component of the grade.
• Class will not be held if the University closes.
• Make-up exams are only allowed if you make arrangements with me before the scheduled exam.
• I do not accept unexcused late work.

Academic Honesty
• Stephen F. Austin State University expects all students to abide by University policies related to academic honesty. Students’ academic development cannot be furthered without students upholding the highest level of integrity related to their studies.
• Each Stephen F. Austin State University student is required to be familiar with and abide by the University’s standard of academic integrity, akin to the Student Code of Conduct. The University’s policy can be found at sfasu.edu/policies/4.1-student-academic-dishonesty.pdf. Students with questions about how this policy applies to a particular course or assignment should immediately contact their instructor.
• While most students follow these well-recognized standards regarding academic integrity, instances of academic dishonesty do occur and must be addressed immediately. Academic dishonesty includes both cheating and plagiarism. As outlined in the University’s policy above, cheating generally involves an attempt to use unauthorized materials or falsify information, and plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and footnote/endnote citations are utilized in order to note the source of the work or idea, but students can consult their instructors, writing centers (such as the Academic Assistance and Resource Center or AARC Tutoring Center at library.sfasu.edu/aarc#/?_k=m57j8y), or other resources to clarify any questions or concerns related to such citations and attributions. The University’s 4.1 policy on Student Academic Dishonesty is provided in the earlier and following links, and students can also consult the Student Code of Conduct.
• In accordance with University policy, any instance of academic dishonesty, including plagiarism and cheating, are referred to the office of the dean of the student’s major which becomes a part of the student’s record. It is the student’s responsibility to understand the University’s ideals as outlined at sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

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 and/or Requiring Accommodations
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students 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/.

Cell Phones, Laptops, Media, Newspapers, Food
If your cell phone rings in class, you may be asked to leave, and you may receive an absence.
If you ‘text’ in class, you may be asked to leave, and you may receive an absence.
During examinations, quizzes, and any assignments, cell phones must be put away and silent. If I see your cell phone out, you may be asked to leave, and you may receive a 0 for the item’s grade.
Laptops may be utilized only for the purposes of taking notes. If you utilize your laptop in a manner not relevant to the class, you may be asked to put the laptop away. I reserve the right to prohibit laptops from class if I deem it necessary.
The only recordings allowed in class are my own recordings. You may not record or photograph me. If I discover myself or my class in photographs or on the internet, I reserve the right to fail the responsible student.
If you read newspapers or books not relevant to the class in class, you may be asked to leave, and you may receive an absence.
Food is not permitted in class. Drinks are allowed.

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

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:
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.

**Explanation of credit hours awarded for course:**

HIS 134 (United States History II) meets for 150 minutes each week for 15 weeks and also meets for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). Typical sections of the course require students to take 2-3 exams per semester, in addition to the final exam. Many also require students to take quizzes. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for quizzes/exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of the course contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

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The chart below indicates the core objectives addressed by this course, the assignment that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment should be uploaded to D2L. Not every assignment will be collected for assessment every semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>“Defining Freedom”</td>
<td>TBA</td>
</tr>
<tr>
<td>Communication</td>
<td>To include effective development, interpretation and expression of</td>
<td></td>
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</tbody>
</table>
**Skills**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written, Oral, and Visual</td>
<td>ideas though written, oral, and visual communication.</td>
</tr>
<tr>
<td>Empirical and Quantitative</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
</tr>
</tbody>
</table>

**Source Analysis Assignment**

To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical event in United States history from the period before 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 answer a series of questions. This source analysis assignment 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. Completion of this assignment is required by the university and is an important component in the successful completion of this course. **Further instructions will be provided towards the end of the semester.**

I reserve the right to change the syllabus. Any changes will be announced in class. Students should be prepared to discuss **Materials in Bold** on the respective days.

**Course Calendar**

**Week 01:** Foner, Chapter 15: “‘What Is Freedom?’: Reconstruction, 1865-1877”

*Mo, August 26:* Introduction to Course
  - HIS 134 009 Moulton Syllabus

*We, August 28:* A Transforming North
  - Story of a Monopoly (1881)
  - Henry Demarest Lloyd, “Wealth against Commonwealth” (1894)
  - City Slave Girls (1888)
  - Jacob Riis Tours New York City’s Fourth Ward

**Week 02:** Foner, Chapter 16: “America’s Gilded Age, 1870-1890”

*Mo, September 02:* A New South
  - The South’s Recovery: Who Paid the Price of Success?
  - “Almost Broken Spirits”: Farmers in the New South
• “Still Livin’ Under the Bonds of Slavery”: Minnie Whitney Describes Sharecropping at the Turn-of-the-Century
• “Drug Him Through the Street”: Hughsey Childes Describes Turn-of-the-Century Sharecropping

_We, September 04: Inventing the West_
- Sitting Bull (1882)
- Trials of the Trail: African-American Cowboy Will Crittendon
- “You Would Never Hear People Complain”: Elfido López Recalls Rural Mexican-American Life in the Late 19th Century
- “Lynching the Chinese” (October 28, 1871)
- F. G. Adams, “The Women’s Vote in Kansas” (1882)

_Week 03: Foner, Chapter 17: “Freedom’s Boundaries, At Home and Abroad, 1890-1900”_

_We, September 04: Inventing the West_
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_Week 04: “1898” Items_

_We, September 16: 1898_
- “1898” Items

_We, September 18: Progressivism_
- Upton Sinclair, The Jungle (1905)
- P. M. Newman’s Letter on Conditions in the Triangle Shirtwaist Company factory (1911)
- Lament for Lives Lost: Rose Schneiderman and the Triangle Fire
- How I Became a Socialist
- Carrie Chapman Catt, “Shall All Women . . . Obey All Men?” (February 1902)

_Week 05: Foner, Chapter 18: “The Progressive Era, 1900-1916”_

_We, September 23: Segregation and Disfranchisement_
- Booker T. Washington on Citizenship (February 12, 1898)
• “Without Sanctuary: Photographs and Postcards of Lynching in America”
• Open Letter to McKinley from the Black Citizens of Massachusetts (1899)
• Killing the Messenger: Ida Wells-Barnett Protests a Postmaster’s Murder in 1898

We, September 25: Progressivism Abroad
• “The White Man’s Burden”: Kipling’s Hymn to U.S. Imperialism
• Crosby on Kipling: A Parody of “The White Man’s Burden”
• American Soldiers in the Philippines Write Home about the War
• Bitter Harvest: A Puerto Rican Farmer Laments U.S. Control of the Island


Mo, September 30: America and World War I
• The Fourteen Points (1918)
• “Get the Rope!”: Anti-German Violence in World War I-era Wisconsin
• “Nobody Would Eat Kraut”: Lola Gamble Clyde on Anti-German Sentiment in Idaho During World War I
• Cartooning for Victory: World War I Instructions for Artists
• The Origins of Puerto Rican Migration: U.S. Employment Service Bulletin (1918)
• “No Negros Allowed”: Segregation at the Front in World War I
• “All the Colored Women Like This Work”: Black Workers During World War I

“1898” PAPER DUE BY BEGINNING OF CLASS

We, October 02: America between War and Depression
• “Sailor Wounds Spectator Disrespectful of Flag”: The Red Scare, 1919-1921
• Don’t Forget Her (1925)
• The New Woman of the 1920s: Debating Bobbed-Hair
• “Like One Big Family”: A Former Textile Worker Describes the Closeness of the Southern Mill Village in the 1920s
• “We Thought State Street Would Be Heaven Itself”: Black Migrants Speak Out
• Intelligence Test (1920s)
• The Klan’s Fight for Americanism (1926), Hiram W. Evans

Week 07: Foner, Chapter 20: “From Business Culture to Great Depression: The Twenties, 1920-1932”

Mo, October 07: The Great Depression
• Okie Migrations
• Southern Tenant Farmers’ Union
• “Organize among Yourselves”: Mary Gale on Unemployed Organizing in the Great Depression
We, October 09: The New Deal
- Bill Branch’s Works Progress Administration Life History (August 1, 1938)
- Losing the Business: The Donners Recall the Great Depression
- Deaf and Unemployed in Dubuque: The DiMarcos Remember the Great Depression
- A Negro in the CCC By Luther C. Wandall

Week 08: Foner, Chapter 21: “The New Deal, 1932-1940”

Mo, October 14: America and World War II
- FDR and the Four Freedoms Speech
- “Aluminum for Defense”: Rationing at Home during World War II
- March on Washington Flyer
- Executive Order 8802
- “Cutting a New Path”: A World War II Navy Nurse Fights Sexism in the Military
- Tosh Yasutake and Mitsuye May Yamada Discuss Tosh’s Decision to Join U.S. Army and Visiting Their Father at a U.S. Department of Justice Incarceration Camp

We, October 16: Cold War Origins
- National Security Council 68 (1950)
- “Sometime Soon . . . the Free Nations Must Make Their Choice”: A Foreign Correspondent Analyzes U.S. Cold War Failures

“We On Monuments” PAPER DUE BY BEGINNING OF CLASS


Mo, October 21: Cold War Politics
- Platform of the States Rights Democratic Party (also Document 2 in The Rise of Conservatism)
- Brainwashing (1950)
- “Enemies from Within”: Senator Joseph R. McCarthy’s Accusations of Disloyalty (or Document 3 in The Rise of Conservatism)

We, October 23: Cold War Domesticity
- “A Decent Home . . . for Every American Family”: Postwar Housing Shortage Victims Testify before Congress
- Jennifer Colton, “Why I Quit Working,” Good Housekeeping (September 1951)
- Ladies Home Journal, “Young Mother” (1956)

Week 10: Foner, Chapter 23: “The United States and the Cold War, 1945-1953”

Mo, October 28: The Civil Rights Movement
• SNCC Statement of Purpose (October 1960)
• “I Didn’t Know Anything About Voting:” Fannie Lou Hamer On The Mississippi Voter Registration Campaign
• Martin Luther King, Jr., Letter From a Birmingham Jail
• John Lewis, “Speech at the March on Washington” (28 August 1963)
• “Our First Poll Tax Drive”: The American G.I. Forum Fights Disenfranchisement of Mexican Americans in Texas
• “Our People Were Dedicated”: Organizing with the American G.I. Forum

_We, October 30:_ Confronting a New World

• John F. Kennedy, Speech Announcing the Alliance for Progress (March 13, 1961)
• Richard Nixon, Address to the Nation Making Public a Plan for Peace in Vietnam (January 25, 1972)

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_Mo, November 04: Cold War Liberalism Fractures_

• Southern Manifesto (1956)
• Young Americans for Freedom, The Sharon Statement (September 11, 1960) (also Document 10 in The Rise of Conservatism)
• Lyndon B. Johnson, Speech Announcing the Great Society (May 22, 1964) (also Document 2 in Lyndon B. Johnson and American Liberalism)
• Ronald Reagan, “A Time for Choosing” (October 27, 1964) (also Document 2 in Conservatives in Power)

_Dealing with Desegregation” PAPER DUE BY BEGINNING OF CLASS_

_We, November 06: The New Left_

• Casey Hayden and Mary King, “Sex and Caste” (November 18, 1965) (Document 21 in The Movements of the New Left)
• Gay Activists Alliance, “Preamble to Constitution” (December 1969) (Document 38 in The Movements of the New Left)

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_Mo, November 11: America Turned Right-Side Up_
• Committee on The Present Danger, Common Sense and the Common Danger (1976) (Document 25 in The Rise of Conservatism)
• Phyllis Schlafly, Interview with the Washington Star (1976) (Document 24 in The Rise of Conservatism)
• Southern Baptist Convention, Resolution on Abortion (1984) (also Document 33 in The Rise of Conservatism)
• Jerry Falwell, Fundraising Letter, 1981
• Ronald Reagan, Address Accepting the Presidential Nomination at the Republican National Convention in Detroit (July 17, 1980) (also Document 29 in The Rise of Conservatism)

We, November 13: Modern Liberalism
• “Defining American Freedom – Modern Liberalism” Items


Mo, November 18: Modern Conservatism
• “Defining American Freedom – Modern Conservatism” Items

We, November 20: The Cold War Ends
• President Ronald Reagan, Speech at the Brandenburg Gate (June 12, 1987) (also Document 47 in Conservatives in Power)
• President Clinton’s Millennium Address (January 1, 2000)

Week 14

Mo, November 25 – We, November 27: Thanksgiving Break – NO CLASS


Mo, December 02: Neoliberalism and Globalization
• President George H. W. Bush Speaks to Congress about a “New World Order” (March 6, 1991) (also Document 54 in Conservatives in Power)
• North American Free Trade Agreement, Preamble (September 6, 1992)
• Republican “Contract with America” (September 27, 1994) (also Document 55 in Conservatives in Power)
• President Clinton’s State of the Union Address (January 23, 1996) (or Document 56 in Conservatives in Power)

We, December 04: Recent History
• President George W. Bush’s Response to the September 11 Attacks (September 20, 2001) (also Document 58 in *Conservatives in Power*)
• The USA PATRIOT Act (October 24, 2001)
• National Security Strategy (November 17, 2002)
• President George W. Bush on the “Axis of Evil,” State of the Union Address (January 29, 2002)
• “I Had Visions of Being Rounded Up”; Emira Habiby-Browne Describes the Impact of the September 11, 2001, Attacks on Arab Americans

“Defining Freedom” PAPER DUE BY BEGINNING OF CLASS

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Week 16

*Fr, December 13: FINAL EXAM*

10:45a.m.–1:10p.m., Ferguson 477

BRING A BLUE BOOK