Objective and Purpose: The purpose of this class is for students to understand and evaluate the various social, political, ideological, and economic factors that shaped American history since 1877. Students will demonstrate their mastery of material through their performance on exams and classroom participation. By the end of the semester students will be able to use their newly acquired knowledge to interpret, analyze, and assess historical sources and contemporary interpretations of the past so as to recognize their biases and place current societal debates in historical context.

Texts:
Tindall and Shi’s America: A Narrative, vol. 2 (any edition)

MakeUps: You have 24 hours to contact me if you miss a test. I will give all make-up exams on Wednesday, 17 April at 6:30 AM.

Grading Rationale:
First Midterm 33%
Second Midterm 33%
Final 33%

There are also two optional assignments that I will discuss after the first exam.

Grading Scale: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: 59 or less. You must complete and pick up all assignments to pass the class.

Attendance Policy: You can miss up to and including six hours of class without penalty. For each hour missed thereafter, for any reason whatsoever, I will deduct one letter grade from your final grade.

Plagiarism and Cheating: If I catch you cheating on an exam, I will fail you for the exam or for the course.

Pet Peeve: If I catch you with your cellphone out during class, I can and will throw you out, and you won’t be allowed back until you write a paper for me. You cannot use computers in class either.

Other Details: Read your student handbook for anything else.

Tentative Schedule and Assignments:
Week 1: Tindall and Shi, chapters 19-21
Wed 23 Jan Gilded Age
Fri 25 Jan Immigration and Urbanization
Week 2: Tindall and Shi, chapter 22
Mon 28 Jan Big Business and Labor Unions
Wed 30 Jan Discussion
Fri 1 Feb Populism and the 1890s
Week 3: Tindall and Shi, chapters 23-24
Mon 4 Feb Progressivism
Wed 6 Feb American Overseas Expansionism
Fri 8 Feb  Discussion
Week 4:  Tindall and Shi, chapter 25
Mon 11 Feb  Wilson and the Road to World War One
Wed 13 Feb  United States in World War One
Fri 15 Feb  Discussion
Week 5:  Tindall and Shi, chapters 26-27
Mon 18 Feb  1920s Politics
Wed 20 Feb  First Exam
Fri 22 Feb  Life in the 1920s
Week 6:  Tindall and Shi, chapters 28-29
Mon 25 Feb  Hoover and the Great Depression
Wed 27 Feb  Roosevelt and the New Deal
Fri 1 Mar  Road to World War Two
Week 7:  Tindall and Shi, chapter 30-31
Mon 4 Mar  United States in World War Two
Wed 6 Mar  Discussion
Fri 8 Mar  Cold War’s Origins
Week 8:  Tindall and Shi, chapters 32-33
Mon 11 Mar  Truman and Postwar America
Wed 13 Mar  Korean War
Fri 15 Mar  We Like Ike
Week 9:
Mon 25 Mar  Life in the 1950s
Wed 27 Mar  Discussion
Fri 29 Mar  Civil Rights Movement
Week 10:  Tindall and Shi, chapter 34
Mon 1 Apr  Second Exam
Wed 3 Apr  Kennedy Administration
Fri 5 Apr  Johnson and the Great Society
Week 11:  Tindall and Shi, chapter 35
Mon 8 Apr  Vietnam War
Wed 10 Apr  Counterculture
Fri 12 Apr  Nixon’s Foreign Policy
Week 12:  Tindall and Shi, chapter 36
Mon 15 Apr  Discussion
Wed 17 Apr  Nixon’s Domestic Policy
Fri 19 Apr  NO CLASS: EASTER
Week 13:
Mon 22 Apr  1970s Politics
Wed 24 Apr  Life in the 1970s
Fri 26 Apr  Discussion
Week 14:  Tindall and Shi, chapter 37
Mon 29 Apr  Reagan and the Conservative Resurgence
Wed 1 May  End of the Cold War
Fri 3 May  Clinton and the 1990s
Week 15:
Mon 6 May  Bush and the Iraq War
Wed 8 May  Obama Years
Fri 10 May  Discussion

Final:  Monday, 13 May, at 8 AM
Course Objectives:
1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. Students will demonstrate an understanding of the methods historians use to gather and analyze evidence about the past.
7. 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.

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 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.

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/.