Class Meeting Time and Place
HIST 134, Section 018, Spring 2019
MoWe 1:00p.m. – 2:15p.m., Ferguson 472

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.

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**Course Requirements**
This course includes seven 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.
- The seventh component is the “Attendance & Participation” section that is explained in the "Attendance Policy” and counts for 20% of the semester grade.

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**Grading Policy**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Calculation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Examination</td>
<td>20%</td>
<td>_ x 0.20 = ___</td>
<td>Add the 7 calculations together to determine your Final Grade.</td>
</tr>
<tr>
<td>“1898” Essay</td>
<td>15%</td>
<td>_ x 0.15 = ___</td>
<td></td>
</tr>
<tr>
<td>“On Monuments” Essay</td>
<td>15%</td>
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<tr>
<td>In-Class Quizzes</td>
<td>20%</td>
<td>_ x 0.20 = ___</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>20%</td>
<td>_ x 0.20 = ___</td>
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</tbody>
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**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 “Attendance & 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=m57j8v), 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](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.

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”

*We, January 23*: Introduction to Course
  - **HIS 134 009 Moulton Syllabus**

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

*Mo, January 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

We, January 30: 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

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

Mo, February 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)

We, February 06: 1896 and Its Consequences
• W. A. Peffer, The Farmer’s Situation (1890s)
• The Omaha Platform: Launching the Populist Party
• A Woman’s Work: Mary Lease Celebrates Women Populists
• United We Stand?: Tom Watson on Interracial Southern Populism

Week 04: “1898” Items

Mo, February 11: Into the War of 1898
• “A Perfect Hailstorm of Bullets”: A Black Sergeant Remembers the Battle of San Juan Hill in 1899

We, February 13: 1898
• “1898” Items

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

Mo, February 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 Socialists
• Carrie Chapman Catt, “Shall All Women... Obey All Men?” (February 1902)

We, February 20: 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


Mo, February 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

We, February 27: 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 Negroes 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

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

Mo, March 04: 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 Tho[u]gh[t] State Street Would Be Heaven Itself”: Black Migrants Speak Out
• Intelligence Test (1920s)
- The Klan’s Fight for Americanism (1926), Hiram W. Evans

_We, March 06_: The Great Depression
- Okie Migrations
- Southern Tenant Farmers’ Union
- “Organize among Yourselves”: Mary Gale on Unemployed Organizing in the Great Depression

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

_Mo, March 11_: 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

_We, March 13_: 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

_Week 09_: Foner, Chapter 22: “Fighting for the Four Freedoms: World War II, 1941-1945”

_Mo, March 18 – We, March 20_: NO CLASS

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

_Mo, March 25_: 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

“On Monuments” _PAPER DUE BY BEGINNING OF CLASS_

_We, March 27_: 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)


Mo, April 01: 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)

We, April 03: 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


Mo, April 08: 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)

We, April 10: 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


Mo, April 15: 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)

We, April 17: 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)

Week 14: “Defining Freedom” Items

Mo, April 22: Modern Liberalism
• “Defining American Freedom – Modern Liberalism” Items

We, April 24: Modern Conservatism
• “Defining American Freedom – Modern Conservatism” Items


Mo, April 29: 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)

We, May 01: 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*)


_Mo, May 06_: Into the New Millennium
• 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

_We, May 08_: Recent ‘History’
“Defining Freedom” _PAPER DUE BY BEGINNING OF CLASS_

_Week 17_

_We, May 15_: FINAL EXAM
1:00p.m. –3:00p.m., Ferguson 472
BRING A BLUE BOOK