US History 1877 to Present
HIS 134.492 Dual Enrolled LCM High School

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Office: Classroom 331
Office Hours: M-F 7am-7:15am and Mega Lunch
Department: History
Class meeting time and place: M-F Rm: 331

Course Description:

A comprehensive survey of the social, political, economic, cultural, and intellectual history of
the United States from the Civil War/Reconstruction era to the present that meets all of the State
of Texas requirements for all graduates. United States History II examines industrialization,
immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that
may be addressed in United States History II include: American culture, religion, civil and
human rights, technological change, economic change, immigration and migration, urbanization
and suburbanization, the expansion of the federal government, and the study of U.S. foreign
policy.

Texts and Materials:
American Horizons: U.S. History in a Global Context, Volume II
ISBN: 978-0199389346

Black Like Me
By: John Howard Griffin
ISBN: 978-0451234216

Course Requirements:

Students will be responsible for completing three exams over the lectures, textbook, and
in class assignments, writing one complete book critique over the assigned supplemental text,
taking nine quizzes over material covered in class, and researching writing and presenting one
research report as well as participate in all class discussions and events.
Course Calendar:
Class Schedule (subject to change with or without notice)

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reference</th>
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<tr>
<td>1</td>
<td>Emancipation and Reconstruction, 1865-1877</td>
<td>Chapter 15</td>
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<td>1</td>
<td>The Age of Big Business, 1865-1900</td>
<td>Chapter 16</td>
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<td>2</td>
<td>Life in the Gilded Age</td>
<td>Chapter 17</td>
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<td>3</td>
<td>The Politics of Conservatism and Dissent, 1877-1900</td>
<td>Chapter 18</td>
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<td>3</td>
<td>Society and Culture in the Progressive Era</td>
<td>Chapter 19</td>
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<td>4</td>
<td>The Forging of Modern Government, 1900-1918</td>
<td>Chapter 20</td>
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<td><strong>Research Report</strong></td>
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<td>4</td>
<td>The Rise of America as a World Power, 1989-1919</td>
<td>Chapter 21</td>
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<td>America and the Great War, 1914-1918</td>
<td>Chapter 22</td>
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<td>5</td>
<td>Prosperity and Depression, 1919-1929</td>
<td>Chapter 23</td>
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<td>6</td>
<td>Midterm</td>
<td>Chapter 24</td>
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<td></td>
<td>The Jazz Age and Beyond; American Culture in Prosperity and Depression</td>
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<td>7</td>
<td>The Great Depression, 1929-1939</td>
<td>Chapter 25</td>
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<td>8</td>
<td>World War II</td>
<td>Chapter 26</td>
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<td>9</td>
<td>The Price of Power, 1945-1963</td>
<td>Chapter 27</td>
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<td>10</td>
<td>The Culture of Postwar Era 1945-63</td>
<td>Chapter 28</td>
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<td></td>
<td><strong>Book Critique Due</strong></td>
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<td>12</td>
<td>Culture Shift, 1963-1980</td>
<td>Chapter 30</td>
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<td>13</td>
<td>Reagan’s America</td>
<td>Chapter 31</td>
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<td>14</td>
<td>America at the Turn of the Millennium</td>
<td>Chapter 32</td>
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<td></td>
<td><strong>Finals</strong></td>
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<td>Given on the date and time specified by the official exam schedule</td>
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Grading Policy:
3: Tests – 30%
1: Book Critique – 20%
9: Quizzes – 20%
1: Research Report – 20%
   Daily Participation/ Source Analysis Assignment -10%
Attendance Policy:
Attendance is mandatory!! Because a student’s grade is reflected by the amount of time a student
spends in the classroom, students are expected and required to be in the classroom. While I
understand that circumstances might evolve that do not allow for perfect attendance, it should
still be the goal of every student. In the event of an absence, it is the student’s responsibility to
get their work and/or notes. The make-up work must be completed within five days of the
student’s return to class. If the student was aware of the due date it is due the day they return.
Tests and quizzes will be made up during class the day student returns. Work turned in late will
have ten percent deducted from your final grade from every day that it is late. No late work will
be accepted after 5 days and the student will receive a zero. All late work should be dated the day
that it was due and the day that it is turned in.

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 133 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 133 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.

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.
Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be submitted to LiveText every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Book Critique: Twelve Years a Slave</td>
<td>November 16th</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Research Report: Hero or Villain : Americas Famous and Infamous Individuals</td>
<td>October 29th</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Source Analysis Assignment</td>
<td>September 12th</td>
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<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>
<td>Socratic Seminars</td>
<td>Throughout the semester</td>
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**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 construct an analytical essay. The essay 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 at the appropriate time.

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

In addition, you may include your own guidelines for academic integrity as appropriate.

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/.