History 134 (Section 007): US since 1877

Instructor: Bao Bui (builb@sfasu.edu)  Class place & time: Ferguson 472, TT 3:30-5PM
Office: Liberal Arts Building 346  GA: Sherman Sadler (sadlersj@jacks.sfasu.edu)
Office hours: Wed. 4-5PM, Th. 2-3:30PM,  SI: Kollynn Tucker (tuckerka2@jacks.sfasu.edu)
and by appointment.

IMPORTANT: This syllabus is a written memorandum of understanding between you, the
student, and me, your instructor. The syllabus outlines both my obligations as your instructor
and your responsibilities as a student.

The point distribution and the course schedule are subject to change in the event of illness or
other emergency.

Course description and objectives

History 134 is a comprehensive survey of American history from the end of Reconstruction to
the early 21st century. The class meets Texas state requirements for all graduates. In this
course students will develop the skills of critical thinking, communication, teamwork, and
social responsibility.

Required textbook


Course requirements

1. Quizzes: Each class meeting will begin with a short quiz on the week’s assigned readings.
   Each weekly quiz will be worth 10-15 points. All the quizzes together will contribute 120
   points to your final score.

2. Exams: You will take 4 exams, each worth 120 points, throughout the semester. I will
   replace the lowest score of your first three exams with the second lowest score of your first
   three exams. The exams will cover the material from the lectures and readings. The exams will
   consists of multiple choice questions and identification of key terms in history.

3. Attendance and participation contribute 40 and 10 points, respectively to the final score.

4. Writing exercises. In March the class will begin a series of writing exercises, worth a total
   of 50 points, geared towards developing composition and editing skills. You will be expected
   to put apply these skills to your take-home essay.

5. Take-home essay. In April you will be assigned a 5-6 page essay, worth 300 points, that
   will require you to make an argument regarding a key dimension of modern American history.
   The essay will require you to incorporate the evidence from your readings and class lectures.
**Grading**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>120</td>
</tr>
<tr>
<td>Short exams (4)</td>
<td>480</td>
</tr>
<tr>
<td>Attendance/ Participation</td>
<td>40/10</td>
</tr>
<tr>
<td>Writing exercises</td>
<td>50</td>
</tr>
<tr>
<td>Essay</td>
<td>300</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000 points</strong></td>
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A: 900-1000  
B: 800-899  
C: 700-799  
D: 600-699  
F: 599 or less

**Attendance policy**

Attendance is an integral part of the course and is mandatory. You must sign the attendance sheet to get credit. An attendance sheet will go around for each session. An absence is defined as being absent for more than 10 minutes of each session.

For an absence to be “excused” you must have a note from the Emergency Dean, the Health Center, or your doctor. You must give me this note within one week of the absence. You may have three (3) unexcused absences without penalty. Each subsequent unexcused absence will lower the overall final score by 2%. After 7 unexcused absences the student will receive an F-grade for the class.

If you are part of a University sponsored activity that will cause you to be absent from class, please make sure that I have a letter from the coach/leader noting the specific dates you will be absent. Please keep a copy of all documents for your records.

Your attendance and participation grade (40 and 10 points, respectively) is determined by you coming to class and making active and positive contributions to our class meetings. NOTE: Attendance does not equal participation. The instructor reserves the right to adjust the student’s final grade in cases of extraordinary contributions to class discussions.

Your classmates will be comprised of individuals with a wide variety of experiences, beliefs, orientations, and identities leading inevitably to differences in perspective and viewpoint. All students - irrespective of race, gender and sexual identities, nationality, political persuasion or religious belief – have the right to politely express their own interpretation of historical events based upon the material at hand. Students are encouraged to challenge conflicting interpretations and opinions but they may not personally disrespect their peers.

The use of personal phone in class is unprofessional, constitutes a distraction to your colleagues and your instructors, and can result in a drop of an entire grade and/or dismissal at the instructor’s discretion. Talking in class or any other disruptive behavior will result in a warning; subsequent offenses can result in the lowering of the final score (5% penalty) or immediate dismissal (“F” grade).
**E-mail policy**

I will reply to most email inquiries within 24 hours of receiving them; however, I am not obliged to respond to emails outside of 9am – 5pm, Monday to Friday.

I will communicate with you via email in a professional and courteous manner. You are expected to do the same. I will respond only to emails that 1) are sent from your university account and 2) have a proper salutation (“Hi/ Dear Prof./ Dr. B”) and a closing salutation (Your name will do) with your class section and hour. If you do not get a response to your email inquiry, check your email to make sure it is up to professional standards.

**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](http://www.sfasu.edu/policies/academic_integrity.asp)

**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/](http://www.sfasu.edu/disabilityservices/).
COURSE CALENDAR

Part I. The Gilded and Progressive Eras (30%)

**Week 1 - Jan. 22 & 24**
1. Custer’s Last Stand (or was it?)
2. Big business and the industrial society
   - *Give Me Freedom*, Chapter 16: America’s Gilded Age
   - *Voices of Freedom* documents: Chief Joseph (1879), Saum Song Bo (1885)

**Week 2 - Jan. 29 & 31**
3. The KKK and Jim Crow
   - *Give Me Freedom*, Chapter 17: Freedom at home and abroad
   - Populist Platform, Appendix A-29
4. Populism at home and imperialism abroad in the late 19th century

**Week 3 - Feb. 5 & 7**
5. The 2nd wave of immigration
6. Reform in the Progressive era
   - *Voices of Freedom* documents: Charlotte Perkins Gilman (1898), John Mitchell (1910)

Part II. The World Wars and the Great Depression (30%)

**Week 4 - Feb. 12 (1st SHORT EXAM) & 14**
7. Woodrow Wilson and “the War to End All Wars”
   - *Voices of Freedom* documents: Woodrow Wilson’s War Message (1917), Eugene V. Debs’s Speech to the Jury (1918)
8. The Great Migration

**Week 5 - Feb. 19 & 21**
9. Economy and politics during the Roaring Twenties
10. Flappers, moonshiners, and bootleggers
    - *Give Me Freedom*, Chapter 20: The Twenties

**Week 6 - Feb. 26 & 28**
11. The global Great Depression
12. Roosevelt and the New Deal
      - *Voices of Freedom* documents: FDR’s “Fireside Chat” (1934), John Steinbeck’s *Grapes of Wrath* (1938)
- FDR’s First Inaugural Address, Appendix A-32

**Week 7 - Mar. 5 (2nd SHORT EXAM) & 7**
13. Race and empire during World War II
14. Rosie the Riveter and the modern women’s rights movement
   - *Give Me Freedom*, Chapter 22: World War II

**Part III. The Superpower Era (40%)**

**Week 8 - Mar. 12 & 14 (Spring break begins Mar. 15)**
15. Origins of the Cold War
16. McCarthyism and the 2nd Red Scare
   - *Give Me Freedom*, Chapter 23: The United States and the Cold War
   - *Voices of Freedom* documents: Joseph R. McCarthy’s Speech (1950), Margaret Chase Smith’s Speech (1950)

**Week 9 - Mar. 26 & 28**
17. Baby boom and consumer culture
   - The March on Washington, Appendix A-35
   - *Give Me Freedom*, Chapter 24: An Affluent Society
   - *Voices of Freedom* documents: Martin Luther King’s Speech (1955), *Southern Manifesto* (1956)
18. The Civil Rights Movement

**Weeks 10-11 - Apr. 2 (3rd SHORT EXAM) & 9**
19. LBJ and the Great Society/ The Women’s Rights Movement
   - *Give Me Freedom*, Chapter 25: The Sixties
   - *Voices of Freedom* documents: Barry Goldwater’s Speech (1964), NOW Statement of Purpose (1966)
20. The Vietnam quagmire and the counter-culture and anti-war movements

**Weeks 11-12 - Apr. 11 & 16**
21. The Big Bummer: From Watergate to Carter
22. Reaganomics and the New Right
   - *Give Me Freedom*, Chapter 26: The Triumph of Conservatism
   - Reagan’s First Inaugural Address, Appendix A-36

**Week 13 - Apr. 23 & 25**
23. The 1990s and globalization
24. De-industrialization and the marriage market
   - *Give Me Freedom*, Chapter 27: From Triumph to Tragedy

**Week 14 - April 30 & May 2**
25. From Operation Desert Storm to the War on Terror
26. Queer nation: LGBTQI rights in the 21st century
**Week 15 - May 7 (4th SHORT EXAM)**

27. Additional office hours this week to help you with essay.
28. Congratulations! You’ve done the smart move by looking at the very last item posted on the syllabus. Now email me a picture of an ice cream truck by Feb. 1 to show me that you did what you were supposed to do.