Course Description

A comprehensive survey of American history from the end of Reconstruction to the present. Meets Texas state requirements for all graduates.

Texts and Materials

Class periods will consist primarily of lectures interspersed with discussion. It is important occasionally to see history, so there will be some video material used in class – needless to say, this must be taken as seriously as other class activities.

The following material constitutes the reading for the course:

Required:


These books can be purchased at the bookstores (I have also placed copies of the books on reserve in the Library, which can be checked out at the Reference desk).

Recommended/Supplemental:

- At [http://www.americanyawp.com/](http://www.americanyawp.com/) you will find a free online US History textbook that you can use to supplement material that we cover in class.

The reading was chosen to provide additional information and alternative insights as well as to complement the class material. Thus, there will be some overlap between the reading and what we do in class, but there will also be significant differences in content and perspective – so, students should come to class and do the reading outside of class as well. The readings for each week are indicated on the course calendar. Please keep up with the reading assignments, in order to avoid falling behind and so that you are prepared for class (as well as for quizzes and exams).

Course Requirements

Quizzes and Exams

There will be two midterm examinations, the first on February 21 and the second on April 4; the final examination will be on May 16. These will be in-class exams
consisting of objective and written questions. The exams will not be cumulative, e.g. the final will only deal with material covered after the second midterm. In addition, students will be given seven in-class quizzes during the semester, which will consist of objective questions. **The dates of the quizzes are on the course calendar.**

No make-up quizzes or exams will be given unless you make prior arrangements with me to miss the scheduled test. If you miss a test due to an emergency on the day, you will not be allowed to take a make-up unless you can provide me with an appropriate excuse and/or documentation to justify your absence. On quiz days, please arrive promptly at the beginning of class – otherwise, you may not be permitted to take the test.

**Course Policies**

**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, including penalties and the appeal process, at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Attendance**
There will be no grade as such given for class attendance. However, this is a classroom-centered course and it is most unlikely that you will do well unless you attend regularly. You are responsible for all material covered during class time. Any consequences of absence from class are your responsibility. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the early alert program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. The instructor will have full discretion over what behavior is deemed appropriate/inappropriate in the classroom.

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, 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/.

Grades

Grading Policy
The grades for the course will be determined as follows: 20% for the first midterm; 25% for the second midterm; 30% for the final examination; 25% for the seven quizzes. The grading scale is as follows: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 or less.

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.

Course Calendar
For reasons of logic and coherence, the course is organized chronologically, although it will not attempt to follow in detail every twist and turn of nearly 150 years of history. Rather, it will seek within a chronological framework to emphasize key themes and issues in the shaping of modern America.

Week 1 (1/22 – 1/24) Introduction – Gilded Age
Reading: http://www.americanyawp.com/ chs.16-17
Week 2 (1/29 – 1/31) “Labor Wars” – Populist Movement

January 31: QUIZ #1

Reading: http://www.americanyawp.com/ ch.18; Constructing the American Past, ch.2

Week 3 (2/5 – 2/7) Imperialism & War with Spain – Progressive Era

February 7: QUIZ #2

Reading: http://www.americanyawp.com/ ch.19; Constructing the American Past, chs.5 & 6

Week 4 (2/12 – 2/14) Progressive Politics – Immigration & Race

February 14: QUIZ #3

Reading: http://www.americanyawp.com/ ch.20; Constructing the American Past, ch.4

Week 5 (2/19 – 2/21) Great War (First World War)

February 21: FIRST MIDTERM

Reading: http://www.americanyawp.com/ ch.21; Constructing the American Past, ch.7

Week 6 (2/26 – 2/28) 1920s – Great Depression

February 28: QUIZ #4

Reading: http://www.americanyawp.com/ chs.22-23; Constructing the American Past, chs.9-10

Week 7 (3/5 – 3/7) New Deal – Origins of World War II

Reading: http://www.americanyawp.com/ ch.24

Week 8 (3/12 – 3/14) Origins of World War II cont. – World War II: Main Events

March 14: QUIZ #5

Reading: Where the Birds Never Sing

SPRING HOLIDAYS

   Reading:  http://www.americanyawp.com/ ch.25

Week 10 (4/2 – 4/4) Cold War at Home

   April 4:  SECOND MIDTERM

   Reading:  Constructing the American Past, chs.11-12

Week 11 (4/9 – 4/11) Postwar America – Civil Rights Movement

   Reading:  http://www.americanyawp.com/ ch.26

Week 12 (4/16) Civil Rights Movement cont.

   April 16:  QUIZ #6

   Reading:  http://www.americanyawp.com/ ch.27;  Constructing the American Past, ch.13


   April 25:  QUIZ #7

   Reading:  Constructing the American Past, chs.14-15

Week 14 (4/30 – 5/2) Movements of the 1960s – Nixon & Watergate

   Reading:  http://www.americanyawp.com/ ch.28

Week 15 (5/7 – 5/9) Conservative Revival – Contemporary America

   Reading:  http://www.americanyawp.com/ ch.29-30;  Constructing the American Past, ch.16

   **Final Examination: Thursday, May 16, 8 – 10 AM**
Core 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.

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.