US History 1877 to the Present
(HIS 134 001, Spring 2020, TR 9:30 – 10:45, LAN 102)

Philip E. Catton, Department of History, Liberal Arts North 361
Contact Information: Tel. 468-2387; E-mail – pcatton@sfasu.edu
Office hours: TR 8–9:15 & TR 3:15-5; or by appointment

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.american yawp.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 18 and the second on March 31; the final examination will be on May 7. 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. This is a classroom-centered course, however, 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/](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 (5% for quiz #5; 20% for the other 6 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 (1/16) Course Introduction**
Reading: [http://www.americanyawp.com/](http://www.americanyawp.com/) ch.16
Week 2 (1/21 – 1/23) Gilded Age / “Labor Wars”

Reading: http://www.americanyawp.com/ chs.17-18

Week 3 (1/28 – 1/30) Populist Movement / Imperialism & War with Spain

January 28: QUIZ #1

Reading: http://www.americanyawp.com/ ch.19; Constructing the American Past, ch.2

Week 4 (2/4 – 2/6) Progressive Era / Progressive Politics

February 4: QUIZ #2

Reading: http://www.americanyawp.com/ ch.20; Constructing the American Past, chs.5 & 6

Week 5 (2/11 – 2/13) Immigration & Race / Great War (First World War)

February 11: QUIZ #3

Reading: http://www.americanyawp.com/ ch.21; Constructing the American Past, ch.4

Week 6 (2/18 – 2/20) 1920s

February 18: FIRST MIDTERM

Reading: http://www.americanyawp.com/ ch.22; Constructing the American Past, ch.7

Week 7 (2/25 – 2/27) Great Depression / New Deal

February 25: QUIZ #4

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

Week 8 (3/3 – 3/5) Origins of World War II

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

SPRING HOLIDAYS
Week 9 (3/17 – 3/19) World War II: Main Events / World War II at Home

March 19: QUIZ #5

Reading: Where the Birds Never Sing

Week 10 (3/24 – 3/26) Origins of the Cold War / Cold War at Home

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

Week 11 (3/31 – 4/2) Postwar America

March 31: SECOND MIDTERM

Reading: http://www.americanyawp.com/ ch.26; Constructing the American Past, chs.11-12

Week 12 (4/7) Civil Rights Movement

Week 13 (4/14 – 4/16) Civil Rights Movement cont. / Vietnam War

April 14: QUIZ #6

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


April 21: QUIZ #7

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


Reading: http://www.americanyawp.com/ chs.28-29; Constructing the American Past, ch.16

Final Examination: Thursday, May 7, 8 – 10:30 AM
Additional Information on Learning Outcomes and Relevant University Policies

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.

Explanation of credit hours awarded for course:
HIS 134 (United States History II) meets for 150 minutes each week for 15 weeks and for a final examination. Students typically have weekly reading assignments from a combination of textbooks, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). Typical sections of the course require students to take 2-3 exams per semester, in addition to the final exam. Many also require students to take quizzes. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for quizzes/exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom.

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.
The chart below indicates the core objectives addressed by this course and the assignment that will be used to assess the objectives in this course. Not every assignment will be collected for assessment every semester.

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<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<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>Document Analysis</td>
<td>TBA</td>
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**Document Analysis Assignment**

To measure the success of the acquisition of these mandated skills, students will be required to critically analyze events in United States history through the examination and evaluation of a historical document. This assignment will require that students think critically about the document, 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.