COURSE DESCRIPTION

This class explores the complexity of the American nation from the period of Reconstruction to the presidency of Barack Obama. It will make active use of textbook readings, primary-source texts, and lecture to allow students immersion in a study of the ideas, persons, and events that have shaped the history of the United States in that time. Chronological and thematic segments include, but are not limited to: the unrealized promise of freedom for African Americans during Reconstruction; the Gilded Age, big business, and the advent of progressivism; urbanization and moral reformers in the early twentieth century; American imperialism; America in the era of the two World Wars; the new liberal, post-war political order; America in the world since World War Two; the culture of the sixties and the crisis of American liberalism; the rise of American conservatism; America at the millennium; and, finally, the Obama presidency. The course will introduce students to how historians think categorically about important themes in American history. Students will encounter the stories and voices of marginalized historical actors, especially women and African Americans.

COURSE OUTCOMES

Students will acquire meaningful knowledge of significant developments in American history; they will learn how themes of race, politics, gender, class, religion, and war have influenced national development. They will learn to analyze and interpret historical (and historic), primary-source texts. They will acquire analytical and critical thinking skills necessary for vocational success.

COURSE GRADES

The course is structured as follows:

- Primary-source, concise essay response: 5%
- Reading quizzes (three total): 15%
- Midterm exam one: 25%
- Midterm exam two: 25%
- Final exam: 30%
The grade scale is as follows:

- A 99-90%
- B 89-80%
- C 79-70%
- D 69-60%
- F 59% and below

**COURSE POLICIES**

*Academic Integrity:* Students must adhere to the [academic honor polices](#) of the university. Students who compromise their academic integrity (or the academic integrity of their peers), or cheat, may receive failing marks for the assessment and face further discipline with the university. For university standards concerning academic integrity, please see page eight of the syllabus.

*Attendance:* This course prioritizes lecture and discussion, and so the instructor encourages students to attend the course with regularity. Additionally, the instructor encourages students to take extensive and organized notes on lecture content. Data suggest that students who attend lectures, work diligently to produce good notes, and maintain engagement with course content perform at higher levels than those who do not. Because **attendance is the student’s responsibility**, the instructor will not assess grade penalties for a lack of attendance. On the other hand, exemplary attendance and dutiful participation in class may help to set the student apart when final grades receive tabulation.

*Behavior:* Students will maintain **professional comportment** and help to ensure an inclusive and vibrant learning environment for all.

*Conflicts, extensions, and make-up exams:* Under trying circumstances (such as family emergencies or extreme sickness) the instructor will grant requests for exam retakes. Students must furnish documented proof of absences – such as an official doctor’s note – in order to be eligible for a re-take. Exam re-takes must be scheduled within two weeks of the missed assessment, and are subject to the instructor’s availability.

*Learning disabilities:* The instructor wishes to help students with documented learning disabilities achieve the fullness of their academic potential in every possible way. Please see page nine of the syllabus for the official university statement on academic services for students with disabilities.

*Technology:* While the instructor accommodates the use of personal computers and tablets, he requests that students **silence all devices** – and especially cellular phones (or turn these off completely!) – to respect the learning environment and to minimize distractions for their peers. Students who fail to honor this policy may be dismissed from the lecture hall. Students may not record lectures.
REQUIRED TEXTS


*Note:* In addition to reading assignments from the above sources, the instructor will assign primary-source texts that he will post electronically for students via the university's digital portal (D2L). Alternatively, he may distribute these materials as in-class handouts.

COURSE EXAMINATIONS

*Midterm Exam One: FEBRUARY 26*

*Midterm Exam Two: APRIL 1*

*The Final Exam:* the official university schedule for final exams in the spring 2020 semester may be found here: [http://www.sfasu.edu/registrar/194.asp](http://www.sfasu.edu/registrar/194.asp)

*Exams:* Exams – midterms and the final – constitute 25%, 25%, and 30% of the student’s grade apiece, and combine for 80% of the student’s final semester grade. Exams will feature multiple-choice questions and a written component—either an essay or a document response—, which the student is to complete in a university-approved Blue Book. Students must arrive to class on-time to take their exams; they are not free to begin an exam if their arrival occurs after a student has already submitted a competed exam.

TENTATIVE SEMESTER SCHEDULE

Please find below a tentative semester schedule, in addition to course reading assignments.

*TO REBUILD A NATION*

Week One (January 20 and January 22): Reconstruction and the New South
- “Reading Primary Historical Documents” (handout)

Week Two (January 27 and January 29): Capital and Labor in the Post-war Nation
**THE NATION TRANSFORMED**

**Week Three** (February 3 and February 5): Big Business and Progressivism
- Andrew Carnegie, “The Gospel of Wealth” (handout)
- Woodrow Wilson, “What is Progress?” (handout)

**Week Four** (February 10 and February 12): Cities, Frontiers, and the American Temperament
- Henry Adams, “The Education of Henry Adams” (handout)
- Frederick Turner, “Significance of the Frontier in American History” (handout)

*Reading Quiz One* (February 12)

**Week Five** (February 17 and February 19): America in the World to 1918
- Albert J. Beveridge, “March of the Flag” (handout)
- American Anti-Imperialist League, “Platform of the American Anti-Imperialist League” (handout)

**Week Six** (February 24 and February 26): The Roaring Twenties
- Ellen Welles Page, “A Flapper’s Appeal to Parents” (handout)
- T.S. Eliot, “The Love Song of J. Alfred Prufrock” (handout)

* EXAM ONE (February 26)

**Depression, New Deal, and the Second World War**

**Week Seven** (March 2 and March 4): Economic Collapse and the Progressive Response
- Remini, *A Short History of the United States*, chapter eight, pp. 215-244

[HAVE A SAFE AND ENJOYABLE SPRING BREAK (MARCH 7 TO MARCH 15)!]

**Week Eight** (March 16 and March 18): A World at Arms
- Remini, *A Short History of the United States*, chapter eight, pp. 215-244
- Charles Lindbergh, “America First” (handout)
- Winston Churchill, “Christmas Message, 1941” (handout)

*Reading Quiz Two* (March 18)
AMERICA AT HOME AND ABROAD DURING THE COLD WAR

Week Nine (March 23 and March 25): The Civil Rights Movement
- Remini, *A Short History of the United States*, chapter nine, pp. 245-276
- Martin Luther King, Jr., “Letter from Birmingham Jail” (handout)

Week Ten (March 30 and April 1): War in Korea, Missiles in Cuba, and the Origins of Vietnam
- Remini, *A Short History of the United States*, chapter nine, pp. 245-276

* EXAM TWO (April 1)

QUAGMIRE IN VIETNAM, THE TWILIGHT OF AMERICAN LIBERALISM, AND THE TRIUMPH OF CONSERVATISM

Week Eleven (April 6 and April 8): Kennedy, Johnson, and the War for Vietnam
- Remini, *A Short History of the United States*, chapter nine, pp. 245-276

[HAVE A HAPPY EASTER HOLIDAY! (APRIL 9 TO APRIL 12)]

Week Twelve (April 13 and April 15): Student Activism, Ebbing Conservatism, and American Culture in the Sixties and Seventies
- Ronald Reagan, “A Time for Choosing” (handout)
- Students for a Democratic Society, “Port Huron Statement” (handout)

Week Thirteen (April 20 and April 22): The Presidencies of Ronald Reagan, George H. W. Bush, and the End of the Cold War
- Jimmy Carter, “Crisis of Confidence,” *American Yawp Reader*
- Ronald Reagan, “First Inaugural Address,” *American Yawp Reader*

* Reading Quiz Three (April 22)

** April 22: Primary-source essay response due via Brightspace (TurnItIn) and as hardcopy to Dugas Liberal Arts North 346. Additionally, students must submit one copy of this assessment to the university’s assessment office. Additional information forthcoming.
**INTO THE NEW MILLENIUM**

*Week Fourteen* (April 27 and April 29): The Presidencies of Clinton, Bush, and Obama
- Barack Obama, “First Inaugural Address” (handout)

*Week Fifteen* (begins May 4)
*FINAL EXAM* (the official, course-specific university schedule for final exams in the spring 2020 semester may be found here: [http://www.sfasu.edu/registrar/194.asp](http://www.sfasu.edu/registrar/194.asp))
ADDITIONAL INFORMATION CONCERNING LEARNING OUTCOMES AND UNIVERSITY POLICIES RELEVANT FOR THIS COURSE

Explanation of credit hours awarded for course:

HIS 133 (United States History I) meets for 150 minutes each week for 15 weeks and also meets for a 2-hour 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. Online sections of the course contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

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, the assignment that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment should be uploaded to D2L. Not every assignment will be collected for assessment every semester.
<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Primary-source response</td>
<td>TBA</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Primary-source response</td>
<td>TBA</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Primary-source response</td>
<td>TBA</td>
</tr>
<tr>
<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>
<td>Primary-source response</td>
<td>TBA</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Primary-source response</td>
<td>TBA</td>
</tr>
<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>Primary-source response</td>
<td>TBA</td>
</tr>
</tbody>
</table>

**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/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:

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/.

STATEMENT OF DISABILITY SERVICES AT SFASU

Original Implementation: July 14, 1998
Last Revision: April 30, 2019
Excerpted from the SFASU website:

“It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), as amended by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA).

“The law provides that:

“No qualified student with a disability will, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance,
counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education aid, benefits, or services. [34 C.F.R. § 104.43(a)]

and

“An institution will make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified applicant or student with a disability. Academic requirements that the institution can demonstrate are essential to the instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. [34 C.F.R. § 104.44(a)]

“Neither Section 504 nor the ADA requires universities to lower their academic standards or substantially alter the essential elements of their courses or programs to accommodate students with disabilities. The requirement to provide reasonable accommodations is designed to afford an equal opportunity for students with disabilities. Achieving reasonable accommodations for a student with a disability involves shared responsibility among students, faculty and staff.

“Should the university deny a requested accommodation it must be prepared to show that complying with the request would constitute a fundamental alteration; the unsubstantiated opinion of a faculty member or administrator may not be sufficient for that purpose. Moreover, the cost of the proposed modification is not usually sufficient reason for denying a requested accommodation.

“The following accommodations are widely accepted in higher education:

- Providing services such as readers, interpreters, and note-takers.
- Allowing extra time for examinations, assignments and projects.
- Permitting exams to be individually proctored, read orally, dictated, or typed.
- Recording lectures.
- Using computer software for assistance in studying and on tests.
- Using alternative testing formats to demonstrate course mastery.
- Changing classrooms as needed for accessibility.

Who must be accommodated?

“Students who are requesting support services from SFA are required to submit documentation through the Office of Disability Services to verify eligibility for reasonable accommodations. Students are not required to assume the responsibility for securing a necessary accommodation. The university will review and evaluate that
documentation and when required under law provide reasonable accommodations for a student’s known disability so that the student has an equal opportunity to participate in the courses, activities or programs.

“When additional expertise beyond that of the staff of the Office of Disability Services is needed to assess a student’s documentation, the Academic Assessment Committee, consisting of members of the faculty who are knowledgeable about disabilities, and staff members, including the ADA coordinator, will evaluate the documentation, request additional information if required, and make a recommendation to the Office of Disability Services.

“Documentation must validate the need for services based on the individual’s current level of functioning in an educational setting. If the documentation is found to be insufficient the university is not obliged to provide accommodations. If the documentation is found to be sufficient, appropriate accommodations are recommended.

What accommodations must be provided?

“Students with disabilities may be accorded two types of accommodations: they may be permitted to substitute particular courses for some of those required under their degree requirements, or they may be afforded approved accommodations within the courses they take.

“If a course substitution is requested, the request must be received by the academic department that teaches the course to be deleted from the student’s requirements no later than the semester prior to one in which the student proposes to take one or more of the substitute courses. Ordinarily the request should arrive at the department office before the 12th day of classes of a long semester, or the 4th day of classes of a summer session.

“Once received by the department, the course substitution request is considered by the academic unit head, who consults with the Office of Disability Services before making a recommendation. The academic unit head’s recommendation regarding substitution is forwarded to the student’s academic dean. Employing the college’s usual procedures for decisions about curricula, and consulting with other colleges as necessary, the dean makes the final determination about whether the requested substitution may be allowed, or does, in fact, represent a fundamental modification of the program in question. Before a course substitution is considered there should be evidence that even with reasonable accommodation the student cannot succeed in the required course.

“Requests for accommodation within a particular course should, when possible, be received by the Office of Disability Services before the beginning of the semester in which the student with a disability is to enroll in the course. Once received, the accommodation request is considered by disability services and, if required, by the Academic Assessment Committee. If the decision is to recommend against providing the
requested accommodation, the student is informed. If it is decided that accommodation is to be provided, a record of that recommendation, together with a recommendation of the general type of accommodation to be provided is sent to the instructor of the subject course, with a notification to the academic unit head. The instructor then meets with the disabled student to work out precisely how the recommended accommodations are to be implemented in the context of the particular course and may consult with the academic unit head if needed. To make provision of appropriate accommodations as effective as possible, students with disabilities are to meet with instructors from whom accommodations are requested as early in the semester as possible.

“The student, the Office of Disability Services, the Academic Assessment Committee, the academic unit head, and the course instructor will cooperate to identify accommodations that meet the student’s documented need without fundamentally altering the course.

Who must provide approved accommodations in a particular course?

“Accommodations most commonly requested may include providing services such as readers, interpreters, and note-takers; allowing extra time for examinations; using alternate forms of examinations; recording lectures; using computer software for assistance in studying and on tests; and, on rare occasions, relocating the classroom. It is the responsibility of the Office of Disability Services to provide readers, interpreters, and note-takers when needed. The instructor will cooperate with disability services in accommodating these service providers in the classroom.

“It is the responsibility of the instructor to organize examinations so students with disabilities may be accorded extra time and special testing conditions when needed as an accommodation. When possible, special testing will be done within the offices of the academic department. When testing cannot be done in the department, disability services will provide secure facilities and supervision. In the event that exams are administered solely online, students with disabilities will be granted the exam accommodations under the same online conditions allowed for other students enrolled in the course.

“When special materials (e.g., Braille transcripts or audio recordings of course materials) are required, it is the joint responsibility of the Office of Disability Services and the instructor to arrange to make these materials available to the student. Such materials must be made available to students with disabilities at the same time that their equivalents are given to other students.

“It is the responsibility of the academic unit head, in cooperation with the instructor and the dean, to relocate courses when required.
Resolving disagreements

“Disagreements will be resolved according to the provisions of Policy 6.6, Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities.”