US History Since 1877
HIS 134.490

Instructor: Lea B. Clark
Class meetings: Tues/Thurs 11:15-12:30
Office hours: by appointment only
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Contact info: email: Lea.Clark@sfasu.edu
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Course Description
A comprehensive survey of American history from early explorations through Reconstruction.

This semester we will be looking at the ‘growth of America’ and how that theme changes as we move from one unit to the next.
To fully benefit from this course, you will need to come to class prepared to discuss and share ideas, participate actively and respectfully, and be willing to challenge yourself and your beliefs. The best discussions require you to be open to hearing alternative points of view and learning to argue your position constructively.
You will be asked to validate your opinions in writing throughout the semester.

Course Requirements
Assignments will consist of three in-class essay examinations, three document-based essays, reading quizzes, and other daily work. Attendance will play a role in your final grade.

Grading Policy
Each of the examinations will count for 10% of your semester grade. Each essay will count for 10%. Quizzes will count for 20%. Attendance and introduction assignments will be worth 20%.

Grades are determined as such: A=1000-900; B=899-800; C=799-700; D=699-600; F=599 and below. *This is for the university grade; your high school grades will be reflected according to district policy.

<table>
<thead>
<tr>
<th>Exams</th>
<th>3 at 100 points each</th>
<th>300 points</th>
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</thead>
<tbody>
<tr>
<td>Essays</td>
<td>3 at 100 each</td>
<td>300</td>
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<tr>
<td>Quizzes</td>
<td>10 at 20 each</td>
<td>200</td>
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<tr>
<td>Readings</td>
<td>10 at 20 each</td>
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Quizzes maximum 1000 points

Quizzes
You will be given a reading quiz for most chapters we cover. Quizzes are due after we have covered the material. All quizzes will be open notes, open text. You will quiz over 13 chapters; however, I will only count the best 10 grades.

Because I drop the lowest three grades, you are not allowed to make-up any missed quizzes including computer difficulties.
Readings
Students will read primary documents and respond to the questions provided. You will submit your work via the D2L drop box.

You are responsible for completing 10 reading assignments, although you will be given at least 13 opportunities. I will drop your lowest 3 scores.

Exams
Exams will consist of multiple choice, identification, and essay questions. No make-up exams will be given unless you have made prior arrangements to miss a scheduled exam. Appropriate excuses are at the discretion of the teacher. Exams missed due to emergencies on the day of the exam, will be arranged once documentation has been provided to justify your absence.

Essays
The class will be given three (3) essays to write based on documents from the historical time period we are studying. Papers are to be submitted through D2L in the drop box provided. If you have any difficulties with the drop box, I would suggest emailing a backup copy to me. No late papers will be accepted.

Attendance
Attendance is expected of all students. Although I will not be taking attendance, you are expected to follow your school district’s policy for attendance. Arriving late, leaving early, or failure to participate in class are grounds for removal from the classroom at the discretion of the teacher. If you are asked to leave the classroom, you are expected to return the following class period on time and to be attentive.

Text
America: A Narrative History (Volume 1) by Shi and Tindall.
(I recommend downloading the PDF version for $19.95)

Technology
While I understand that students sometimes need access to phones for family emergencies, it is easy to become distracted by technology. Please place your phones on silent during class and refrain from texting. If you do not have access to a computer at home, you will need to make arrangements to use the computers on campus.

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.

Upon completion of this course, you will be able to:
1. Explain the key issues and developments in early American history.
2. Identify the main historical arguments associated with an event or period in early American history.
3. Analyze a primary source.
4. Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
5. Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Class Topics, Readings, Assignments</th>
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<tbody>
<tr>
<td>Week 1: Jan 13-17</td>
<td>Ch. 17: Business and Labor in the Industrial Era</td>
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<td>Week 2: Jan 20-24</td>
<td>Ch. 18: The New South and the New West</td>
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<td>Week 3: Jan 27-31</td>
<td>Ch. 19: Political Stalemate and Rural Revolt <strong>AP 1983 DBQ – Populism</strong></td>
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<td>Week 4: Feb 3-7</td>
<td>Ch. 20: Seizing an Empire</td>
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<td>Week 5: Feb 17-21</td>
<td>Ch. 21: The Progressive Era</td>
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<td>Week 6: Feb 24-28</td>
<td><strong>Test</strong> Ch. 22: America and the Great War</td>
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<td>Week 7: Mar 2-6</td>
<td>Ch. 23: A Clash of Cultures</td>
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<td>Week 8: Mar 9-13</td>
<td>Ch. 24: The Reactionary Twenties <strong>AP 1986 – clash of cultures</strong></td>
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<td>Week 9: Mar 23-27</td>
<td>Ch. 25: The Great Depression</td>
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<td>Week 10: Mar 30-Apr 3</td>
<td>Ch. 26: The Second World War</td>
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<td>Week 11: Apr 6-10</td>
<td><strong>Test</strong> Ch. 27: The Cold War and the Fair Deal</td>
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<td>Week 12: Apr 13-17</td>
<td>Ch. 28: Cold War America</td>
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<td>Week 13: Apr 20-25</td>
<td>Ch. 29: A New Frontier and a Great Society</td>
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<td>Week 14: Apr 28-May 1</td>
<td>Ch. 30: Rebellion and Reaction <strong>AP 1995 – civil rights</strong></td>
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<td><strong>Week 15:</strong> May 4-8</td>
<td>Ch. 31: Conservative Revival <strong>Final Exam</strong></td>
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Course responsibilities
I will follow the syllabus and keep to the schedule as best I can, but promise to notify you if there are any changes. It is your responsibility to come to class, keep up with the reading, and prepare for assignments. The grade you earn is determined by the quality of your effort, not necessarily by the amount of time you spend.

Consultations
You are always welcome to contact me to discuss readings, lectures or anything else that you have concerns or questions about. If you are having problems in the class, the worst possible thing you can do is wait until the end of the semester to say something. Let me know right away, so that I can help you.

Professionalism
Students are expected to be on time and to behave in a professional manner. Disruptive or distracting behavior will not be tolerated. Students reading non-course material or disrupting the class in any way will be asked to leave the room. The penalty for cheating and plagiarism will range from failure of the assignment to failure of the course and referral to your dean, depending of the severity of the incident.

Make-up Work
No make-up exams will be given unless you make prior arrangements to miss the regularly scheduled exam. If you miss an exam due to an emergency on the day of an exam, you will not be allowed to take a make-up until you provide written documentation to justify your absence.

No make-up quizzes will be given regardless of the reason for the absence. Three grades will be dropped; any missed quizzes will count as one of your drops. Students missing more than three classes in which quizzes were administered should speak with the teacher.

Because you have multiple days to turn in reading answers and papers, no late work will be accepted and there are no alternative assignments to replace work turned in after the due date/time.

*A complete syllabus with UNIVERSITY POLICIES can be found on D2L.*
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.

ACADEMIC INTEGRITY (SFA POLICY 4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; 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 one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

You may read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

WITHHELD GRADES (SFA POLICY 5.5)

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.

DISABILITY POLICY (SFA POLICY 6.1)
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/policies/academic-accommodation-for-students-with-disabilities.pdf

STUDENT BEHAVIOR AND THE SFA WAY (SFA POLICY 10.4)
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. 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. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. 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. For information on the Student Code of Conduct, called The SFA Way, go to: http://www.sfasu.edu/policies/student-conduct-code.pdf

CORE CURRICULUM OBJECTIVES AND STUDENT LEARNING OUTCOMES
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, Personal Responsibility, Social Responsibility, Empirical and Quantitative Skills, and Teamwork. The Coordinating Board has indicated that American history courses should focus on the first four of these objectives, although this course will also provide some opportunities for you to improve your teamwork skills.

HISTORY DEPARTMENT 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.