US History, 1877-Present
HIS 134-492/493

Spring 2020

Class time: 2:02-2:48, M-W

Center High School

Instructor - Matt Loftice
E-mail – lofticemw@sfasu.edu

Course Description:
A comprehensive survey of American history from the earliest human settlements to the end of the Reconstruction era in 1877. Meets Texas state requirements for all graduates.

Texts and Materials:
- The text that we will use in this class is online. Visit the OpenStax site at:
  https://openstax.org/details/us-history

  You might need to copy and paste this link into your browser. On the left side of the website you will see “Get the book”. There are several options. You can view the text online, download it as a .pdf file, or download it onto Kindle or iBook. You can even order a print copy.

Course Requirements
Exams will consist of objective questions and identifications.
The DBQ Question will be assigned and completed during the second half of the semester. We will discuss strategies for completing the assignment before the assignment is completed.

During the semester there will be various assignments. Most of these will be quizzes over assigned readings. Links for these reading will be posted on D2L on your MySFA account. You can reach the website by going to d2l.sfasu.edu. Click on "log in," then use the same used ID and password that you would use with MySFA. You will see a list of your courses. Click on HIS 134.
Course Calendar (Subject to Revision):

WEEK ONE (Jan. 13-15): Ch. 17, Westward Expansion (p. 479-508). Instruction in the Core Objectives (Critical Thinking, Communication, Teamwork, and Social Responsibility) will be given at this time and reinforced throughout the semester.

WEEK TWO (Jan. 21-23): Ch. 18, Industrialization and the Rise of Big Business (p. 509-538). Ch. 19 Chapter Guide due on Monday, September 9

WEEK THREE (Jan. 27-29): Ch. 20, Politics in the Gilded Age (p. 571-600). Chapter 19 Reading due on Monday, September 16.

WEEK FOUR (Feb. 3-5): Ch. 21, The Progressive Movement (p. 601-632) Ch. 22 Chapter Guide due on Monday, February 18.

WEEK FIVE (Feb. 10-12): Ch. 22, Age of Empire (p. 633-660) We will take Exam #1 (Ch. 17-22) this week

WEEK SIX (Feb. 17-19): WINTER BREAK Practice DBQ #1 due on Monday, February 24

WEEK SEVEN (Feb. 24-26); Ch. 23, Americans and the Great War (p. 661-692)

WEEK EIGHT (March 2-4): Ch. 24, Redefining the Nation, 1919-1929 (p. 693-722)

WEEK NINE (March 9-11): Ch. 25, The Depression (p. 723-756)

WEEK TEN (March 16-18): Ch. 26, FDR and the New Deal (p. 757-786). Practice DBQ #2 due Monday, March 23

WEEK ELEVEN (March 23-25): Ch. 27, World War II (p. 787-820)

WEEK TWELVE (March 30-April 1): We will take Exam #2 at the beginning of this week. Ch. 28, Post-War Prosperity and Cold War Fears (p. 821-854)

WEEK THIRTEEN (April 6-8): Ch. 29, America in the 1960s (p. 855-844)

SPRING BREAK (April 13-15)

WEEK FOURTEEN (April 20-22): Ch. 30 Political Storms at Home and Abroad (p. 885-918)

WEEK FIFTEEN (April 27-29): Ch. 31, From Cold War to Culture Wars (p. 919-950) Semester DBQ Assignment due Monday, April 27.

WEEK SIXTEEN (May 4-6): Ch. 32, Challenges of the 21st Century (p. 951-982)

Exam #3 is Wednesday, May 6, 2:02-2:48
**Grading Policy:**

- 50% will come from three exams
- 20% will come from the DBQ Question assignment
- 20% will come from various assignments during the semester
- 10% will come from attendance/participation

All assignments will be graded on a standard percentage. Final grades will be given on the letter grade policy of A (90-100), B (80-89), C (70-79), D (60-69) and F (below 59).

**Attendance Policy:** Your attendance is important in this class. Ten percent of your final average will be based on attendance/participation. You will receive a 100% score at the beginning of the semester, and 2.5 points will be deducted for each day that you are not in attendance.

If an emergency arises and you must miss on a day that a grade is being recorded, it is the student’s responsibility to contact the instructor to arrange for a possible make-up time.

**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 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.
**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>TBA</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></td>
<td></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></td>
<td></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></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td></td>
<td></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></td>
<td></td>
</tr>
</tbody>
</table>
Source Analysis Assignment
To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical event in United States history from the period since 1877. Each student will be provided a selection of primary and/or secondary sources to interpret and evaluate, place in historical context, and utilize to answer a series of questions. This source analysis assignment will require that students think critically about the sources, 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. Further instructions will be provided towards the end of the semester.

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/.