History 134.497
A Survey of American History 1877-Present

Instructor: Dawn Ryan
Class Time: MWF 1:43-2:30 pm
Room: 305 JH Building
Phone: 564-3455 ext 160
Email: dryan@martinsvilleisd.com
Dawn.Ryan@sfasu.edu

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

Text:
Tindall and Shi’s America: A Narrative, vol 2.
Digital History. Available at http://www.digitalhistory.uh.edu
Additional content may be placed on D2L, which can be reached at d2l.sfasu.edu.

Attendance:
Attendance is expected. No student will be allowed to leave the classroom during an exam unless they finish and turn in their exam first.

Tentative Schedule:
January 15-17 Business and Labor in the Industrial Era
January 21-24 The New South and New West; Political Stalemate and Rural Revolt
January 27-30 Political Stalemate and Rural Revolt
February 3-6 Seizing an American Empire; The Progressive Era
February 10-13 The progressive Era; WWI
February 18-21 WWI; Clash of Cultures
February 24-27 Clash of Cultures; The 20’s
March 2-5 The Great Depression
March 9-13 Spring Break
March 16-19 WWII
March 23-26 WWII; Cold War and Fair Deal
March 30-April2 Cold War and Fair Deal; Cold War in America
April 6-9The New Frontier and Great Society
April 13-16 New Frontier and Great Society and the Rebellious 60’s
April 20-23 Conservative Revival; 21st Century
April 27-30 21st Century

Testing Dates:
Test I-February 3, 2020
Test II - February 21, 2020
Test III - March 17, 2020
Test IV - April 8, 2020
Test V – April 29, 2020

There is a synthesizing paper due

**Evaluation and Grading:**
Grades will be determined by the average of 5 tests. 70% of each test is determined by a multiple-choice test and 30% of the test is determined by 3 essay questions. An extra essay at the end of each test will provide up to 5 points extra credit on the final test grade. There will be a synthesizing paper which will be 5-7 pages long. There will be 8 grades. No grades will be dropped. The average of quizzes over the chapters and/or additional readings will replace the lowest test grade unless it is the lowest grade.

0 to 59 point average = F
60-69 point average = D
70-79 point average = C
80-89 point average = B
90-100 point average = A

**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>
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</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>
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<tr>
<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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**Empirical and Quantitative Skills**
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

**Teamwork**
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility**
To include the ability to connect choices, actions and consequences to ethical decision-making.

**Social Responsibility**
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

### 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.**

Our part of this will be to do a synthesizing paper that is 5-7 pages long dealing with 3 or 4 aspects of life from 1865 to the present. One of the aspects MUST be social responsibility. **The rough draft is due March 27, 2020 and the final paper due on April 20, 2020.** Unless we get instructions from SFA to the contrary. This paper will be submitted via D2L. This paper is 25% of your grade.

**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.

**If I catch plagiarism or cheating on an exam or paper, I will fail you for the exam or paper or you will fail the class.**

**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 works 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/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**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 accommodations 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/).

**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.

**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.

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**Explanation of credit hours awarded for course:**

HIS 134 (United States History II) 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.

**Syllabus Modifications:**

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.