US History Since 1877
HIS 134-498

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Office Hours: 1:15-2:00
Department: History
Class meeting time and place: M-F, 8:50-9:40

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:
- Assigned homework readings will be provided by the instructor to include:
  - “The Significance of the Frontier in American History, 1893” by Frederick Jackson Turner.
  - TSHA online article on Thomas Mitchell Campbell
  - “Soldier’s Home” by Ernest Hemmingway
  - “The Harlem Renaissance”
  - *Maus,* by Art Spiegelman
  - “Camp Huntsville: The First World War II POW Camp in Texas” by Dr. Jeffrey L Littlejohn
  - “There Will Come Soft Rains” by Ray Bradbury
  - “Beyond Vietnam” by Dr. Martin Luther King
  - “President Kennedy is Laid to Rest.” and “Mrs. Kennedy’s Decisions Shaped All the Solemn Pagentry.” *Life Magazine.* December 6, 1963.
  - Reagan’s Speech at the Brandenburg Gate.”

Course Requirements:
- 9 Tests or test grade projects
- Various in class daily work assignments for formative assessment
- Homework reading assignments and quizzes to be given periodically
Course Calendar:
First Day of Class: Instruction in the Core Objectives (critical thinking, communication, teamwork, and social responsibility) will be given at this time and reinforced throughout the semester.

Unit 1: Westward Expansion and Industrialization (1½ weeks)
Objectives

1. Identify the changes brought about by technological innovations during the Gilded Age and the changes brought to the West by the Dawes Act, ghost dance, Homestead Act, cattle drives, and farming innovations
2. Identify the factors which enabled America to industrialize, the degree that railroads sparked this trend, and the part played by captains of industry in organizing it (ie: Carnegie, Morgan, Rockefeller, and Vanderbilt) and describe the progress of the labor movement and the ideas of key philosophers: Darwin, George, Marx.
3. Contrast the mythology of the American “Wild” west with the historical reality, identifying key individuals.
4. Relate how Indians reacted to being penned onto reservations and to the end of their traditions as typified by the experiences of Black Kettle, Red Cloud, Crazy Horse, and Chief Joseph and differentiate the original life of the Indians from that after contact with white culture.

Unit 2: The Gilded Age and Rise of Imperialism (1½ weeks)
Objectives

1. Identify: new immigrants, second generation, the changes in the city, Jacob Riis, Jane Addams, Louis Sullivan, Tammany Hall and Boss Tweed.
2. Explain some of the changes industrialism brought, the “popularizing” of education, the social gospel
3. Characterize American politics during the period: the issues, the caliber of presidents, the dominant political party and economic group, Guiteau, Coxey, sharecroppers, the crop lien system, Bourbon Democrats, the farmer movements.
4. Discuss the causes of American imperialism and of war with Spain and the results of foreign involvement. [Henry Cabot Lodge, Alfred T Mahan, Theodore Roosevelt, Sanford B Dole]

Unit 3: The Progressive Era, WWI, and the Roaring Twenties (2½ weeks)
Objectives

1. Identify the progressives were, what they thought, and what they wanted
2. Explain the rise of institutional segregation
3. Characterize the administrations of Theodore Roosevelt, Taft, and Wilson
4. Describe the causes, leaders, course, main battles, and results of World War I, as well as the unfinished business afterward
5. Discuss how the following typified the 1920s: the Red Scare, Palmer Raids, Boston police strike, normalcy, disarmament, Lindbergh, the KKK, Scopes, Capone, flappers, and Sacco and Vanzetti,
Unit 4: The Great Depression and World War II (3½ weeks)
Objectives
1. Identify the causes of the Crash, the main agencies of the New Deal, and the landmarks of the 1930s and its effect on common Americans as illustrated by Lange, Steinbeck, and the culture of the day
2. Explain why America remained neutral and isolated during the 1930s
3. Detail several factors which led to the rise of fascism
4. Analyze the causes, leaders, alliances, strategies, important battles, and results of World War II

Unit 6: The Cold War and Civil Rights (4½ weeks)
Objectives
1. Outline the Cold War and its challenges in Europe, China, Korea, and Vietnam
2. Characterize the main events of the Truman and Eisenhowers Kennedy, and Johnson administrations, the search for internal security, and of the civil rights movement.
3. Characterize the main events of the administrations of Nixon, Ford, Carter, and Reagan, détente and Reagan’s “Peace through Strength”
4. Evaluate how events like the moon landing, the Cuban missile crisis, the war in Vietnam, the civil rights movement, the hippie movement, Watergate, Three Mile Island, the Iranian hostage crisis, and Star Wars influenced our world.

Unit 7: Post Cold War Era (1½ weeks)
Objectives
1. Characterize the main events of the administrations of Bush, Clinton, W., and Obama
2. Discuss the new technologies used in and the causes and effects of the Persian Gulf War
3. Discuss the international role of America in the Post-Cold War era
4. Analyze the impeachment of Clinton and compare/contrast it with Watergate
5. Identify major events in the War on Terror and how new technologies and a different type of enemy has reshaped American military intervention
6. Discuss the polarization of American politics in the post Reagan era

Grading Policy:
- 35.084% Formative assessment in-class & homework reading assignments
- 52.626% Seven Unit Exams, Midterm, & research essays
- 14.29% Final Exam

Attendance Policy:
To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered.

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence.

**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 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>
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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>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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<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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<tr>
<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>
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**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.


**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/](http://www.sfasu.edu/disabilityservices/).