HIS 134/500/501: US History Survey, 1877 to the Present
Spring 2020

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Office Hours: via email; by appointment; and TBA [generally I will be in my office T/W afternoons]

Required Book
Gordon Parks, A Choice of Weapons

Course Description
A comprehensive survey of American history from the end of Reconstruction to the present. With a focus on the creation of modern American, this course will provide an examination of the political, economic, social, and cultural forces that defined this historical period. In general, this course will emphasize four main themes: 1) the expansion of business and the corporate state; 2) The consolidation of power by the federal government; 3) the struggles of individuals and groups to gain and retain power; and 4) the transformation of American life due to urbanization, territorial expansion, and social changes.

Assignments and Grades
The assignment breakdown for this semester is as follows [all assignments are due via D2L]:
• Exams [20%]: There will be three exams throughout the semester—please check the syllabus for the dates, but these will correlate with the material in each of the three modules. In addition, there will be one primary source assignment, which will be part of your exam grade.
• Essays [60%]: You will be submitting three essays based on course material this semester.
• Book Essay [20%]: You will be submitting an essay on the assigned book.

Due Dates [all via D2L]:
Listed below are the due dates for the exams and essays. You may, of course, complete and submit these assignments early, but they must be completed by the following dates:

<table>
<thead>
<tr>
<th>Exams:</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Exam One:</td>
<td>February 11th</td>
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<tr>
<td>Exam Two:</td>
<td>March 24th</td>
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<tr>
<td>Source Response:</td>
<td>November 1st</td>
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<tr>
<td>Exam Three:</td>
<td>May 1st</td>
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<tr>
<td>Essays:</td>
<td></td>
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<td>Essay Three:</td>
<td>May 1st</td>
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Book Essay:

April 14th

NOTE: all work [essays and exams] must be submitted by May 1st.
Course Responsibilities

You are responsible for all registration deadlines. All of the assignments are required. To pass this class you must complete and turn in all of the assignments. Also, course schedules occasionally change and all major changes will be announced on D2L. Other than opportunities I provide for the entire class, no extra credit assignments will be offered during the course of the semester, after the semester is over, or on an individual basis. All work must be submitted by the due date. Late work will incur a ten-point penalty for each day past the due date.

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 is part of the university’s Core Curriculum and as such strives towards both the general goals of the core and the specific objectives for classes designated for inclusion in the American History Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

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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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>n/a</td>
<td>n/a</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>
<td>n/a</td>
<td>n/a</td>
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<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>n/a</td>
<td>n/a</td>
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<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>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>n/a</td>
<td>n/a</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>Source Response</td>
<td>TBD</td>
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</tbody>
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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 before 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 (A-9.1)
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/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 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/.

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.

Course Schedule:
Module One: Age of Jim Crow [ESSAY/EXAM ONE: 2/11]
Reconstruction / New South
Race and Empire
Jim Crow
Progressive Era/Great Migration
WWI / Nativism
Module Two: Consumerism, Conformity, Containment [ESSAY/EXAM TWO: 3/24]
1920s: Culture/Modernity
New Deal
WWII / Conformity
Cold War / Vietnam
Module Three: Protest and the Meaning of Meaning [BOOK ESSAY: 4/14; ESSAY THREE: 5/1]
Civil Rights
Post Truth Landscape
Redefining Protest
Age of Diminished Expectations

Note: This course is generally self-paced—and you may turn in assignments earlier than the due dates—but the due dates are set to keep you organized in terms of course requirements. In other words, the essays and exams have specific due dates, but you can complete and submit them anytime prior to those dates.