Objective and Purpose: The purpose of this class is for students to understand and evaluate the various social, political, ideological, and economic factors that shaped American history from 1877. Students will demonstrate their mastery of material through their performance on exams. By the end of the semester students will be able to use their newly acquired knowledge to interpret, analyze, and assess historical sources and contemporary interpretations of the past so as to recognize their biases and place current societal debates in historical context.


MakeUps: You have 24 hours to contact me if you miss a test. I will give all make-up exams on Monday, 13 April, at 6:30 AM.

Grading Rationale:
First Midterm 33%  
Second Midterm 33%  
Final 33%  

There are also two optional assignments that I will discuss after the first exam.

Grading Scale: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: 59 or less. *You must complete and pick up all assignments to pass the class.*

Attendance Policy: You can miss up to and including five classes without penalty. For each hour missed thereafter, *for any reason whatsoever*, I will deduct one letter grade from your final grade.

Plagiarism and Cheating: If I catch you cheating on an exam or the paper, I will fail you for the exam or for the course.

Pet Peeves:
1. No cellphones on your desks. If I catch you scanning your cellphone during class, I can and will throw you out, and you won’t be allowed back until you complete a writing assignment for me.
2. No computers in class without permission.

Tentative Schedule

| Week 1 | Tindall and Shi, chapter 17 |
| Thu 16 Jan | Gilded Age and Immigration and Urbanization |
| **Week 2** | Tindall and Shi, chapters 18-20 |
| Tue 21 Jan | Immigration and Urbanization (cont) and Big Business and Labor Unions |
| Thu 23 Jan | Discussion and Populism and the 1890s |
| **Week 3** | Tindall and Shi, chapters 21-22 |
| Tue 28 Jan | Populism and the 1890s (cont) and Progressivism |
| Thu 30 Jan | Discussion and American Overseas Expansionism |
| **Week 4** | Tindall and Shi, chapters 23-24 |
| Tue 4 Feb | American Overseas Expansionism (cont) and Wilson and the Road to World War One |
Thu 6 Feb  World War One and Its Aftermath and 1920s Politics

**Week 5**
Tue 11 Feb  1920s Politics (cont) and Discussion
Thu 13 Feb  First Midterm

**Week 6**
Tue 18 Feb  Life in the 1920s and Hoover and the Great Depression
Thu 20 Feb  Hoover and the Great Depression (cont) and Roosevelt and the New Deal

**Week 7**
Tue 25 Feb  Entering World War Two and United States in World War Two
Thu 27 Feb  United States in World War Two (cont) and Discussion

**Week 8**
Tindall and Shi, chapters 25-27

**Week 9**
Tue 3 Mar  Cold War’s Origins and Truman and Postwar America
Thu 5 Mar  Truman and Postwar America (cont) and Cold War in the 1950s

**Week 10**
Tindall and Shi, chapters 29-30

**Week 11**
Tindall and Shi, chapter 31

**Week 12**
Thu 2 Mar  Life in the 1950s and Civil Rights Movement
Thu 4 Mar  Civil Rights Movement (cont) and Discussion

**Week 13**
Tindall and Shi, chapters 25-27

**Week 14**
Tue 21 Apr  Discussion and Reagan and the Conservative Resurgence
Thu 23 Apr  Reagan and the Conservative Resurgence (cont) and End of the Cold War

**Week 15**
Tue 28 Apr  Clinton and 1990s Politics and Bush and Iraq
Thu 30 Apr  Bush and Iraq (cont) and Obama Years

**Final:**  Tuesday, 5 May, at 1:30
General Education Core Curriculum Objectives and Student Learning Outcomes:

HIS 133 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 social science classes set by the Texas Higher Education Coordinating Board. The Board has identified six skills, or “intellectual competencies,” as the foundation for all university-level work: reading, writing, listening, speaking, critical thinking and computer literacy. This section of HIS 133 offers students experience in all of these areas, except for speaking. In addition, this course will emphasize the Coordinating Board’s objectives for social science classes:

Student Learning Outcomes:

- 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.

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

Withheld Grades (Semester Grades Policy, A-54)

Ordinarilly, 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/.

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. 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.