US History 1877 to the Present
(HIST 1302 001, Fall 2021, TR 9:30 – 10:45, LAN 102)

Philip E. Catton, Department of History, Liberal Arts North 361
Contact Information: E-mail – pcatton@sfasu.edu; Tel. 468-2387
Office hours: MW 2:30–4:15 pm; TR 8–9:15 am; or by appointment

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
Class periods will consist primarily of lecture interspersed with discussion. It is important occasionally to see history, so there will be some video material used in class – needless to say, this must be taken as seriously as other class activities.

The following are the texts and materials for the course:

Required:

Brightspace/D2L:
• On the “Content” page of the course site, you will find reading and video material.

Books:
• Jack Sacco. Where the Birds Never Sing: The True Story of the 92nd Signal Battalion and the Liberation of Dachau.
These books can be purchased at the bookstores (I have also placed a copy of each book on reserve in the Library, which can be checked out at the Circulation desk).

Recommended/Supplemental:
• At http://www.americanyawp.com/ you will find a free online US History textbook. I will not test you on this material, but you may find it useful as a supplement to the information we cover in class.

The texts and materials were chosen to not only complement what we cover in class but also provide additional information and alternative insights. Thus, there will be some overlap with what we discuss in class but also significant differences in content and perspective. Consequently, you should come to class and do the assigned work outside of class as well. The materials you need to examine for each week are indicated on the course calendar. Please keep up with them so that you are prepared for class (as well as for quizzes and exams).
Course Requirements

Quizzes and Exams
There will be two midterm examinations, the first on September 23 and the second on October 28; the final examination will be on December 9. These will be in-class exams consisting of objective and written questions. The exams will not be cumulative, e.g. the final will only deal with material covered after the second midterm. In addition, students will be given seven in-class quizzes during the semester, which will consist of objective questions. The dates of the quizzes are on the course calendar.

No make-up quizzes or exams will be given unless you make prior arrangements with me to miss the scheduled test. If you miss a test due to an emergency on the day, you will not be allowed to take a make-up unless you can provide me with an appropriate excuse and/or documentation to justify your absence. On quiz days, please arrive promptly at the beginning of class – otherwise, you may not be permitted to take the test.

Course Policies & Information

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, including penalties and the appeal process, at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

Attendance
There will be no grade as such given for class attendance. This is a classroom-centered course, however, and it is most unlikely that you will do well unless you attend regularly. You are responsible for all material covered during class time. Any consequences of absence from class are your responsibility.
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. The instructor will have full discretion over what behavior is deemed appropriate/inappropriate in the classroom.

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, 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/.

Mental Health Statement
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Grades

Grading Policy
The grades for the course will be determined as follows: 20% for the first midterm; 25% for the second midterm; 30% for the final examination; 25% for the seven quizzes. The grading scale is as follows: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 or less.
Withheld Grades
At the discretion of the instructor of record and with the approval of the academic unit head, 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 by the deadline set by the instructor of record, not to exceed 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 semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Contact/Communication
Email is the most convenient and easiest means of contacting me, especially for quick questions. I will also hold office hours on MW 2:30-4:15 pm and TR, 8-9:15 am. Please feel free to stop by my office at any time during my office hours. If you can't make those times, we can set up an appointment. I am happy to meet and chat with you; indeed, it's usually easier to discuss substantive issues in person.

Course Calendar
For reasons of logic and coherence, the course is organized chronologically, although it will not attempt to follow in detail every twist and turn of nearly 150 years of history. Rather, it will seek within a chronological framework to emphasize key themes and issues in the shaping of modern America.

Week 1 (8/24 – 8/26) Introduction – Gilded Age

Required Reading: Brightspace/D2L (Content page), “Advertising and Consumption in the Gilded Age”
Recommended/Supplemental: http://www.americanyawp.com/ chs.16-17

Week 2 (8/31 – 9/2) “Labor Wars” – Populist Movement

September 2: QUIZ #1

Required Reading: Constructing the American Past, ch.2
Recommended/Supplemental: http://www.americanyawp.com/ ch.18

Week 3 (9/7 – 9/9) Imperialism & War with Spain – Progressive Era

September 9: QUIZ #2

Required Reading: Constructing the American Past, chs.5 & 6
Recommended/Supplemental: http://www.americanyawp.com/ ch.19
Week 4 (9/14 – 9/16) Progressive Politics – Immigration & Race

September 16: QUIZ #3

Required Reading: Brightspace/D2L (Content page), “The Old South & the New South”; Constructing the American Past, ch.4
Recommended/Supplemental: http://www.americanyawp.com/ ch.20

Week 5 (9/21 – 9/23) Great War (First World War)

September 23: FIRST MIDTERM

Required Reading: Brightspace/D2L (Content page), “The War at Home”; Constructing the American Past, ch.7
Recommended/Supplemental: http://www.americanyawp.com/ ch.21

Week 6 (9/28 – 9/30) 1920s – Great Depression

September 30: QUIZ #4

Required Reading: Brightspace/D2L (Content page), “Advertising and Consumption in the 1920s”; Constructing the American Past, chs.9-10
Recommended/Supplemental: http://www.americanyawp.com/ chs.22-23

Week 7 (10/5 – 10/7) New Deal – Origins of World War II

Recommended/Supplemental: http://www.americanyawp.com/ ch.24

Week 8 (10/12 – 10/14) Origins of World War II cont. – World War II: Main Events

October 14: QUIZ #5

Required Reading: Where the Birds Never Sing; Brightspace/D2L (Content page), “The European War”

Week 9 (10/19 – 10/21) World War II at Home – Origins of the Cold War

Required Reading: Constructing the American Past, ch.11
Recommended/Supplemental: http://www.americanyawp.com/ ch.25

Week 10 (10/26 – 10/28) Cold War at Home

October 28: SECOND MIDTERM

Week 11 (11/2 – 11/4) Postwar America – Civil Rights Movement

**Recommended/Supplemental:** [http://www.americanyawp.com/](http://www.americanyawp.com/) ch.26

Week 12 (11/9 – 11/11) Civil Rights Movement cont. – Vietnam War

November 9: **QUIZ #6**

**Required Reading:** *Constructing the American Past*, ch.13
**Recommended/Supplemental:** [http://www.americanyawp.com/](http://www.americanyawp.com/) ch.27

Week 13 (11/16 – 11/18) Vietnam War cont. – Movements of the 1960s

November 16: **QUIZ #7**

**Required Reading:** Brightspace/D2L (Content page), “The Cu Chi Tunnels”; *Constructing the American Past*, chs.14-15

Week 14 (11/23 – 11/25) Thanksgiving Holiday

Week 15 (11/30 – 12/2) Nixon & Watergate – Conservative Revival

**Required Reading:** *Constructing the American Past*, chs.16
**Recommended/Supplemental:** [http://www.americanyawp.com/](http://www.americanyawp.com/) chs.28-29

**Final Examination:** Thursday, December 9th, 8–10 am
Additional Information on Learning Outcomes and Relevant University Policies

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:
HIST 1302 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 HIST 1302 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:
HIST 1302 (United States History II) meets for 2,250 (37.5 hours), including examination times, during the course of a semester. Students typically have weekly reading assignments from a combination of textbooks, primary source 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.
By enrolling in HIST 1302, you are enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Communication, Personal Responsibility, and Social Responsibility requirements. The chart below indicates the core objectives taught in this course and how they will be addressed.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective will be Addressed</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>Primary source analysis and written assignments.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Written assignments and class discussion.</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>
</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>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Examination of historical case studies.</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>Class discussion, primary source analysis, and written assignments</td>
</tr>
</tbody>
</table>