US History 1877 to the Present  
(HIST 1302 004, Fall 2023, TR 11 – 12:15, F 474)

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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  
Required:  
Brightspace/D2L:  
- On the “Content” page of the course site, you will find some reading and video material.  
Books:  
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 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, so that you are prepared for class (and for quizzes and exams).

Course Requirements  
Quizzes and Exams  
There will be two midterm examinations, the first on September 28 and the second on November 2; the final examination will be on December 12. 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.

**Specific Course Policies & Information**

**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. 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.

**Grades**
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.

**Contact/Communication**
Ordinarily, I will respond to course-related emails during the regular work week (Monday-Friday) and work day (8-5) as soon as possible and certainly within 24 hours. If you email me after 5pm during a regular work week, I may not respond until the following day; if you email me on a Friday night or weekend, I may not respond until the following Monday. 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**
The course is organized chronologically, but 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 (8/29 – 8/31) Introduction – Gilded Age**

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

Week 2 (9/5 – 9/7) “Labor Wars” – Populist Movement

September 7: QUIZ #1

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

Week 3 (9/12 – 9/14) Imperialism & War with Spain – Progressive Era

September 14: QUIZ #2

Required Reading: Constructing the American Past, chs.5 & 6
Recommended/Supplemental: http://www.americanyawp.com/ ch.19

Week 4 (9/19 – 9/21) Progressive Politics – Immigration & Race

September 21: QUIZ #3

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

Week 5 (9/26 – 9/28) Great War (First World War)

September 28: FIRST MIDTERM

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

Week 6 (10/3 – 10/5) 1920s – Great Depression

October 5: QUIZ #4

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

Week 7 (10/10 – 10/12) New Deal – Origins of World War II

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

Week 8 (10/17 – 10/19) Origins of World War II cont. – World War II: Main Events
October 19: QUIZ #5

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

Week 9 (10/24 – 10/26) 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 (10/31 – 11/2) Cold War at Home

November 2: SECOND MIDTERM

Required Reading: “Civil Defense: ‘Duck and Cover’” (Brightspace/D2L Content page); Constructing the American Past, ch.12

Week 11 (11/7 – 11/9) Postwar America – Civil Rights Movement

Recommended/Supplemental: http://www.americanyawp.com/ ch.26

Week 12 (11/14 – 11/16) Civil Rights Movement cont. – Vietnam War

November 14: QUIZ #6

Required Reading: Constructing the American Past, ch.13
Recommended/Supplemental: http://www.americanyawp.com/ ch.27

Week 13 (11/21 – 11/23) THANKSGIVING HOLIDAY


November 28: QUIZ #7

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

Week 15 (12/5 – 12/7) Nixon & Watergate – Conservative Revival

Required Reading: Constructing the American Past, ch.16
Recommended/Supplemental: http://www.americanyawp.com/ chs.28-29

Final Exam: Tuesday, December 12th, 10:30 am – 12:30 pm
Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.
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/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents; 936.468.7249; dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp; 936.468.1041

The Health and Wellness Hub, “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit.
Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
www.sfasu.edu/thehub; 936.468.4008; thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741
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.

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<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective will be Addressed</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>
<td>Primary source analysis and written assignments.</td>
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<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>
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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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<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>
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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>
<td>Class discussion, primary source analysis, and written assignments</td>
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