SYLLABUS FOR HIS 1302.011
AMERICAN HISTORY FROM 1877

Instructor: Dr. Stephen Taaffe
Class Time and place TR 11-12:15 in F 474
Office: Dugas Liberal Arts North 310
Office Hours: MWF 8-9 and 11-12, or by appointment
Home Phone: 936-462-7417
Office Phone: 468-2378
e-mail: staaffe@sfasu.edu

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.

Text: Tindall and Shi’s America: A Narrative, vol. 2.

MakeUps: You have 24 hours to contact me if you miss a test. I will give all make-up exams on Monday, 22 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: None.

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 Peeve: If I catch you with your cellphone out or using any electronic devices during class, I can and will throw you out, and you won’t be allowed back until you write a paper for me. You cannot use computers in class either unless you talk with me first.

Tentative Schedule

Week 1
Thu 18 Jan Gilded Age and Immigration and Urbanization

Week 2
Tue 23 Jan Immigration and Urbanization (cont) and Big Business and Labor Unions
Thu 25 Jan Discussion and Populism and the 1890s

Week 3
Tue 30 Jan Populism and the 1890s (cont) and Progressivism
Thu 1 Feb American Overseas Expansionism and Wilson and the Road to World War One

Week 4
Tue 6 Feb Wilson and the Road to World War One (cont) and Discussion
Thu 8 Feb World War One and Its Aftermath and 1920s Politics

Week 5
Tue 13 Feb 1920s Politics (cont) and Discussion
Thu 15 Feb  First Midterm

**Week 6**
- Tindall and Shi, chapters 25-27

**Tue 20 Feb**
- Life in the 1920s and Hoover and the Great Depression

**Thu 22 Feb**
- Hoover and the Great Depression (cont) and Roosevelt and the New Deal

**Week 7**
- Tindall and Shi, chapter 28

**Tue 27 Feb**
- Entering World War Two and United States in World War Two

**Thu 29 Feb**
- United States in World War Two (cont) and Discussion

**Week 8**
- Tindall and Shi, chapters 29-30

**Tue 5 Mar**
- Cold War’s Origins and Truman and Postwar America

**Thu 7 Mar**
- Truman and Postwar America (cont) and Cold War in the 1950s

**Week 9**
- Tindall and Shi, chapter 31

**Tue 19 Mar**
- Life in the 1950s and Civil Rights Movement

**Thu 21 Mar**
- Civil Rights Movement (cont) and Discussion

**Week 10**
- Tindall and Shi, chapter 32

**Tue 26 Mar**  Second Midterm

**Thu 28 Mar**
- NO CLASS: EASTER

**Week 11**
- Tindall and Shi, chapters

**Tue 2 Apr**
- Kennedy Administration and Johnson and the Great Society

**Thu 4 Apr**
- Johnson and the Great Society (cont) and Vietnam War

**Week 12**
- Tindall and Shi, chapters

**Tue 9 Apr**
- Counterculture and Nixon’s Foreign Policy

**Thu 11 Apr**
- Nixon’s Foreign Policy (cont) and Discussion

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

**Tue 16 Apr**
- Nixon’s Domestic Policy and 1970s Politics

**Thu 18 Apr**
- 1970s Politics (cont) and Life in the 1970s

**Week 14**
- Tindall and Shi, chapter 33

**Tue 23 Apr**
- Reagan and the Conservative Resurgence and End of the Cold War

**Thu 25 Apr**
- End of the Cold War (cont) and Discussion

**Week 15**
- Tindall and Shi, chapter 34

**Tue 30 Apr**
- Clinton and 1990s Politics and Bush and Iraq

**Thu 2 May**
- Bush and Iraq (cont) and Obama Years

**Final:**
- Tuesday, 7 May, at 10:30 AM
General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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 [COURSE NAME HERE] you are also enrolling in a Core Curriculum Course that fulfills the [INSERT CORE OBJECTIVE COMPONENT] requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

### Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</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></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</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>
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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>
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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>
<td></td>
</tr>
</tbody>
</table>

### Text and Materials
List all required and supplemental materials.

### Institution Absences (HOP 04.110)

Please copy and paste the following information regarding Institutional Absences into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for Keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.
For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences

Academic Integrity

Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for academic integrity as appropriate.

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 all 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 assignments 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 to or in order to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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

Please copy the following statement and paste it into your course syllabus.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Please copy everything below and paste it into your course syllabus.

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 (Rank 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/healthub
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)
• TextHELLO to 741-741