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Office: A-004 PHS  
Office Hours: 1:10-2:00 daily  
Department: History  
Class meeting time and place: A-004 M-F

**Course Description**
A comprehensive survey of American history from the end of Reconstruction to the present. Meets Texas state requirements for all graduates.

**Course Contact Hours and Study Hours**
HIST 1302 (United States History 2) meets for 2,250 minutes (37.5 hours), including examination times, during the course of a semester. 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 2,250 minutes per term. 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. 

By enrolling in HIST 1301, you are enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility requirements.

**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>Essay: Social Issues of the Gilded Age and Today</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>Essay: Social Issues of the Gilded Age and Today</td>
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Empirical and Quantitative Skills
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Teamwork
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility
To include the ability to connect choices, actions, and consequences to ethical decision-making.

Social Responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Text and Materials
Materials will be provided by PHS. Students need a device (cell phone, iPad, or computer) to access materials through Canvas. iPads or laptops are available through PHS

Course Requirements
Please note: the changing nature of this year, resulting from the coronavirus disruptions, may result in modifications to the method of instruction and assessment but will not impact the knowledge and skills taught. I will provide students with advance notice of any changes.

- 9 Tests or test grade projects
- Various in class daily work assignments for formative assessment
- Homework reading assignments and quizzes to be given periodically

Course Calendar
First Day of Class: Instruction in the Core Objectives (critical thinking, communication, teamwork, and social responsibility) will be given at this time and reinforced throughout the semester.

Unit 1: The Gilded Age and Subsequent Reform (2½ weeks)
Objectives

1. Identify the changes brought about by technological innovations during the Gilded Age including electric power, the lightbulb, the telephone, the Bessemer steel process, petroleum based products, the steel plow, the McCormick reaper, moving assembly line production, the Transcontinental railroad, sod houses, and the Homestead Act
2. Analyze charts and maps to assess the impact of economics and geography on migration and urbanization during the Gilded Age
3. Identify the factors which enabled America to industrialize, the degree that railroads sparked this trend, and the part played by captains of industry in organizing it (ie: Carnegie, Morgan, Rockefeller, and Vanderbilt) and describe the progress of the labor movement and the ideas of key philosophers: Darwin, George, Marx.
4. Characterize American politics and economics during the period: the issues, the presidents, the rise of political machine politics, robber barons, and the labor movement
5. Identify key figures, groups, and events associated with the attempt to rectify social issues such as segregation, the treatment of Native-Americans, women’s suffrage, temperance, the Americanization of immigrants, urbanization, child labor, and political corruption.
7. Identify the farmer’s alliance, the populist party, and the progressives: what they thought, and what changes they wanted to effect
8. Examine Tin Pan Alley and the rise of Broadway

Unit 2: Rise to World Power (1½ weeks)

Objectives

1. Discuss the causes of American imperialism and of war with Spain and the results of foreign involvement. [Henry Cabot Lodge, Alfred T Mahan, Theodore Roosevelt, Sanford B Dole]
2. Describe the causes, leaders, course, main battles, and results of World War I,
3. Analyze the impact of new technologies on warfare during World War I
4. Analyze the failures of the Versailles Treaty and the League of Nations
5. Examine the impact of the Red Scare, the Palmer Raids, the Red Summer, and the Pandemic of 1919

Unit 3: The Roaring Twenties (2½ weeks)

Objectives

1. Discuss how the following typified the 1920s: Boston police strike, normalcy, disarmament, Lindbergh, the KKK, Scopes, Capone, flappers, and Sacco and Vanzetti,
2. Identify and evaluate the contributions of the artists, musicians, and philosophers of the Harlem Renaissance.
3. Trace the causes of short term prosperity in the 1920s as the long term causes of the Great Depression
4. Examine the impact of the Great Depression and the Dustbowl on the lives of everyday Americans
5. Identify the major elements of FDR’s New Deal and major opposition to the New Deal, and examine the constitutional implications of FDR’s attempt to pack the Supreme Court

Unit 4: The Great Depression and World War II (3½ weeks)

Objectives

1. Detail several factors which led to the rise of fascism in Europe
2. Analyze the impact of WWII on the American Homefront including: Executive Order 9066, The Office of War Information, Volunteerism, the contributions of women and minorities, and POW camps in East Texas.
3. Analyze the causes, leaders, alliances, strategies, important battles, and results of World War II

Unit 6: The Cold War and Civil Rights (4½ weeks)

Objectives

1. Outline the Cold War and its challenges in Europe, China, Korea, and Vietnam
2. Characterize the main events of the Truman and Eisenhower Kennedy, and Johnson, administrations, the search for internal security, and of the civil rights movement.
3. Characterize the main events of the administrations of Nixon, Ford, Carter, and Reagan, détente and Reagan’s “Peace through Strength”
4. Evaluate how events like the moon landing, the Cuban missile crisis, the war in Vietnam, the civil rights movement, the hippie movement, Watergate, Three Mile Island, the Iranian hostage crisis, and Star Wars influenced our world.

Unit 7: Post Cold War Era (1½ weeks)

Objectives

1. Characterize the main events of the administrations of Bush, Clinton, W., and Obama
2. Discuss the new technologies used in and the causes and effects of the Persian Gulf War
3. Discuss the international role of America in the Post-Cold War era
4. Analyze the impeachment of Clinton and compare/contrast it with Watergate
5. Identify major events in the War on Terror and how new technologies and a different type of enemy has reshaped American military intervention
6. Discuss the polarization of American politics in the post Reagan era
1. The student understands the impact of constitutional issues on American society. (TEK 25A-C)

Unit 2: Rise to World Power

Unit 3: Roaring 20s and the Great Depression
1.

Unit 4: World War II
Objectives
2.

Unit 6: The Cold War and Civil Rights (4½ weeks)
Objectives
1.

Unit 7: Post Cold War Era (1½ weeks)
Objectives
1. Characterize the main events of the administrations of Bush, Clinton, W., and Obama
2. Discuss the new technologies used in and the causes and effects of the Persian Gulf War
3. Discuss the international role of America in the Post-Cold War era
4. Analyze the impeachment of Clinton and compare/contrast it with Watergate
5. Identify major events in the War on Terror and how new technologies and a different type of enemy has reshaped American military intervention
6. Discuss the polarization of American politics in the post Reagan era

Final Exam multiple choice and essay questions week (1% of course time allotted to this Unit)

Grading Policy
● 35.084% Formative assessment in-class & homework reading assignments
● 52.626% Seven Unit Exams, Midterm, & research essays
● 14.29% Final Exam

Attendance Policy
To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered.

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence.

Institution Absences (HOP 04-110)

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

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 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 Semester Grades Policy (5.5)

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, 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/.

Student Wellness and Well-Being

SFAS 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, SFAS 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
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

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