

U. S. History Survey, 1877 – Present
HIS 134

Name:
Email:
Phone:
Office:
Office Hours:
Department:
Class meeting time and place:

Course Description:

Comprehensive survey of American history from the end of Reconstruction to the present. Meets Texas state requirements for all graduates.

Texts and Materials:

The following list is representative of the types of textbooks that will be used in this course.

Mark Carnes and John Garraty, *American Destiny*, v. 2
George Tindall and David Shi, *America: A Narrative History*, v. 2
Alan Brinkley, *The Unfinished Nation: A Concise History of the American People*, v. 2
Robert Divine, T. H. Breen, George Fredrickson, and R. Hal Williams, *America Past and Present*, v. 2
Eric Foner, *Give Me Liberty!: An American History*, v. 2
Jennifer Keene, Saul Cornell, and Edward O'Donnell, *Visions of America: A History of the United States*, v. 2
R. Divine, T. H. Breen, R. Hal Williams, and Ariela Gross, *The American Story*, v. 2
J. Jones, P. Wood, T. Borstelmann, and E. T. May, *Created Equal: A History of the United States*, v. 2

Other supplemental readings may be used at the discretion of instructors.

Course Requirements:

Students in this course will be expected to complete a variety of readings and one or more exams to demonstrate their understanding of course content. The

designated core competencies detailed below will be addressed in an essay assignment that allows students to demonstrate their ability to think critically, communicate effectively in writing, and understand social and personal responsibility. This essay will ask students to analyze an historical event from the period between 1877 and the present. Each student will be provided five primary sources to interpret and evaluate, place in historical context, and utilize to construct an essay.

Each of these assignments will promote student competence in the following objectives:

1. **Critical Thinking.** The assignment will promote critical thinking skills by asking students to inquire, analyze, and evaluate specific sources relative to the development of the United States from after the Reconstruction era to the present. Students will be required to synthesize their knowledge in the assigned essay.
2. **Communication Skills.** The assignment will promote communication skills by asking students to develop and express their ideas in written form about the development of the United States from after the Reconstruction era to the present.
3. **Personal Responsibility.** The assignment will specifically ask students to articulate their understanding of how the impact of individual choices and decisions have effected ethical decision-making in American history from after the Reconstruction era to the present.
4. **Social Responsibility.** The assignment will specifically ask students to demonstrate their understanding of how different cultures interacted and citizens have participated in various communities from after the Reconstruction era to the present.

*Note: individual faculty members determine the number of exams and structure of exams used in specific sections of the course.

Grading Policy:

Grades for the course will be determined as follows:

| | |
|----------------------------|-----------|
| Exams | 80 points |
| Writing Assignment (essay) | 20 points |

Scale:

| | |
|---------------|---|
| 90-100 points | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |

below 60

F

*Note: individual faculty determine the types, number, content, and specific weights of course assignments used in specific sections of the course. Above is an example of how a faculty member might allocate course grades.

Attendance Policy:

Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Regardless of attendance, the student is responsible for course content and assignments.

*Note: Individual faculty members determine the attendance policy for their sections of this course. The above section is for illustration purposes only.

Course Calendar:

1. Gilded Age era (1860s – 1880s), 1-2 weeks
This unit will include instruction in critical thinking, communication, social responsibility, and personal responsibility (also to be reinforced throughout the course where appropriate).
2. Populist Era (1880s – 1890s), 1-2 weeks
3. Progressive Era (1890s – 1910s), 1-2 weeks
4. US Overseas Expansionism era (1890s – 1910s), 1-2 weeks
5. US in World War One era (1910s – 1920s), 1-2 weeks
6. The 1920s era (1920s), 1-2 weeks
7. Great Depression and New Deal era (1920s – 1930s), 1-2 weeks
8. World War Two era (1940s), 1-2 weeks
9. Postwar era (1940s – 1950s), 1-2 weeks
10. The 1950s era (1950s), 1-2 weeks
11. Vietnam War era (1950s – 1970s), 1-2 weeks
12. Post Vietnam War era (1970s – 1990s), 1-2 weeks
13. Post Cold War era (1990s – present), 1-2 weeks

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:

HIS 134 is part of the university's Core Curriculum and as such strives toward both the general goals of the core and the specific objectives for classes designated for inclusion in the American History Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

Courses in this Foundational Component Area like HIS 134 focus on the consideration of past events and ideas relative to the United States. Students will learn about the interaction among individuals, communities, states, the nation, and the world and will consider how these interactions have contributed to the development of the United States and its global role.

In addition to learning the above, as well as achieving competence in the assignment-specific objectives detailed earlier, students in HIS 134 will through a variety of exercises and assignments 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, especially in writing, by developing and expressing ideas through written and oral 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)

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 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/>

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, policy D-34.1). 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. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.