US History 1877 to the Present
(HIS 134 013, Spring 2016, TR 8:00-9:15, F 475)

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Office hours: TR 9:30 – 10:45 & T 2–4:30; or by appointment

SI: Luke Kelly, MW at 7:00 PM, Lumberjack Landing 139H

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 lectures, interspersed with some 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 material constitutes the reading for the course:

Required:

These books can be purchased at the bookstores (I have also placed copies of them on reserve in the Library, which can be checked out at the Reference desk).

Recommended/Supplemental:
- At http://www.ushistory.org/us/index.asp you will find a free online U.S. History textbook that you may use to supplement material that we cover in class.

The reading was chosen not only to complement the lectures but also to provide additional information and alternative insights. Thus, there will be some overlap between the reading and the lectures, but there will also be significant differences in content and perspective – so, students should come to class and do the reading outside of class as well. The readings for each week are indicated on the course outline. Please keep up with the reading assignments, in order to avoid falling behind and so that you are prepared for class (as well as for quizzes and exams).
Course Requirements and Policies

Quizzes and Exams

There will be two midterm examinations, the first on February 23 and the second on April 7; the final examination will be on May 10. 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 outline.

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.

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 at http://www.sfasu.edu/policies/academic_integrity.asp

Attendance

There will be no grade as such given for class attendance. However, this is a lecture-based course and it is most unlikely that students will do well unless they attend regularly. You are responsible for all material covered during class time. Any consequences of absence from class are the responsibility of the student. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare early alert program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
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/.

Grades

Grading Policy
The grades for the course will be determined as follows: 25% for the seven quizzes; 20% for the first midterm; 25% for the second midterm; and 30% for the final examination. The grading scale is as follows: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 or less.

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 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.

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 over one hundred 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 (1/19 – 1/21) Introduction – Gilded Age
Week 2 (1/26 – 1/28) “Labor Wars” – Populist Movement

January 28: QUIZ #1

Reading:  http://www.ushistory.org/us/index.asp  chs.37 & 41;  Constructing the American Past, ch.2

Week 3 (2/2 – 2/4) Imperialism & War with Spain – Progressivism

February 4: QUIZ #2

Reading:  http://www.ushistory.org/us/index.asp  chs.42 & 44;  Constructing the American Past, chs.5-6


February 11: QUIZ #3

Reading:  http://www.ushistory.org/us/index.asp  ch.43;  Constructing the American Past, ch.4

Week 5 (2/16 – 2/18) Great War (First World War) – Great War at Home

Reading:  http://www.ushistory.org/us/index.asp  ch.45;  Constructing the American Past, ch.7

Week 6 (2/23 – 2/25) 1920s

February 23: FIRST MIDTERM

Reading:  http://www.ushistory.org/us/index.asp  chs.46-47;

Week 7 (3/1 – 3/3) Great Depression – New Deal

March 1: QUIZ #4

Reading:  http://www.ushistory.org/us/index.asp  chs.48-49;  Constructing the American Past, chs.8-9

Week 8 (3/8 – 3/10) Origins of World War II

Reading:  http://www.ushistory.org/us/index.asp  ch.50

Week 9 (3/22) World War II: Main Events

Reading:  http://www.ushistory.org/us/index.asp  ch.51

March 29: QUIZ #5

Reading: Where the Birds Never Sing

Week 11 (4/5 – 4/7) Cold War at Home

April 7: SECOND MIDTERM

Reading: http://www.ushistory.org/us/index.asp ch.52; Constructing the American Past, ch.11

Week 12 (4/12 – 4/14) Postwar America – Civil Rights Movement

Reading: http://www.ushistory.org/us/index.asp ch.53

Week 13 (4/19 – 4/21) Civil Rights Movement cont. – Vietnam War

April 19: QUIZ #6

Reading: http://www.ushistory.org/us/index.asp chs.54-55; Constructing the American Past, ch.12


April 26: QUIZ #7

Reading: http://www.ushistory.org/us/index.asp chs.56-57; Constructing the American Past, chs.13-14


Reading: http://www.ushistory.org/us/index.asp chs.58-59; Constructing the American Past, ch.15

Final Examination: Tuesday, May 10, 8 – 10 AM
Assessment

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 towards 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 focus on the consideration of past events and ideas relative to the United States. Courses in this area, such as HIS 134, include 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 HIS 134 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.