PART I – Course Information

Course Type
☑ Existing/Restructured
☑ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: HIST 1302

Texas Common Course Number (TCCN Matrix): 1302

Course Title: American History from 1876

Course Catalog Description (Copy and paste from online catalog for existing courses): The course surveys American history from the U.S. Civil War and Reconstruction. It critically engages the political, social, cultural, religious, economic, and ecological aspects of the various groups that contributed to the emergence of a modern American nation state and nationally based culture. This course also compares and contrasts American culture to other societies through cross-cultural encounters.

Course Prerequisites: none

Available Online?
☑ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: )
☐ No

Number of Sections to be Offered per Academic Year: 12

Estimated Enrollment per Section: 35

Course Level (freshman, sophomore): freshman

Designated Contact Person (for follow-up communication purposes): Thomas H. Cox

E-Mail Address: thc001@shsu.edu

Phone: 936-294-4804

Approvals

Department Chair: [Signature] 10/19/12

Academic Dean: [Signature] 10/18/12

Submit completed, signed form to Core Curriculum Committee- Box 2478 or Fax 4-1271
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: VI. American History

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: This course will examine the various societies and cultures in American history from the U.S. Civil War and Reconstruction to the recent past in order to understand how they formed and the range of factors involved in the process, from ideas and materials to language and environment. It will explore how individuals in these subcultures expressed their values and beliefs. This course uses a comparative approach to illuminate the commonalities and distinctions between these groups in a nationalistic framework and the ways individuals, communities, states, the nation, and the world interacted to create a modern American nation state and nationally based culture. Finally, it focuses on the vital role played by cross-cultural communication and exchange in the fostering of intellectual and aesthetic creation throughout modern American history.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students completing this course will be able to examine the contributions of different ethnic and social groups to the development of a multicultural American society.

How will the objective be addressed (including strategies and techniques)? Students will develop their knowledge of modern American history through class discussion, readings, films, activities, quizzes, exams, assignments, and lectures. By examining the creation of modern American nation state from the interaction of different ethnic and cultural groups within the United States, students will learn to critically think about the complexity and diversity of their own society and culture.

Describe how the objective will be assessed: Students will be assessed on course objectives through imbedded questions in an equivalency of either three multiple-choice or three essay based exams. Grading rubrics will be used for either method of examination. A bridging rubric will insure that outcomes from either testing process are evaluated using the same scoring process. The embedded exam questions and essay questions as well as the rubrics have been written and agreed upon by all history department faculty with expertise in American history. As an example, students will answer question displaying their knowledge and understanding of: 1) Specific immigrant groups that came to America during this period, 2) The economic and social challenges these groups faced in coming to the United States, 3) Attempts by these groups to preserve their native cultures while interacting with a larger
Objective/SLO 2: Students who complete this course will be able to use cross-disciplinary approaches to gain an awareness of American political, economic, social and cultural life through the lens of history.

How will the objective be addressed (including strategies and techniques)?
Through readings and material explored in class, students will study the political, economic, social and cultural history of interactions between individuals, communities, states, the nation, and the world that contributed to a common American nation and culture. Examples could include a cross-cultural comparison of various minority groups working on different fronts but drawing from a common rights tradition in American history to push for political and social rights in the 1950s and 1960s. Comparative analysis could include comparing the ways in which different civil rights organizations such as the Southern Christian Leadership Conference (SCLC) and the Nation of Islam shared the same goal of black equality but differed considerably over the tactics used to pursue this equality, based upon the different cultural influences of each respective movement.

Describe how the objective will be assessed: Students will be assessed on course objectives through imbedded questions in an equivalency of either three multiple-choice or three essay based exams. Grading rubrics will be used for either method of examination. A bridging rubric will insure that outcomes from either testing process are evaluated using the same scoring process. As an example, students answering question would need to demonstrate: 1) An understanding of the civil rights movement in the 1950s and 1960s, 2) An understanding of the different cultural and religious traditions of black communities in the U.S. at this time, 3) Knowledge of the personal lives of Malcolm X and Martin Luther King.

Objective/SLO 3:

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

Objective/SLO 4:

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:
Objective/SLO 5:  

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?
Critical thinking will be addressed in this class through exams and writing assignments. Students will be taught to think critically and analytically, and to ask appropriate questions about different historical groups who contributed to the making of a modern American nation state and culture, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.

Students will complete either three multiple choice or essay based exams that put into practice the critical thinking skills they acquire during the class. They will examine early American political, economic, social and cultural history and compare such history to other cultures across the world.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?
Communication skills will be addressed in this class through the reading and discussion of historical texts, attending lectures, question and answer periods during class; and visual aids such as films and photographs which will be used during the presentation of the course material. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)?
Describe how the skill will be assessed: 

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

How will the skill be addressed (including strategies and techniques)?

Describe how the skill will be assessed:
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?
Personal responsibility will be addressed in this course as students articulate through multiple choice or essay exams how to make sound ethical judgments based on the development of their personal value system. By studying how individuals in the past drew upon their cultural belief systems to make ethical choices students will learn how their personal choices based upon ideas, values, and beliefs influence their larger society and culture today. For instance, by learning how social reformer Alice Paul used nonviolent resistance such as protests and hunger strikes in the 1910s to protest the fact that women could not vote, students will learn how nonviolent resistance against social problems can lead to a public discussion of these issues aimed at their eventual resolution.

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

How will the skill be addressed (including strategies and techniques)?
Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus be able to articulate their own social responsibilities in improving current American society. For instance during the civil rights movement Martin Luther King, Jr. chose to go to jail in Birmingham, society. For Alabama to protests segregation. By studying the ideology of nonviolence King and his followers espoused, students can learn how nonviolent resistance can help bring about public debates over social issues and the resolution of those issues in today’s world.

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**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Discuss the course objectives, new core skill objectives, and course requirements</th>
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<tbody>
<tr>
<td></td>
<td>America as a modern nation</td>
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<td>America as a multicultural society</td>
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<tr>
<th>Week 2</th>
<th>End of the Civil War</th>
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<td>Reconstructing the Union</td>
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<th>Week 3</th>
<th>Origins of the New South</th>
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<td>Populism in the New South</td>
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<tr>
<th>Week 4</th>
<th>Urbanization of America</th>
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<tbody>
<tr>
<td></td>
<td>Urban minority cultures</td>
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</table>
| Week 5 | - Conquest of the far west  
|        | - Settlement of the far west  
|        | - Destruction of Plains tribal cultures  
|        | - Review for First Exam  
|        | - First Exam  |
| Week 6 | - Rise of big business  
|        | - Corporate-governmental relations  
|        | - Working class culture  |
| Week 7 | - Social problems in the Gilded Age  
|        | - Rise of progressivism  
|        | - Leading supporters and opponents of progressivism  |
| Week 8 | - Imperialist thought in the Gilded Age  
|        | - Spanish-American War  
|        | - Anti-Imperialist thought in the Gilded Age  |
| Week 9 | - Origins and key events of World War I  
|        | - American isolationism  
|        | - American intervention in World War I  |
| Week 10| - Social change in the interwar period  
|        | - Prohibition Movement and response  
|        | - Origins and key events of the Great Depression  
|        | - Review for Second Exam  
|        | - Second Exam  |
| Week 11| - Origins of the Great Depression  
|        | - Rise of the New Deal  
|        | - Evaluating the New Deal  |
| Week 12| - Rise of fascism in Europe  
|        | - Resurgence of Isolationism  
|        | - American involvement in World War II  |
| Week 13| - U.S. in the Cold War  
|        | - Origins of the civil rights movement  
|        | - Korean War  |
| Week 14| - Social conformity in the 1950s  
|        | - Technological changes  
|        | - Social reform  |
| Week 15| - Civil rights revolution  
|        | - Counterculture of the 1960s  
|        | - Vietnam War  
|        | - Rise of new conservatism  
|        | - Review for Final Exam  |

2. Attachments (Syllabus Required)

Syllabus Attached?   ☑ Yes   ☐ No

Other Attached?   ☐ Yes   ☐ No  If yes, specify:
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve 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.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Empirical &amp; Quantitative</th>
<th>Team Work</th>
<th>Social Responsibility</th>
<th>Personal Responsibility</th>
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<td>✓</td>
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<tr>
<td>Mathematics</td>
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<td>Life and Physical Sciences</td>
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<td>Language, Philosophy &amp; Culture</td>
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<tr>
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<tr>
<td>Social and Behavioral Sciences</td>
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SAM HOUSTON STATE UNIVERSITY
DEPARTMENT OF HISTORY
HIS 1302.21
CRN#: XXXXX American
History from 1876
Credit Hours: 3.0
Fall Semester 2013

Instructor: Dr. Tom Cox
Class Location and Time: AB4 305, MO/WE/FR, 1:00-2:00 p.m.
Office Hours: AB4 473, MO/WE/FR, 9:30-10:30 a.m. or by appointment
Contact Info: Phone: 936-294-4804, FAX: 936-294-3938, the001@shsu.edu

Course Description: This course is an introduction to American history from the Reconstruction Period to the present. Over the course of the semester we will examine the rise of America from a tattered nation in the aftermath of the Civil War to a leading superpower in the twentieth and twenty-first centuries. We will also discuss the increasing social and ethnic diversity of American society during this period. Themes for the course include: Reconstruction, westward expansion, industrialization and urbanization, both World Wars, the Great Depression, the Cold War, the social movements of the 1960s and 1970s and recent events.

Prerequisites (None)
• This is a University Core Class that fulfills Component Area VI.

Course Objectives: Throughout this semester, our course goals are to:

• Examine the contributions of different ethnic and social groups to the development of a multicultural American society.
• Use cross-disciplinary approaches to provide students with a broad awareness of American political, economic, social and cultural life through the lens of history.

How the objectives are addressed:
Students will develop their knowledge of early American history through class discussion, readings, films, activities, quizzes, exams, assignments, and lectures. By examining the creation of a modern American culture through the interaction of different social and ethnic groups in the nineteenth and twentieth centuries. By examining the diverse history of America, students will learn to critically think about the complexity and diversity of their own society and culture.

How the objectives will be assessed:
Students will be assessed on course objectives through imbedded questions in an equivalency of either three multiple-choice or three essay based exams. Grading rubrics will be used for either method of examination. A bridging rubric will insure that outcomes from either testing process are evaluated using the same scoring process. Sample essay and multiple choice questions which could appear on exams are as follows

1. Which of the following was a key tenet of Progressivism:
   a. Education could play a role in improving society
b. Humans were inherently emotional and could not change
   c. Social organizations could not help improve society
   d. All of the above

2. "What were the key tenets of Progressivism in the early twentieth century? How successful were Progressives in living up to these beliefs?

(Students will answer either question with a discussion that includes 1) Specific immigrant groups that came to America during this period 2) The economic and social challenges these groups faced in coming to the United States 3) Attempts by these groups to preserve their native cultures while interacting with a larger American culture.)

Core Curriculum Skill Objectives
This core class fulfills the three credits needed for Component Area VI: American History. All courses in Component Area VI must address, and assess, critical thinking skills, communication skills, personal responsibility, and social responsibility.
I. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
   Critical thinking will be addressed in this class through exams and writing assignments.
   -Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.
   -Students will complete either three multiple choice or essay based exams that put into practice the critical thinking skills they acquire during the class. They will examine early American political, economic, social and cultural history and compare such history to other cultures across the world.
   Critical thinking will be directly assessed through imbedded questions in these three exams. Examples of multiple choice or essay exam questions are as follows:
   1. In the 1950s the NAACP decided to challenge segregation in secondary education primarily because:
      a. Education was considered a major right rather than a privilege in American society
      b. Taxes paid by African-Americans went to support segregated public education
      c. Challenging segregated school boards attacked segregation directly at the local level
      d. All of the above
   2. "Why in the 1950s did the NAACP decide to challenge segregation in secondary education? Overall, how effective was this strategy?"

(Students answering either of the above questions will have to demonstrate 1) An understanding of race relations in the 1950s 2) An understanding of the civil rights movement 3) An understanding of public debates over the role of education in society in the 1950s.)

II. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

Communication skills will be addressed in this class through class participation, the reading and discussion of historical texts, attending lectures, and watching films. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated.
Communication skills will be directly assessed through imbedded questions in multiple choice and essay based exams such as:

1. Having read Woodrow Wilson’s 1916 speech “A Nation too Proud to Fight,” what arguments does Wilson use to argue for maintaining American neutrality in World War I:
   a. The U.S. does not have a large enough military to effect the outcome of the war.
   b. The U.S. does not have a large enough industrial base to support a major overseas war.
   c. As a nation composed of immigrants, many of whom fled from European wars, the U.S. has a long tradition of neutrality in European conflicts
d. As a capitalistic nation, the U.S. has no economic incentive to intervene in World War I

2. Having read Woodrow Wilson's 1916 speech "A Nation too Proud to Fight," what reasons does Wilson give for maintaining American neutrality in World War I? How was Wilson able to reverse such arguments when justifying American involvement in the First World War a year later?

(Students answering either of the above questions will have to demonstrate 1) A broad understanding of the origins and events of World War I 2) An understanding of American isolationist sentiment in World War I 3) An understanding of Woodrow Wilson's foreign policy during this period.)

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

Personal responsibility will be addressed in this course as students articulate through multiple choice or essay exams how to make sound ethical judgments based on the development of their personal value system. By studying how individuals in the past drew upon their cultural belief systems to make ethical choices students will learn how their personal choices based upon ideas, values, and beliefs influence their larger society and culture today.

Personal responsibility will be accessed through imbedded questions on multiple choice or essay questions such as the following:

1. In 1917 social reformer Alice Paul commenced a hunger strike in prison:
   a. To protest American involvement in World War I
   b. To protest the fact that women were denied the right to vote
   c. To protest racial discrimination in the American educational system
   d. All of the above
2. "Why in 1917 did social reformer Alice Paul commence a hunger strike in prison? What influence did her action have on social reform in both the short and long runs?"

(Students answering either of the above questions will have to demonstrate 1) An understanding of traditional gender norms in the Progressive Era 2) An understanding of the women’s rights movement during this period 3) An understanding of Alice Paul’s life and career as a social reformer.)

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

Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus learn about their own social responsibilities in improving current American society.

Social responsibility will be accessed through imbedded questions on multiple choice or essay questions such as the following:

1. In 1963 Martin Luther King, Jr. argues in his "Letter from a Birmingham Jail" that nonviolent resistance:
a. Was an ineffective method of political protest
b. Could create a creative tension in American society leading to the resolution of hatred and racism
c. Was a pragmatic tactic that would turn public opinion away from segregation
d. Might take a century to bring about the end of segregation in American society

2. What arguments did Martin Luther King give for advocating nonviolent resistance in his “Letter from a Birmingham Jail”? What historical lessons did King draw from in making these arguments? What influence did this letter have on the success of the civil rights movement?

(Students answering either of the above questions will have to demonstrate 1) An understanding of race relations in the 20th century 2) An understanding of concepts of civic responsibility as understood in American political culture 3) An understanding of the key events of the civil rights movement.)

Readings: David Goldfield’s The American Journey, Volume II (Concise Edition) is required reading for this course. You may purchase print, kindle, or e-book copies at http://www.amazon.com/The-American-Journey-History-Edition/dp/020524596X/ref=tmm_pap_title_0?ie=UTF8&qid=1344907899&sr=1-1 or similar websites. As many class assignments will be based on the assigned readings, it is important to do the weekly readings before each week’s classes.

Attendance: Just as you expect me to keep my lectures to the point and grade your assignments on time, so to I expect you to attend class regularly and promptly complete assignments. There will be thirteen pop quizzes given in-class throughout the semester; the lowest three quiz grades will be dropped at the end of the semester when I calculate the final grade. If you miss, show up late for, or leave early during a class in which there is a pop quiz you will receive a zero on the quiz. You may therefore miss up to three (3) classes/quizzes without penalty. If you feel that you will be absent from class for long periods of time then please discuss the matter with me as soon as possible. I will require documentation for long-term absences from class.

Exams: You will have three in-class, non-cumulative exams for this course. Each exam will consist of either multiple choice questions or essays. Students are required to take exams on assigned days. I will allow makeup exams only for exceptional, documented circumstances. All makeup exams will be given at the same time on the last two days of finals week.

Academic Honesty: In accordance with Sam Houston State University’s Academic Policy Statement 810213, “all students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.” See http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty for more information.

Grading: The final grade for this course will be based on five out of eight in class pop quizzes (2% each, 10% total) and three in class exams (30% each). If applicable, extra credit will be factored into the final grade on a case-by-case basis. My grading scale is as follows: A+ = 97-100, A=93-96, A- = 90-92, B+= 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C=73-76, C- = 70-72, D = 60-69, F = 59 or lower. Pluses and minuses will be dropped on your final grade for the course.
Academic Honesty: In accordance with Sam Houston State University’s Academic Policy Statement 810213, “all students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.” See http://www.shsu.edu/~vaf/www/aps/documents/810213.pdf for more information.

Keeping On Top of Assignments: Before each Monday’s class, I will post lecture outlines, key terms, study questions, course updates, and upcoming assignments for the upcoming week in the announcement and assignment sections of Blackboard. It’s important to consult Blackboard’s announcement and assignment sections at the beginning of every week for updates and changes to the semester schedule.

Americans with Disabilities Act: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If the student has a disability that may affect adversely their work in this class, then he or she needs to register with the SHSU Counseling Center and to talk with the instructor about how they can best be helped. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center. See http://www.shsu.edu/~counsel/ and http://www.shsu.edu/~vaf/www/aps/documents/861001.pdf for more information.

Religious Holidays: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom: Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not he/she will be allowed to remain.

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation form towards the end of the semester.
**Assignments:** In addition to the mandatory exams students may complete an optional short reaction paper (2-3 pages or 400-600 word) based on the assigned readings. The professor will post several paper topics on Blackboard students may choose from. The professor will post specific assignment information including the grading system to be used on Blackboard.

**Required Supplies:** Students are required to bring pens or pencils and notebooks to class for note taking. Students are also required to buy or rent the textbook stated above for the class.

**Classroom Conduct:** Classes tend to run more smoothly if students and professors observe a few basic ground rules. Please arrive to class on time and stay for the entire class. I reserve the right to lower your grade for repeated tardiness, leaving early, or generally disrupting class by talking, sleeping, listening to music, eating, drinking, text messaging, reading materials for other classes, etc. Particularly difficult students may be advised to drop, find their final grades lowered, or even given failing grades for the course. The Code of Student Conduct can be found at
http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29

**Use of Electronic Devices in the Classroom:** As members of the classroom community, all students have a responsibility to others who are a part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, and similar devices have become increasingly a part of life in our society; however, when used in the classroom environment they can become disruptive. Laptop computers and other internet devices are not permitted in class (unless the student has special needs cleared with the professor in advance).

Students are to turn off cell phones, pagers, and other similar electronic equipment while in the classroom. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the use by students of cell phones, pagers, or similar communication devices during scheduled class-time is prohibited unless specifically permitted by the instructor. All such devices should be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. If there is an emergency situation for a student, that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive.

Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period will result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty (see student code of conduct reference below). During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student.

For further information on student conduct in and out of the classroom see the Code of Student Conduct.
http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29

**Running Into Problems:** Over the course of the semester, you may run into problems that range from failing behind in the course to medical or family related emergencies. If you find yourself in such a situation, please contact me as soon as possible so that we may address the matter directly. I am also available during office hours or by appointment for help, tutoring, or advice as needed. For more general
help, consider visiting the SAM Center, the Reading Center, or the Writing Center if you are having trouble with note taking, completing assignments, or studying for exams.

Projected Class Plan and Reading Assignments
This outline is tentative and subject to change.
Note: The lectures will take precedence over this schedule. We might be ahead or behind in the reading schedule. You should read the assigned pages and listen to the appropriate pieces that are discussed in the reading before each class. Please bring your book to every class unless told otherwise.

Week One:
August 28 Introduction to the Class, Goldfield, Intro.
Topics for the week include:
- Discuss the course objectives, new core skill objectives, and course requirements
- America as a modern nation
- America as a multicultural society

Week Two:
September 2 Holiday
September 4 Goldfield, Chapter 16
September 6
Topics for the week include:
- End of the Civil War
- Reconstructing the Union

Week Three:
September 9 Goldfield, Chapter 17
September 11
September 13
Topics for the week include:
- Origins of the New South
- Populism in the New South

Week Four:
September 16 Goldfield, Chapter 18
September 18
September 20
Topics for the week include:
- Urbanization of America
- Urban minority cultures

Week Five:
September 23 Goldfield Chapter 19
September 25
September 27 First Exam
Topics for the week include:
- Conquest of the far west
- Settlement of the far west
- Destruction of Plains tribal cultures
- Review for First Exam

Week Six:
September 30 Goldfield Chapter 20
October 2
October 4
**Topics for the week include:**
- Rise of big business
- Corporate-governmental relations
- Working class culture

**Week Seven:**
October 7 Goldfield Chapter 21
October 9
October 11
**Topics for the week include:**
- Social problems in the Gilded Age
- Rise of progressivism
- Leading supporters and opponents of progressivism

**Week Eight:**
October 14 Goldfield Chapter 22
October 16
October 18
**Topics for the week include:**
- Imperialist thought in the Gilded Age
- Spanish-American War
- Anti-Imperialist thought in the Gilded Age

**Week Nine:**
October 21 Goldfield Chapter 23
October 23
October 25
**Topics for the week include:**
- Origins and key events of World War I
- American isolationism
- American intervention in World War I

**Week Ten:**
October 28 Goldfield Chapter 24
October 30
November 1 Second Exam
**Topics for the week include:**
- Social change in the interwar period
- Prohibition Movement and response
- Origins and key events of the Great Depression
- Review for Second Exam

**Week Eleven:**
November 4 Goldfield Chapter 25
November 6
November 8
**Topics for the week include:**
- Origins of the Great Depression
- Rise of the New Deal
- Evaluating the New Deal

**Week Twelve:**
November 11 Goldfield Chapter 26
November 13
November 15
**Topics for the week include:**
- Rise of fascism in Europe
- Resurgence of Isolationism
- American involvement in World War II

**Week Thirteen:**
November 18 Goldfield Chapter 27
November 20
November 22
**Topics for the week include:**
- U.S. in the Cold War
- Origins of the civil rights movement
- Korean War

**Week Fourteen:**
November 25 Goldfield Chapter 28
November 27
November 29
**Topics for the week include:**
- Social conformity in the 1950s
- Technological changes
- Social reform

**Week Fifteen:**
December 2 Goldfield Chapter 29
December 4
December 6
**Topics for the week include:**
- Civil rights revolution
- Counterculture of the 1960s
- Vietnam War
- Rise of new conservatism
- Review for Final Exam

**Final exam: Date TBA**
Appendix

Rubrics
Rubric Score Reporting

The Department of History will use the following process to combine the results of its essay and objective examination rubrics within each Core Skill Objective:

\[ \frac{R_1 + R_2}{S_1 + S_2} = R^3 \]

In this equation:

- \( S_1 \): Number of students directly assessed through embedded essays
- \( S_2 \): Number of students directly assessed through embedded objective examination questions
- \( R_1 \): Total number of points earned by students under the embedded essay rubric
- \( R_2 \): Total number of points earned by students under the embedded objective examination rubric
- \( R^3 \): Average points earned by students subjected to direct assessment. (Core Reporting Assessment Score)

The Department of History will record and periodically submit (at such times as are required by the Coordinating Board and/or Sam Houston State University’s administration) the \( R^3 \) score for each Core Skill Area. Each score report will including the point scale for the relevant rubric, the average score, and the percentage of students who meet or exceed the rubric’s definition of acceptable performance on that Core Skill.

Example report data:

Social Responsibility Fall 2014

Social Responsibility Rubric assesses student progress on a 0-12 scale. A 6 is considered the minimum “acceptable” score.

\[ \frac{650 + 350}{100 + 50} = 6.67 \]

73.33% of students (110 out of 150) in HIST 2312 achieved a score of 6.0 (“acceptable”) or better.