**US History 1877 to the Present**  
HIST 1302 509, Fall 2020  
Philip E. Catton, Department of History, Liberal Arts North 361  
Contact Information: E-mail – pcatton@sfasu.edu; Tel. 468-2387  
Office hours: Virtual Hours, TR, 8 – 10:30 am; or by appointment

**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**  
The texts and materials required for the course are all contained in the online course modules, so there are no reading materials that you need to purchase for the class. If you would find it useful to have a textbook-like supplement to the material in the modules, I would recommend the following free online US History textbook: [http://www.americanyawp.com/](http://www.americanyawp.com/). I will not test you on materials from this textbook, but you may find it useful as a supplement to the reading material in the modules.

**Course Requirements**  
In order to earn access to the full course content, you must complete and earn a 100 on the “Getting Started” quiz. This quiz is required at the beginning of the course to gain access to the first content module. It is NOT, however, factored into your final grade.

You will have the opportunity to earn 510 points during the semester from the following assignments (I will drop your lowest content quiz or source analysis exercise):

- **Content Quizzes:** 14 @ 20 points each (280 points in total)  
- **Source Analysis Exercises:** 8 @ 20 points each (160 points in total)  
- **Discussion Exercises:** 3 @ 30 points each (90 points in total)

**Content Quizzes.** Every one of the course’s 14 content modules has a quiz. Each quiz will consist of 10 multiple-choice questions and test your knowledge of that module’s content. The quizzes are timed and designed to ensure that you have completed the reading in advance and are not able to treat them as open-book exercises.

**Source Analysis Exercises.** There will be 8 of these exercises over the course of the semester. Each of them will consist of a thought-provoking question based on a primary source (a speech, political cartoon, photograph, music lyrics, etc.) related to that week’s module. You will then craft a written answer of at least 150 words to the question. Your answers should be well-written and contain a high-level of thought. Like the content quizzes, the source analysis exercises are timed and designed to ensure that you have completed the reading in advance and are not able to treat them as open-book tests.
Discussion Exercises. There will be 3 of these exercises over the course of the semester. Like the source analysis exercises, each discussion will consist of a thought-provoking question based on a primary source related to that week’s module. In addition to writing and posting your own response, you must also respond to at least three of your classmates’ postings. In this case, “I agree” is not an adequate response; this may be how you feel, but it doesn’t require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material. Feel free to reply to other students’ postings with opposing points of view, but please treat your classmates with respect and courtesy.

You will find the due dates for all of the above assignments, as well as additional information and study tips, in the “Course Calendar” and “Guidelines for Success” sections of the “Getting Started” module.

Course Calendar
See the “Course Calendar” section in the “Getting Started” module for the class schedule and assignment due dates. One content module with its associated assignments will be released each week as specified in the course calendar. Deadlines for the completion of assignments are clearly indicated on the calendar. You cannot wait until the end of the semester to complete the module activities; you must complete them as the semester progresses. Late work will not be accepted unless discussed with me in advance or the result of a documented emergency.

Course Policies

Academic Integrity (Student Academic Dishonesty, Policy 4.1)
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.
Academic and professional careers have ended because of dishonesty, especially plagiarism. If you have any questions about what does or does not constitute plagiarism, please let me know. In doing so, we can avoid what could be a costly and serious error.

Please read the complete policy at [http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf)

**Attendance**
As this is an online course, physical attendance in a classroom is not required; the entire class will be completed online. However, your consistent attention and effort is crucial for success in the course. I strongly encourage you to log in to the course at least every other day. There are also firm deadlines outlined on the “Course Calendar.”

As you have elected to enroll in an online course, it is your responsibility to acquire a consistent, stable, dependable computer and internet connection with which to complete the assignments by the deadlines indicated on the “Course Calendar.” It is not the responsibility of the instructor to provide additional time for assignments, or an alternative means of completing the course, due to technological issues on your part.

**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/](http://www.sfasu.edu/disabilityservices/).

**Grades**
The grades for the course will be determined as follows:

A = 90-100% (459-510 points)
B = 80-89% (408-458 points)
C = 70-79% (357-407 points)
D = 60-69% (306-356)
F = 59% or less (305 points or less).

Additionally, your final grade will drop 5 per cent for each assignment you do not complete beyond three. (That is, if you do not complete six assignments, not only will you receive a zero for the six assignments, I will also drop your final grade by 15% because you missed three assignments beyond three.) I also reserve the right to raise or lower a grade by as much as 5% in response to conspicuously high or low levels of participation in the module assignments.
**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.

**Contact/Communication**

Email is the most convenient and easiest means of contacting me, especially for quick questions. I will also hold virtual office hours on TR, 8-10:30 am. See the “Communicating with me” section in the “Getting Started” module.

**Additional Information on Learning Outcomes and Relevant University Policies**

**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:**
HIST 1302 includes 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 HIST 1302 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.

**Explanation of credit hours awarded for course:**
HIST 1302 (US History II) 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 source 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 1302, you are enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility requirements. The chart below indicates the core objectives addressed by this course and the assignments that will be used to assess the objectives.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Source Analysis and Discussion Exercises</td>
<td>See Course Calendar</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Source Analysis and Discussion Exercises</td>
<td>See Course Calendar</td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Source Analysis and Discussion Exercises</td>
<td>See Course Calendar</td>
</tr>
<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>Source Analysis and Discussion Exercises</td>
<td>See Course Calendar</td>
</tr>
</tbody>
</table>