U.S. History Survey, 1877-present
HIS 134: Sections 503 & 508
Spring 2020

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Office Hours: As this is a web-based course, office hours will be offered electronically by appointment unless otherwise announced. Please note that email is the best means of communication. I cannot return phone calls to long distance numbers as this would add up very quickly for the History Department!

Class Place/Time: Online

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

Course Materials
1. Textbook: *A People’s History of the United States*, by Howard Zinn
   This book is an open educational resource (OER) and is completely free and fully available online at [http://www.historyisaweapon.com/zinnapeopleshistory.html](http://www.historyisaweapon.com/zinnapeopleshistory.html).

Course Requirements
In order to earn access to the full course content, you must complete and earn a 100 on two quizzes—“Getting Started” and “Cheating and Plagiarism.” These two quizzes are required at the beginning of the course are required in order to access the rest of the course material. They are, however, NOT factored into your final grade.

Students are responsible for all material addressed in this course including online modules, assigned readings, and module activities. The final course grade is based on your performance on the following:

**Three Lecture Exams (3 x 100 points each = 300 points):** Each timed exam will be worth 100 points and will cover information in the textbook and online modules. Each student is allotted 75 minutes to complete each exam. The penalty for taking more time than is allotted is a five-point deduction per minute that exceeds the time provided. The exam will not automatically close at 75 minutes. You are responsible for monitoring and utilizing your time wisely. The exams will test students’ retention and knowledge through the use of true/false, fill in the blank, and multiple-choice questions, in addition to written answers in the form of identifications and essays. The final exam is NOT comprehensive.
One Reading Exam (100 points): This timed exam is worth 100 points and will assess your reading of Why They Marched: Untold Stories of the Women Who Fought for the Right to Vote. Each student is allotted 75 minutes for the exam. The penalty for taking more time than is allotted is a five-point deduction per minute that exceeds the time provided. The exam will not automatically close at 75 minutes. You are responsible for monitoring and utilizing your time wisely. The exam will test your reading comprehension and retained knowledge through the use of true/false, fill in the blank, multiple choice questions as well as identifications, and an essay question.

Module Activities (10 x 10 points each = 100 points): Over the course of the semester, you will complete and participate in a series of ten module activities related to your textbook reading and online module content. These activities will include your introduction, three primary source analysis exercises, three quizzes, and three discussions. Each activity is worth ten points, totaling 100 points.

One weekly module activity will be released as specified in the semester calendar. Deadlines are very clearly indicated in the Semester Calendar. You cannot wait until the end of the semester to complete activities; you must complete them as the semester progresses. Late modules submissions will NOT be accepted. Additionally, you are required to complete a minimum of seven module activities. Failure to do so will result in your final grade being docked by 10-15%.

- **Primary Source Analysis:** A primary source is a document or object that was created by an individual or group as part of their daily lives. Primary sources can include anything from birth certificates, photographs, diaries, letters, embroidered samplers to clothing, household implements, and newspapers. A document that is a primary source may contain both first person testimony and second hand testimony. Secondary sources or secondary materials are generally books, magazines, or journals that draw upon the accounts repeated by someone who did not actually participate in the event. Thus, historians rely heavily on primary source documents as the more credible of the two in analyzing the past. After all, do you want to hear about an event from someone third or fourth-hand or someone who was actually standing there or participating in the event when it actually happened? Thus, you are going to get some practice in being a historian. After reading the primary source documents linked into the modules, you will complete a form by simply answering the questions about the document—a Supreme Court decision, a presidential speech, etc. Don’t think of this as just filling out some form for ten lousy points. The point is to make your own decisions and own conclusions for yourself. Don’t depend on someone else’s interpretation of a document. Read it yourself and draw your own conclusions.

- **Quizzes:** Students often report that the most difficult part of the exams is the textbook section. Reading anywhere from one to two hundred pages of information and retaining much of anything is difficult, and I will be the first to admit such a fact. Nonetheless, it is a skill that you need to develop. So, in an effort to help you become familiar with the textbook and motivate you to read on
a regular basis rather than launching head first into five chapters the night before an exam, you will take periodic quizzes over a chapter from the textbook. The quizzes will be made up of ten questions will be multiple choice answers. Furthermore, the quizzes will be timed in order to ensure that you have completed the reading in advance and are not taking an open-book quiz on the other side of the computer. Your objective is to carefully read the chapters as we proceed through the semester and pay attention to what you read. Your quizzes will draw upon what you read from Zinn’s *A People’s History of the United States* and will evaluate how closely you read each chapter. While each quiz is worth a modest ten points, such module activities over the course of a semester tend to add up fast. So, what is the bottom line? Take your textbook reading and quizzes seriously.

- **Discussions:** Discussion questions, thoughts and prompts will instigate the conversation. You must post your own responses to the question as well as respond to other students. A *minimum of one original post* and a *minimum of four responses to your classmates* must be submitted to earn full credit for this module activity. "I agree" is not a response to another student that will merit points; this may be how you feel, but it doesn’t require much depth of thought on your part. Responses must contain substance. Feel free to reply to other students' postings with oppositional points of view, but do treat your classmates with the same respect and courtesy with which you would like to be treated. Discussions will be graded on several criteria: thoroughness, thoughtfulness, and timeliness. Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax is expected. Note that while you may not fully understand each week's readings, the discussion board is a good way to help yourself and your fellow students to make sense of the readings. Thoughtful, appropriate questions about the reading carry value and reflect critical thought. I reserve the right to raise or lower a grade in response to conspicuously high or low levels of participation in the discussions.

*Grading Scale*

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<tr>
<th>Points Earned</th>
<th>Semester Average</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>450-500</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>400-449</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>350-399</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>300-349</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-299</td>
<td>00-59</td>
<td>F</td>
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**Attendance Policy**
As this is a web-based course, a traditional attendance (sit attentively and enthusiastically in this seat for 150 minutes per week for 15 weeks) policy does not exist. However, your consistent attention and effort to this, or any online class, is crucial to setting the foundation for a successful experience in the course.

**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. However, instruction in the Core Objectives (critical thinking, communication, teamwork, and social responsibility) will be provided and reinforced throughout the semester.

**Student Learning Outcomes:**
HIS 134 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 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.

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

**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.
**Explanation of credit hours awarded for course:**

HIS 134 (United States History II) meets for 150 minutes each week for 15 weeks and also meets for a 2-hour final examination. 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 150 minutes per week. 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.

**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/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf).

**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.
The chart below indicates the core objectives addressed by this course, the assignment that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment should be uploaded to D2L. Not every assignment will be collected for assessment every semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
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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>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<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>
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<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>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<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><em>Why They Marched</em> Reading Exam Essay Révisé</td>
<td>Sunday, May 3 by 11:59pm (CST)</td>
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</tbody>
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**Source Analysis Assignment**
To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical event in United States history from the period before 1877. Each student will be provided a selection of primary and/or secondary sources to interpret and evaluate, place in historical context, and
utilize to answer a series of questions. This source analysis assignment will require that students think critically about the sources, examine how individual choices and decisions influenced the course of history, and consider the ways in which people engage with regional, national, or global communities. Completion of this assignment is required by the university and is an important component in the successful completion of this course. Further instructions will be provided towards the end of the semester.