



# HIST 1302

## U.S. History Since 1877

Section 514 | Spring 2021 | Megan Weatherly

### Course Description & Goals

According to the catalog, this course is “A comprehensive survey of American history from the end of Reconstruction to the present. Meets Texas state requirements for all graduates.”

But it’s way more exciting than that. This span of roughly 141 years, while tiny in terms of the scope of recorded history, is critical in terms of explaining how our nation came to its present state of being. These are the years of the close of the storied, romanticized American West; of the surge of American capitalism and economic power; the losses and victories of two world wars; the push for greater civil liberties for all citizens; and sex, drugs, and rock ‘n’ roll. Individuals of all genders, races, creeds, and classes shaped history in this period in ways that such a diverse citizenry never had before. Even today, at the dawn of a new millennium, we live with the consequences—good and ill—of their beliefs and decisions.

This course will sweep through nearly a century and a half of those beliefs and decisions, from the close of a civil war to the dawn of the 1980s (the impact of which we’re only beginning to see and feel in many ways). Along the way, we will consider both the key events and the influential trends that would affect American lives, past and present.

The goals of the course are to expand your knowledge of the basic content of recent American history, to introduce you to the conflicting interpretations of these historical phenomena, and to give you the tools to analyze historical artifacts for yourself. We will also develop your ability to process information and express yourself clearly, namely in the written word.

### Required Materials

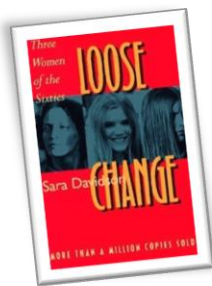
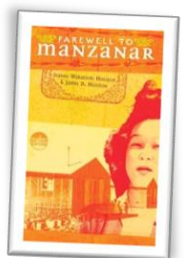
I do not believe that the cost of course materials should impede a student from being able to fully engage in this course. Thus, I have endeavored to ensure the required materials are as low in cost as possible.

We will utilize portions of several textbooks available as open educational resources (OERs). While you are welcome to purchase a physical copy of these texts, they are both available free and online, and we will use only limited portions of each.

- OpenStax College, *U.S. History*. (ISBN: 978-1-947172-08-1)
- Howard Zinn, *A People’s History of the United States*. (ISBN-13: 978-1-938168-36-9)

You are also required to read one monograph. You may choose either of these:

- Jeanne Watsuki Houston, *Farewell to Manzanar* (ISBN-10: 0307976076 or ISBN-13: 978-0307976079, also available as an eBook on Amazon, Google Play, or iBooks)
- Sara Davidson, *Loose Change: Three Women of the Sixties* (ISBN-10: 0520209109 or ISBN-13: 978-0520209107, also available as an eBook on Amazon or iBooks)



Additional readings will be assigned throughout the semester and are included in the online course materials.

## About Our Online Course

Please be aware that this is a fully online course! That is, this course does not meet in a physical classroom. Furthermore, this is an eight-week course.

## Attendance Policy

The entirety of this course will be completed online. However, there are deadlines for assignments outlined on the Semester Calendar.

## Participation

I strongly encourage you to log into the course every other day. To successfully complete an online course, a high degree of student involvement and effective time management skills are necessary. Even though we won't have routine meetings, you must discipline yourself to a) devote the time you normally would spend in the classroom (five hours each week) to being logged in to this online class and digesting the material, and b) engage in individual learning time (referred to by some as "study time"). Most universities recommend that for every hour a student spends learning in the classroom, he/she spend two to three hours studying outside of class. Thus, as this is a three-hour course, you should expect to spend 15 to 20 hours a week reading, analyzing, synthesizing, studying, and completing assignments.

## Technology Requirement

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 for the course by the deadlines indicated on the Semester Calendar. It is not the responsibility of the instructor to provide additional time for assignments or exams or an alternative means of completing the course due to technological issues. Just as it is your responsibility to acquire and maintain adequate transportation to attend a face-to-face course, it is your responsibility to secure the technological means to participate in and complete this course.

## Your Instructor

We'll get to know each other better over the course of the semester, but in the meantime, here are some pertinent facts about your instructor:

**Name:** Megan Weatherly  
**Department:** History  
**Email:** msweatherly@sfasu.edu  
**Phone:** 936.468.1735  
**Office:** Steen Library 213A



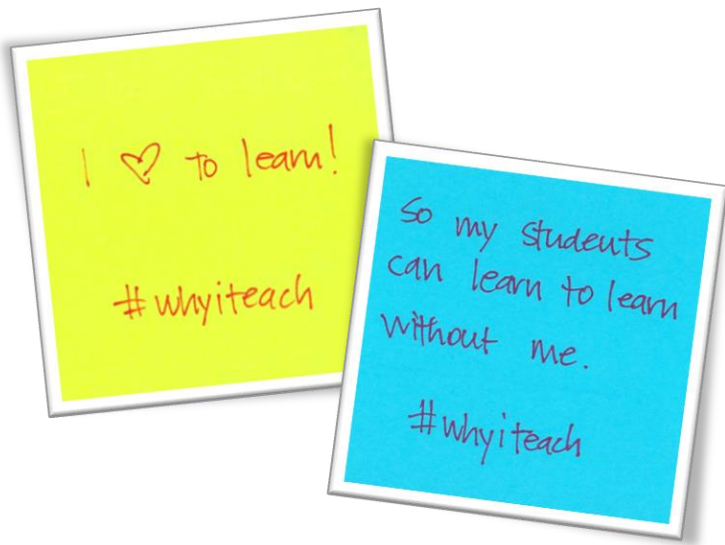
**Student/Office Hours:** Physical and virtual office hours are available by appointment. *I enjoy meeting with students!* However, please note that I am difficult to catch in the office, so if you would like to meet with me, please email me in advance.

**Reaching Me:** You'll find my complete communication policy in the Getting Started materials in our Brightspace course, but for the sake of brevity, I'll sum it up this way: email, forever and always. You're welcome to email me via Brightspace's Mail tool or the email address above. Should you choose the latter, please take care to email me from your official jacks.sfasu.edu account, so as to avoid your message getting caught in spam filters.

**Other Tidbits:** I love Calvin & Hobbes, good TV (e.g. Mad Men, The Sopranos, The Wire), good books, Oreos, cooking, hanging out with my husband, traveling, and watching the antics of my cats, Athos and Porthos.

# We will learn together.





### **Safe Space and Inclusion**

Please know that my office and our virtual classroom are safe spaces. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

### **Challenging Conversations**

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions.

### **Basic Needs**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of the Dean of Student Affairs for support, including the Food for Thought Food Pantry. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

### **Accessibility**

I am completely committed to making our class a place where everyone can learn. Any student who may need an accommodation based on the impact of a disability, mental health concern, or other personal circumstance should feel reach out to me, and we can discuss how best to meet your needs and facilitate your best work and learning in this course. If possible, please communicate with me about your accommodation needs during the first week of the semester. Of course, if concerns arise later, let me know as well.

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, visit [Disability Services](#).

### **Resources for Mental and Emotional Health**

The rigors of higher education pose unique forms of stress—stress that can significantly compound life's other challenges. If you are experiencing mental and emotional distress or if you just need to gain a new perspective on personal issues, please book an appointment at SFA's Counseling Services. These services are FREE to any enrolled student. Please make use of this excellent resource. To book an appointment, contact them via any of these means:

Counseling Services  
3rd floor, Rusk Building  
936.468.2401 | [website](#)

Additional resources can be found on the [Dean of Student Affairs's mental health resources page](#).

**I want you to be  
successful, in class  
and in your life.**

## Grading & Evaluation

Students have the opportunity to earn 1000 points in this course. Grades are determined from a variety of assignments:

- Module Quizzes: 440 points total
- Book Quiz: 110 points
- Module Activities: 450 points total

Note that all assignments are due on the dates indicated on the Semester Calendar.

### Module Quizzes

Content quizzes will consist of a variety of questions on the material covered in each module. They typically contain ten objective questions and are timed. The penalty for taking more time than is allotted is five points per minute. Quiz dates are noted on the Semester Calendar. Thirteen quizzes will be given during the semester; the lowest two scores will be dropped.

### Book Quiz

On the days indicated on the Semester Calendar, there will be a very straightforward quiz, consisting of both multiple choice questions and a short answer question, on the selected, assigned monograph.

### Module Activities

Module activities will be graded on several criteria: thoroughness, thoughtfulness, and timeliness. Activities can come in a variety of forms, including (but not limited to) online discussions, primary source analyses, or projects.

### Online Discussions

Online discussions may take place at various intervals throughout the course. In a discussion, you must post your own response to the prompt and, if required, respond to other students. "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 be

substantive and reflect critical thought and engagement with the course material. Feel free to reply to other students' postings with oppositional points of view, but you must speak respectfully.

Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings (unless specifically noted) but on your active participation and the content of your messages. Note that while you may not fully understand each module's content, discussions can be a good way to help yourself and your fellow students to make sense of it. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

### Primary Source Analyses

In an analysis exercise, I will give you several thought-provoking questions and possibly a primary source (or two or more) to examine. You will then answer questions and/or craft an essay that carefully answers the questions asked and/or describes the document(s) and analyzes its/their historical significance. Analysis essays should be well-written, contain no grammatical or syntactical mistakes, and contain a high level of thought and polish.

Final grades will break down as follows:

- A = 90-100% (900-1000 points)
- B = 80-89.9% (800-899.99 points)
- C = 70-79.9% (700-799.99 points)
- D = 60-69.9% (600-699.99 points)
- F = 59% and below (599.99 points or fewer points)

It is your responsibility to keep up with your grades and to calculate your current average for your own knowledge.

### Extra Credit and Late Work

There is no extra credit in this course. Late work is not accepted.



## 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.

In this course, we will address the Critical Thinking core objective in all of the module activities. Furthermore, as the assignments may change to encourage reflection of current events and historical precedent, the assignments may also address the Personal Responsibility and Social Responsibility objectives.

### 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 133 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 133 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.



## University Policies

Several university policies are key to this, and every, course offered at SFA.

### 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 academic 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 very costly and serious error. I take plagiarism very seriously and will not tolerate it.

Please read the [University's complete student academic dishonesty policy](#).

### **Withheld Grades (Policy 5.5)**

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***

A typical, 16-week HIS 133 (United States History I) course 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.

“Each age writes the history of the past anew with reference to the conditions uppermost in its own time.”

– Frederick Jackson Turner (historian)

“History is the fiction we invent to persuade ourselves that events are knowable and that life has order and direction. That's why events are always reinterpreted when values change. We need new versions of history to allow for our current prejudices.”

– Calvin (Calvin & Hobbes)