U.S. History Survey, 1000-1877  
Fall 2023, HIST 1301  
Sections 500, 506, 507  
(Please note that all sections will work out of section 500 in Brightspace-D2L)

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Office: Vera Dugas Liberal Arts North (LAN) 359  
Class Place/Time: Online  
Office Hours: Tuesdays and Thursdays, 9:30-10:45am & 1-2:15pm. I am also available by appointment. Please note that if office hours are not an option, email is the best form of communication.

Course Description  
A comprehensive survey of American history from early explorations through Reconstruction. Meets Texas state requirements for all graduates. Three credit hours.

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 mandatory 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 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 *The Woman They Could Not Silence*. 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, and 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 the textbook 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>
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<tr>
<td>350-399</td>
<td>70-79</td>
<td>C</td>
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<td>300-349</td>
<td>60-69</td>
<td>D</td>
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<td>0-299</td>
<td>00-59</td>
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**Attendance Policy**
As this is a web-based course, a traditional attendance 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 performance in the course.

**General Education Core Curriculum**
This course has been selected to be part of SFA’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: critical thinking, communication, empirical and quantitative, teamwork, personal responsibility, and social responsibility skills. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these objectives. By enrolling in HIST 1301, you are enrolling in a Core Curriculum Course that fulfills these requirements.

**Mental Health Statement**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**

Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**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 1301 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 1301 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/).

**Explanation of credit hours awarded for course:**
HIS 1301 (United States History I) meets for 150 minutes each week for 15 weeks and also meets for a 2-hour final exam. 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 and be available to consult with students as needed. Combined, studying for quizzes and exams, doing the required reading, completing writing assignments, and consulting with professors 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 24 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

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.

Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

This course functions under the agreement and understanding that all work submitted by students—all process work, drafts, brainstorming artifacts, final works—will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any portion of a graded assignment for them, which includes purchasing working from a company; copying, lifting, or paraphrasing from a website; hiring a person or company to complete an assignment or exam; and/or using any generative AI tools (including but not limited to ChatGPT, DALL-E, Relika, Socratic, or Tabnine). In this course, every element of class assignments must be completely and fully prepared by the student. The use of any generative AI tools (including but not limited to ChatGPT, DALL-E, Relika, Socratic, or Tabnine) for any part of your work will be treated as plagiarism. If you have questions, please contact me. All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of any generative AI
tools (including but not limited to ChatGPT, DALL-E, Relika, Socratic, or Tabnine) to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

Should you engage in a behavior that suggests a violation of academic integrity, an Academic Integrity Case Initiation form will be submitted, which will begin a process that may involve the Dean of Students, an investigation and collection of evidence, university violations and sanctions, and a formal hearing officer, body and panel. In short, I strongly encourage you to choose wisely in preparing for class and submitting work in this course.

**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.