US History to 1877  
HIST 1301-750 Wills Point

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Phone: (936) 468-3802  
Office: Virtual  
Office Hours: Via Zoom, email, or by phone by appointment  
Department: History Department  
Class meeting time and place: ZOOM

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:  
FREE online textbook: Locke, Joseph and Ben Wright. The American Yawp. Accessed at:  
http://www.americanyawp.com/  
A list of secondary and primary sources will be available electronically on D2L.

Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Weekly Quizzes</td>
<td>5% each</td>
<td>700</td>
</tr>
<tr>
<td>Presentation Outline</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Video Presentation</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1000</td>
</tr>
</tbody>
</table>

Weekly Quizzes: Every week, you will have a quiz grade worth 5% of your final grade. These assignments will be based on all material proceeding the assignment. You will have the opportunity to work with primary sources, discuss important issues, and develop your ability to evidence statements.

Video Outline: In preparation for your video presentation, you will be required to submit an outline for review and evaluation. This outline will help you organize your thoughts as you evaluate and analyze the primary source you will be presenting. You will also be expected to submit the name of three reputable secondary sources used to learn more about your primary source. This outline will be due the Thursday, two weeks prior to your video presentation.

Video Presentation: Each of you will be expected to produce a 6–10-minute video presentation using the outline you developed on your selected primary source. The presentations will be due over the course of the class. Please look at the class schedule below for the exact dates.

Final Exam: For your final exam, you will be expected to submit a 1000-word essay contextualizing your chosen primary source into the history of the period using Chicago Manual of Style citations.
### Course Calendar:

<table>
<thead>
<tr>
<th>Day</th>
<th>Description</th>
<th>Textbook Chapter</th>
<th>Student To-Do List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Aug 28 - Sept 1</td>
<td>Interpreting History &amp; Ancient America</td>
<td>1</td>
<td>Quiz on Friday</td>
</tr>
<tr>
<td>Week 2: Sep 6 &amp; 8</td>
<td>European Expansion in North America</td>
<td>2</td>
<td>Quiz on Friday</td>
</tr>
<tr>
<td>Week 3: Sept 11-15</td>
<td>Unity in Diversity within Colonial Society</td>
<td>3</td>
<td>Quiz on Friday</td>
</tr>
<tr>
<td>Week 4: Sept 18-22</td>
<td>The First Global War</td>
<td>4</td>
<td>Quiz on Friday</td>
</tr>
<tr>
<td>Week 5: Sept 25-29</td>
<td>Rebels, Redcoats, &amp; the Apathetic Middle- The American Revolution</td>
<td>5</td>
<td>Quiz on Friday</td>
</tr>
<tr>
<td>Week 6: Oct 2-6</td>
<td>Now What? – A New Nation</td>
<td>6</td>
<td>Quiz due on Friday Videos 1-4 due by Oct 4th</td>
</tr>
<tr>
<td>Week 7: Oct 9-13</td>
<td>The Early Republic</td>
<td>7</td>
<td>Quiz due on Friday Videos 5-8 due by Oct 11th</td>
</tr>
<tr>
<td>Week 8: Oct 16–20</td>
<td>The Market Revolution</td>
<td>8</td>
<td>Quiz due on Friday Videos 9-12 due by Oct 18th</td>
</tr>
<tr>
<td>Week 9: Oct 23-27</td>
<td>Democracy in America</td>
<td>9</td>
<td>Quiz due on Friday Videos 13-16 due by Oct 25th</td>
</tr>
<tr>
<td>Week 10: Oct 30 – Nov 3</td>
<td>Religion and Reform</td>
<td>10</td>
<td>Quiz due on Friday Videos 17-20 due by Nov 1st</td>
</tr>
<tr>
<td>Week 11: Nov 6-10</td>
<td>The Cotton Revolution</td>
<td>11</td>
<td>Quiz due on Friday Videos 21-24 due by Nov 8th</td>
</tr>
<tr>
<td>Week 12: Nov 13 - 17</td>
<td>Manifest Destiny</td>
<td>12</td>
<td>Quiz due on Friday Videos 25-29 due by Nov 17th</td>
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<td></td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>Week 13: Nov 27 - Dec 1</td>
<td>The Sectional Crisis</td>
<td>13</td>
<td>Quiz due on Friday Videos 30-33 due by Nov 29th</td>
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<tr>
<td>Week 14: Dec 4 - 8</td>
<td>The Civil War</td>
<td>14</td>
<td>Quiz due on Friday</td>
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<tr>
<td></td>
<td>Final Exam due online by December 15th</td>
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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the students' educational needs. –Daniel J. Degges, PhD
Grading Policy:
Students are expected to keep track of their performance throughout the semester. You should seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. You will find your grades in the course module on D2L Brightside when possible.

Attendance Policy:
Regular Attendance and participation are vital for success in this course. If you will miss a class for ANY reason, please email me before your absence if possible.

As your assignments are each posted on Monday on the class page and are not due until the following Sunday night online, it is rare that I will extend deadlines.

Students may meet with me during office hours or by appointment to review any material missed or clarify any misunderstood content. I can also be available by phone in the evenings and weekends but by appointment only.

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 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 HIST 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 social 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 1301 (United States History I) 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 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 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 improving its general education core curriculum by regularly assessing student performance on these six objectives.

By enrolling in HIST 1301, you are enrolling in a Core Curriculum Course that fulfills the requirements of Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility.

The chart below indicates (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), and (b) How the required core objectives will be addressed.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</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>See Course Calendar</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>
<td>See Course Calendar</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>See Course Calendar</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</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>See Course Calendar</td>
</tr>
</tbody>
</table>
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.

Withheld Grades Semester 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741