Name: Lydia Towns  
Email: Lydia.towns@sfasu.edu  
Phone: 936-468-2434  
Office: LAN 309  
Office Hours: by appointment via Zoom  
Department: History  
Class meeting time and place: Online

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:  
This is a free, online textbook  
Online materials provided through D2L, Access to assigned movies:


*Guess Who's Coming to Dinner* (1967) directed by Stanley Kramer, starring Spencer Tracy, Sidney Poitier, Katherine Hepburn, and Katharine Houghton.

These movies are normally available through the major streaming services such as Amazon Prime, HBO Max, Netflix, and Hulu.

Course Requirements:

**Historical Engagement:** As you move through the course materials (the history under study), you will have several ways to interact with the materials, instructor, and your fellow students through a variety of assignments. (The Instructor reserves the right to adjust the number of assignments as the semester progresses)

- Movie Projects- 10%  
  - There will be two separate movie assignments. Students will watch the assigned movie and complete the movie worksheet and reaction paper. Students will then participate in a discussion board topic for the movie.
- Critical Thinking Skills- 10%
There will be a variety of online assignments to help you develop your critical thinking and writing skills in preparation for the course.

- Module Activities- 50%
  - There will be a variety of module activities, ranging from multiple choice quizzes, to class discussions, to short written responses. All module activities will open with their respective unit and are due no later than their close dates. The lowest 3 activities will be dropped.

- Exams- 30%
  - There will be three exams throughout the semester that will correlate with the three units. These exams will consist of multiple-choice / true-false questions and short responses related directly to the module material in each unit.

Course Calendar:
*I reserve the right to modify this schedule as needed for the benefit of the class.* –Dr. Towns

<table>
<thead>
<tr>
<th>Critical Thinking #</th>
<th>Title</th>
<th>Tasks &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Started</td>
<td>Get Started</td>
<td>• Read Get Started module content, including syllabus and semester calendar.</td>
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<tr>
<td></td>
<td></td>
<td>• <strong>Take Get Started Quiz and Cheating &amp; Plagiarism Quiz.</strong> [Note: you will be unable to advance in the course until you complete these two quizzes.]</td>
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<tr>
<td></td>
<td></td>
<td>• Submit Introduction Post.</td>
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<tr>
<td>CT #1</td>
<td>Historical Thinking</td>
<td>• Read through all material and follow all links</td>
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<td></td>
<td></td>
<td>• Take the Exercise 1 quiz no later than June 4</td>
</tr>
<tr>
<td>CT #2</td>
<td>Citations, Citations, Citations</td>
<td>• Work your way through all of the content and make sure you understand how to properly cite.</td>
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<tr>
<td></td>
<td></td>
<td>• Take the Exercise 2 quiz no later than June 4</td>
</tr>
</tbody>
</table>
| CT #3   | Analyzing Primary Documents                                                                 | • Work your way through all of the content  
|        |                                                                                           | • Take the Exercise 3 quiz no later than June 4 |
| CT #4   | Historical Writing                                                                        | • Work your way through all of the material provided  
|        |                                                                                           | • Complete Exercise 4 quiz no later than June 4 |

**Unit One: The Age of Jim Crow (Begins Jun 4 ends June 11)**

<table>
<thead>
<tr>
<th>Module #</th>
<th>Module Title</th>
<th>Tasks &amp; Assignments</th>
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</table>
| Get Started & Module 1 | Get Started Reconstruction and the New South | • Read module content and assigned readings.  
|          |                                                   | • Complete Primary Source activity by June 11.  
|          |                                                   | • Take Quiz #1 by June 11. |
| Module 2 | Race and Empire                                   | • Read module content and assigned readings.  
|          |                                                   | • Submit Response Paper #1 by June 11. |
| Module 3 | The Age of Jim Crow                               | • Read module content and assigned readings.  
|          |                                                   | • Take Quiz #2 by June 11. |
| Module 4 | The Great Migration                               | • Read module content and assigned readings.  
|          |                                                   | • Complete Discussion #1 by June 11. |
| Module 5 | World War One and Nativism | • Read module content and assigned readings.  
• Complete Quiz #3 by June 11.  
• **Complete Exam One, by June 12.** |
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<tbody>
<tr>
<td><strong>Unit Two: Consumerism, Conformity, Containment (Begins June 12 ends June 20)</strong></td>
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</tbody>
</table>
| Module 6 | 1920s and the Birth of Modernity | • Read module content and assigned readings.  
• Submit Response Paper #2 by June 20. |
| Module 7 | The New Deal | • Read module content and assigned readings.  
• Take Quiz #4 by June 20. |
| Module 8 | World War II | • Read module content and assigned readings.  
• Complete primary source analysis activity by June 20. |
| Module 9 | Cold War and the Culture of Conformity | • Read module content and assigned readings.  
• Complete Discussion #2 by June 20. |
| **Movie Project** | *War Games* | • Watch the movie and complete the Worksheet and the Reaction Paper by June 20. |
| Module 10 | Vietnam | • Read module content and assigned readings.  
• Take Quiz #5 by June 20.  
• **Complete Exam Two, by June 21.** |
| **Unit Three: Protest and the Meaning of Meaning (Begins June 21 ends June 29)** |  |  |
| Module 11 | Civil Rights: Origins & Legal Strategy | • Read module content and assigned readings.  
• Complete WWII Activity by June 29.  
• Take Quiz #6 by June 29. |
|-----------|--------------------------------------|-----------------------------------------------------------------|
| Module 12 | Civil Rights: Mass Protest & Black Power | • Read module content and assigned readings.  
• Submit Response Paper #3 by June 29. |
| Movie Project 2 | Guess Who’s Coming To Dinner | • Watch the movie and place it within its historical context  
• Complete Worksheet and Reaction paper by June 29.  
• Complete Discussion post by June 29. |
| Module 13 | Redefining Protest | • Read module content and assigned readings.  
• Take Quiz #7 by June 29. |
| Module 14 | The Age of Diminished Expectations | • Read module content and assigned readings.  
• Complete Discussion #3 by June 29.  
• **Complete Exam Three, by June 30.** |

**Grading Policy:**  
Letter grades are assigned as follows  

A= 90-100%  
B= 80-89%  
C= 70-79%  
D= 60-69%  
F= 0-59%

Grades can be broken down into the different assignment categories as follows:  
Critical Thinking Skills- 10%  
Movie Projects- 10%  
Module Activities- 50%  
Exams- 30%

**Attendance Policy:**
This is a fully online course. It is the student’s responsibility to log in regularly and work through the materials. To achieve success, students should spend several hours each week online and engaging in the course material. Please see “Explanation of credit hours” section below for an expectation of time spent in study.

Late Assignment Policy

No late work will be accepted. If a student misses a close by date/due date due to illness or family emergency, he/she MUST contact the instructor as soon as possible, preferably before the assignment closes, to work out an alternative submission date.

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 (United States 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 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 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: (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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<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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<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>
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</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td></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>
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</table>

**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.

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

Plagiarizing or cheating on an assignment or test will result in a 0 for that assignment. Additional cheating could result in a failure of the course.

Withheld Grades (Course 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.

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/.

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
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
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