HIST 1301
U.S. History Since 1000-1877
Spring 2024

Instructor: Ms. Shelby Winthrop DeWitt
E-Mail: shelby.winthrop@sfasu.edu (PREFERRED)
Phone: 936-468-1102
Office: BPSC 3.105
Office Hours: By appointment
Class Meeting Time: Tuesdays and Thursdays 12:30pm – 1:45pm

Course Description

A comprehensive survey of American history from early exploration through Reconstruction
Meets Texas state requirements for all graduates.

Text & Materials

Required:
- Internet access and Brightspace by Desire2Learn (D2L) access – More information about
  Brightspace and technical support is available at https://www.sfactl.com/student-support
  and technical support is also available at 936-468-4357 or helpdesk@sfasu.edu.

Recommended:
- The American Yawp: A Massively Collaborative Open U.S. History Textbook edited by
  Joseph L. Locke and Ben Wright. AY is available online at
  http://www.americanyawp.com/ or in print.
- Any standard U.S. History textbook, such as American Challenge by Volanto et al in print
  or online. There are several U.S. History books available in the Steen Library or through
  the Steen Library website.

E-mail:

Please use your official SFA e-mail address for correspondence. When emailing me, please
include your full name and which course you are taking. Do not contact me via D2L or
Brightspace.

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. This course uses these interactions to illustrate and inform students on the development of the Unites States and its global role.

In addition to learning the above, students in HIST 1301 will demonstrate the more general ability to:

- Think critically and use this skill to analyze, evaluate, and synthesize information about this period in U.S. 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 Americans in the past engaged effectively or failed to do so in various historical settings.
- Understand the role historical bias has had in the presentation of history and why it is important to recognize previously untold perspectives and their impact on our understanding of U.S. history.
- Understand the role personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.
- Learn to present and respectfully discuss differing opinions and understandings of historical events.

**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 in these six objectives.

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

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>Exams, quizzes, book report, and article reflections.</td>
</tr>
<tr>
<td>Skills</td>
<td>Description</td>
<td>Assessment</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication</td>
<td>Exams, quizzes, book report, and article reflections.</td>
</tr>
<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>N/A</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>N/A</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
<td>Exams, quizzes, book report, and article reflections.</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>Exams, quizzes, book report, and article reflections.</td>
</tr>
</tbody>
</table>

**Classroom Conduct:**

Students are expected to attend class with the intention to learn and the behavior befitting a classroom setting. Classroom conduct should not interfere with the ability of the instructor to teach or students to learn. At the discretion of the instructor, students who disrupt learning may be asked to leave class. Classroom conduct expectations apply for all class meetings and office hours, whether attending face-to-face or through zoom. The Student Code of Conduct is available at [https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf).

**Course Expectations:**

Please read and understand the expectations for this course. Keep up with your readings, study materials, assignments, and grades. All required assignments are due at the predetermined date. To pass this class, you must complete and submit all required documents. Failure to do so will affect your ability to determine your academic progress in the course. Bonus or extra credit assignments will be made available to the entire class throughout the semester. No extra credit assignments will be offered after the semester is over or on an individual basis.
Students are responsible for reading all materials, instructions, study guides, and relevant information posted in D2L/Brightspace and/or provided in class. Please contact me as soon as possible if you have questions regarding how to study, how to effectively approach class assignments, etc. to discuss strategies and resources for success. Also

Assignments

The assignments and projects in this class are discussed below:

- **Exams**
  - There will be three (3) exams during the semester. Each exam is worth 100 points and may include multiple choice, identification, short answer, and an essay. The two (2) highest grades will be used to calculate the final grade. Exams will be in-person during a predetermined time indicated on the class calendar provided. Students are expected to complete exams during assigned dates/times. If you miss an exam for any reason, please review the “Make-Up Policy.”

- **Quizzes**
  - This course will have five (5) quizzes. The three (3) highest quiz grades will be used to calculate the final grade. Each quiz will be worth 50 points for a total of 150 points. Quizzes will consist of multiple choice, identification, and/or short answer questions. Quizzes will be completed through Brightspace, will be available for a two-day period, and must be completed by the assigned date/time. If you miss a quiz for any reason, please review the “Make-Up Policy.”

- **Book Report**
  - You will be expected to write a two-to-three-page book report over one of the books listed below. Book reviews are worth 75 points. Book reviews are due by the assigned date/time through Brightspace. No exceptions will be made.
    - *South to America: A Journey Below the Mason-Dixon to Understand the Soul of a Nation* by Imani Perry ($10 new on Amazon).
  - Book reports should briefly summarize the author’s subject and argument, explain the structure of the book, and analyze the author’s evidence to support their argument. Does the author present a different account of historical events than is generally presented? How so?
    - Additional sources for how to write a book review are available below:
      - University of Iowa - [https://history.uiowa.edu/resources/history-writing-center/writing-guides/book-review](https://history.uiowa.edu/resources/history-writing-center/writing-guides/book-review)
• Purdue University - https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reviews.html

• Historical Film Review
  o A historical film review is required for this course. The review should be two-to-three pages. This project will be worth a total of 75 points. Additional information and the approved film list are further in the syllabus. Historical film reviews are due by the assigned date/time through Brightspace. No exceptions will be made.

• Final Exam
  o This course will have a final exam worth 150 points. The final will be semi-comprehensive and cover major events taught throughout the semester, with an emphasis on topics covered following the third exam. Similar to the other exams, the final may have multiple choice, identification, short answer, and an essay question. The final exam will be in-person during a predetermined time indicated on the class calendar provided. Students are expected to complete the final exam during assigned dates/times. If you miss an exam for any reason, please review the “Make-Up Policy.”

### Grading Policy

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam (2 highest)</td>
<td>200 points</td>
</tr>
<tr>
<td>Quizzes (3 highest)</td>
<td>150 points</td>
</tr>
<tr>
<td>Book Review</td>
<td>75 points</td>
</tr>
<tr>
<td>Historical Film Review</td>
<td>75 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150 points</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>650 points</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Scale</th>
<th>Scale</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>585-650</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>520-584</td>
<td>80%-89.99%</td>
</tr>
<tr>
<td>C</td>
<td>455-519</td>
<td>70%-70.99%</td>
</tr>
<tr>
<td>D</td>
<td>390-454</td>
<td>60%-69.99%</td>
</tr>
<tr>
<td>F</td>
<td>0-389</td>
<td>0%-59.9%</td>
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</tbody>
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### Extra Credit

I will make extra credit available throughout the semester. Extra credit may come in the form of additional assignments, bonus questions on exams, or attending university events. Further instruction will be available through Brightspace/D2L. I will not offer any extra credit assignments at the end of the semester outside of the predetermined offerings.
**Attendance Policy**

There is no formal attendance policy for this class. However, attendance will occasionally be taken for extra credit and assignments will be discussed in class. Failure to attend class will lead to missing important materials or information, which will affect your grades.

Students are expected to be respectful of others’ time and desire to learn. Attendance comprises not only physical presence and prompt arrival, but also mental alertness – watching videos, texting, and speaking with others will not be tolerated.

**Institution Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Make-up Policy**

If possible, please inform the instructor you will miss an assignment or test before the due date or contact the instructor as soon as possible via e-mail. The instructor is not responsible for technology failures that hinder electronic communications. In the event of a documented emergency absence, the instructor may extend the time available for a make-up assignment. Make-ups are or are not available at the instructor’s discretion.
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.

Academic Integrity (4.1)

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](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/](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
**Course Calendar:**

**ATTENTION:** The instructor reserves the right to change the course calendar as she sees fit. Students will be notified in advance through D2L/Brightspace or in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Course Overview/Introduction</td>
<td></td>
</tr>
<tr>
<td>1/23-1/25</td>
<td>Indigenous America/Exploration</td>
<td></td>
</tr>
<tr>
<td>1/30-2/1</td>
<td>Colonization – Life in English Colonies</td>
<td>Quiz 1 due by 11 pm on 2/1</td>
</tr>
<tr>
<td>2/6-2/8</td>
<td>Colonial Expansion and Conflict</td>
<td>Quiz 2 due by 11 pm on 2/8</td>
</tr>
<tr>
<td>2/13-2/15</td>
<td>American Revolution</td>
<td>Historical Film Review due by 11 pm 2/15</td>
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<tr>
<td>2/27-2/29</td>
<td>Jefferson to Monroe, 1800-1824 – Political and Social Developments</td>
<td></td>
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<tr>
<td>3/5-3/7</td>
<td>Jacksonian Era, 1824-1840</td>
<td>Quiz 3 due by 11 pm 3/5</td>
</tr>
<tr>
<td>3/12-3/14</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>3/26</td>
<td>Market Revolution, 1790-1860</td>
<td>NO CLASS ON 3/28</td>
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<tr>
<td>4/2-4/4</td>
<td>Western Expansion, 1820-1860</td>
<td>Quiz 4 due by 11 pm 4/18</td>
</tr>
<tr>
<td>4/16-4/18</td>
<td>The Civil War, 1861-1865</td>
<td>Quiz 5 due by 11 pm on 4/25</td>
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<tr>
<td>4/30-5/2</td>
<td>Dead Week – Review Study Guides</td>
<td>No Assignments/Readings</td>
</tr>
<tr>
<td>5/7-5/9</td>
<td>FINALS WEEK</td>
<td>FINAL DUE BY 11 PM ON 5/9</td>
</tr>
</tbody>
</table>