US History to 1877
HIST 1301 Sec 751 Woden

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Office Hours: Zoom by appointment or Friday 1 PM - 2 PM  
Department: History  
Class meeting time and place: MWF 8 AM – 8:50 AM via Zoom

Course Description

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

Course Contact Hours and Study Hours

HIST 1302 (United States History II) meets for 2,250 minutes (37.5 hours), including examination times, during a semester. Students typically have weekly reading assignments from a combination of textbooks, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). The course requires students to take two exams per semester in addition to the final exam. You will also be required to complete weekly quizzes. Course instructors must hold regularly 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. As an online virtual course section contains extensive written content within modules, 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 in 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

The Texas Higher Education Coordinating Board has identified six core learning objectives: 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 U.S. History Since 1877, you are also 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.
Core Curriculum Objective Table

<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><strong>Critical Thinking Skills</strong></td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>In weekly quizzes and a research-based Term Paper. See Course Calendar for further information.</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>In weekly quizzes and a research-based Term Paper. See Course Calendar for further information.</td>
</tr>
<tr>
<td><strong>Empirical and Quantitative Skills</strong></td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Through weekly quizzes and in a research-based Term Paper. See Course Calendar for further information.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></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>Through weekly quizzes and workshops. See the course calendar for further information.</td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
<td>Through weekly quizzes and in a research-based Term Paper. See Course Calendar for further information.</td>
</tr>
<tr>
<td><strong>Social Responsibility</strong></td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Through weekly quizzes and in a research-based Term Paper. See Course Calendar for further information.</td>
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Text and Materials


Course Requirements

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<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Quizzes</td>
<td>40%</td>
<td>400</td>
</tr>
<tr>
<td>3 Exams</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>Term Paper</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1000</td>
</tr>
</tbody>
</table>

Quizzes: Every week that we do not have a test, you will have a quiz. Through these assignments, you will have the opportunity to work with primary sources, discuss important issues, and further refine your term paper research. You will have 11 quizzes with the lowest grade dropped.

Exams: Each consists of a series of essay prompts. The prompts will be open on D2L on Monday of the given week, with submissions due no later than the following Friday.

Term Paper: The paper for this course will be based on your examination of a primary source-based topic of your choosing. The topic must center around North America anytime before 1877 (4-6 pages).

Updated August 2023
## Course Calendar

<table>
<thead>
<tr>
<th>Day</th>
<th>Description</th>
<th>Student To-Do List</th>
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</thead>
<tbody>
<tr>
<td>Week 1:  Jan 22 - 26</td>
<td>Interpreting History</td>
<td>Introduction Quiz due Jan 26</td>
</tr>
<tr>
<td>Week 2:  Jan 29- Feb 2</td>
<td>Ancient America &amp; Indigenous Civilizations</td>
<td>Read americanyawp.com Ch. 1 Writing Assignment due Feb 2</td>
</tr>
<tr>
<td>Week 3:  Feb 5 - 9</td>
<td>Beginning of European Expansion in North America</td>
<td>Read americanyawp.com Ch. 2 Term Paper Topic due Feb 9</td>
</tr>
<tr>
<td>Week 4:  Feb 12 – 16</td>
<td>Unity in Diversity within Colonial Society</td>
<td>Read americanyawp.com Ch. 3 Group Workshop with Writing Assignment due Feb 16</td>
</tr>
<tr>
<td>Week 5:  Feb 19 – 23</td>
<td>The First Global War</td>
<td>Read americanyawp.com Ch.4 Mid-Term Exam 1 due Feb 16th</td>
</tr>
<tr>
<td>Week 6:  Feb 26-Mar 1</td>
<td>Rebels, Redcoats, &amp; the Apathetic Middle- The American Revolution</td>
<td>Read americanyawp.com Ch. 5 In-class Quiz Mar 1st</td>
</tr>
<tr>
<td>Week 7:  Mar 4 – 8</td>
<td>Now What? - Articles of Confederation &amp; Anarchy</td>
<td>In-class Workshop Mar 8th</td>
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<td></td>
<td><strong>SFA Spring Break</strong></td>
<td></td>
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<tr>
<td>Week 8:  Mar 18-22</td>
<td>The Constitution</td>
<td>Read americanyawp.com Ch. 6 Writing Workshop &amp; assignment due Mar 22nd</td>
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<tr>
<td>Week 9:  Mar 25-29</td>
<td>The Indispensable Man &amp; the Other American Revolution</td>
<td>Mid-Term Exam 2 due March 29th</td>
</tr>
<tr>
<td>Week 10:  Apr 1 – 5</td>
<td>The Virginia Dynasty</td>
<td>Read americanyawp.com Ch. 7 Writing Assignment due Apr 5</td>
</tr>
<tr>
<td>Week 11:  Apr 8 – 12</td>
<td>Reforms &amp; Profits - Manifest Destiny &amp; the Emerging Empire</td>
<td>Read americanyawp.com Ch. 8&amp;9 Work on Term Paper</td>
</tr>
<tr>
<td>Week 12:  Apr 15 – 19</td>
<td>The Age of Abolition</td>
<td>Read americanyawp.com Ch. 10&amp;11 Term Paper due online by Apr 19th</td>
</tr>
<tr>
<td>Week 13:  Apr 22 – 26</td>
<td>The Age of Abolition (continued)</td>
<td>Read americanyawp.com Ch. 12&amp;13 Group Workshop with Writing Assignment due Apr 26th</td>
</tr>
<tr>
<td>Week 14:  Nov 29 - 3</td>
<td>The Civil War &amp; Reconstruction</td>
<td>Read americanyawp.com Ch. 14 &amp; 15 Group Workshop with Writing Assignment due Apr 26th</td>
</tr>
<tr>
<td>Week 15:  May 6 -10</td>
<td></td>
<td>Final Exam Period</td>
</tr>
</tbody>
</table>
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 plan to miss a class for ANY reason, please contact me via email before your absence if possible.

As most assignments are posted on Monday on the class page and are not due until the following Friday online, I will rarely extend deadlines.

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

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.

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](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](http://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](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**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

**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/thethehub](http://www.sfasu.edu/thethehub)
936.468.4008
thehub@sfasu.edu

Updated August 2023