U.S. History Survey, 1877-present  
Fall 2024  
HIST 1301-012  
Honors Section

Professor: Dr. Dana Cooper, Department of History  
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Phone: 936.468.2224  
Office: Liberal Arts North (LAN) 359  
Class Time: Tuesdays & Thursdays, 11am-12:15pm  
Class Location: McKibben 351  
Office Hours: Tuesdays and Thursdays, 9:30-10:45 am & 1:15-2:30 pm, and by appointment. If I am in my office, please feel free to stop in and visit. Please note that if office hours are not an option, email is the best means 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

Course Requirements
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 exam will be worth 100 points and will cover information in the textbook, course lectures, classroom discussions, and podcasts. 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. Please note that the final exam is NOT comprehensive.

Podcast Analyses & Historical Online Entries (200 points): As more information and historical knowledge is produced and available in new and creative ways, we will explore historical perspectives through the medium of podcasts. Students will listen to various podcasts, which will be discussed in class, and analyze the productions through written evaluations. After listening to and evaluating a number of podcasts, students will engage in the process of researching, preparing, writing, editing, and publishing historical entries online on historical people of their choice. Students will also review and reflect on the process as well.

One Reading Exam (100 points): This exam is worth 100 points and will assess your reading and comprehension of *The Hello Girls*. 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.
## Grading Scale

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Semester Average</th>
<th>Final Grade</th>
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</thead>
<tbody>
<tr>
<td>630-700</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>560-629</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>490-559</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>420-489</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-419</td>
<td>00-59</td>
<td>F</td>
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</table>

### Attendance and Participation (100 points):

Not surprisingly, research has shown that poor attendance and participation are directly linked to low academic achievement. Suffice to say, it is hard to perform well in a course if you are not attending the class. More importantly, are you paying attention? Taking notes? Contributing to the course discussion? Asking questions? Challenging your own intellectual curiosity every day? Are you putting energy into the course and giving it your best effort? Your physical presence and intellectual engagement in all of your classes is incredibly important for your scholarly growth as part of your academic career.

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

### Course Contact Hours and Study Hours

Under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, studio work, practicum, and other academic work leading to the award of credit hours.” A 3-credit hour face-to-face course in the fall term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. Online or hybrid courses are held to the same standard for contact hours and out-of-class work as face-to-face classes.
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 130, you are enrolling in a Core Curriculum Course that fulfills these 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>Assignments and exams</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>Assignments and exams</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Assignments and exams</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>Assignments and exams</td>
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</table>

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) 936.468.7249
www.sfasu.edu/deanofstudents dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
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)
- Crisis Text Line: Text HELLO to 741-741
The Health and Wellness Hub “The Hub”
Location: corner of East 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

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/.

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.

**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:**
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 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 1301 (United States History I) meets for 150 minutes each week for 15 weeks and for a 2-hour final examination. Students typically have weekly reading assignments from 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 and exams, completing 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.

Withheld Grades (Semester Grades Policy, A-54)
At the discretion of the instructor of record and with the approval of the academic chair, 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 in computing the grade point average.

COURSE CALENDAR

Thursday, January 18  Course Introduction and Syllabus Review
                 Washington Post Wikipedia article
Tuesday, January 23  Reconstruction: Radicals and Redemption
                 Podcast #1: Criminal, Episode 158, If it ever happens, run
Thursday, January 25  Gilded Age Politics
                 Podcast#2: Criminal, Episode 91, The “It” Girl
Tuesday, January 30  The New South and the Last West
                 Podcast #3: Criminal, Episode 194, The Divorce Colony
Thursday, February 1  The Industrial Revolution
Tuesday, February 6  The Rise of Big Business
Thursday, February 8  The Conditions of Laborers & Farmers
Tuesday, February 13  The Populist Movement
                 Wikipedia Entry #1
Thursday, February 15  The Spanish-American War
Tuesday, February 20  Exam One, These Truths, 330-452
Thursday, February 22  The Progressive Era
                 Podcast # 4: Criminal #110, Baby Snatcher
Tuesday, February 27  The Great War, 1914-1916
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Thursday, February 29</td>
<td>The Great War, 1916-1919</td>
<td>Podcast #5: Your choice</td>
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<tr>
<td>Tuesday, March 5</td>
<td>Losing the Peace Abroad &amp; at Home</td>
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<tr>
<td>Thursday, March 7</td>
<td><strong>The Hello Girls Reading Exam</strong></td>
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<td>Week of March 11-15</td>
<td>Spring Break Holidays</td>
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<td>Tuesday, March 19</td>
<td>The Roaring Twenties &amp; Great Depression</td>
<td>Podcast #6: Criminal # 151, The Many Lives of Michael Malloy</td>
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<td>Thursday, March 21</td>
<td>FDR and the New Deal</td>
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<td>Tuesday, March 26</td>
<td>Buildup to World War II</td>
<td>Wikipedia entry #2</td>
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<tr>
<td>Thursday, March 28</td>
<td>Beginning of Easter Holiday, no classes</td>
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<td>Tuesday, April 2</td>
<td><strong>Exam Two, <em>These Truths</em>, 452-570</strong></td>
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<td>Thursday, April 4</td>
<td>World War II: Before Pearl Harbor</td>
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<td>Tuesday, April 9</td>
<td>World War II: After Pearl Harbor</td>
<td>Podcast #7: Criminal, Episode 186, The Magpie</td>
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<td>Thursday, April 11</td>
<td><em>The Last Days</em></td>
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<td>Tuesday, April 16</td>
<td>Truman and the Cold War</td>
<td>Podcast #8: Your choice</td>
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<tr>
<td>Thursday, April 18</td>
<td>Eisenhower and Korea</td>
<td>Podcast #9: Criminal, Episode 240, The Spy</td>
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<tr>
<td>Tuesday, April 23</td>
<td>JFK and Cuba</td>
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<tr>
<td>Thursday, April 25</td>
<td>LBJ and Vietnam</td>
<td>Wikipedia entry #3</td>
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<tr>
<td>Tuesday, April 30</td>
<td>Nixon and Watergate</td>
<td>Project Reflection</td>
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<tr>
<td>Thursday, May 2</td>
<td>Extraordinary Circumstances: Ford, Carter, &amp; Reagan</td>
<td>Podcast #10: Criminal, Episode 172, Roselle &amp; Michael</td>
</tr>
<tr>
<td>Tuesday, May 7</td>
<td><strong>Exam Three, <em>These Truths</em>, 570-690</strong></td>
<td>McKibben 351, 10:30am-12:30pm</td>
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