**UNITED STATES HISTORY II (1877-PRESENT)**

**HIST 1302-013**
*TR 12:30-1:45*

**HIST 1302-015**
*TR 2:00-3:15*

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**Instructor:** Dr. Randi Cox  
**Office:** Liberal Arts, room 356  
**Hours:** MW 4:00-5:00, TR 3:30-5:00  
**Phone:** Call or text to 936-645-6727 *(Texting is the best way to reach me.)*  
**Email:** rcx@sfasu.edu *(slower than texting)*

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**OFFICIAL COURSE DESCRIPTION**

A comprehensive survey of American history from the end of Reconstruction to the present. Meets Texas state requirements for all graduates.

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**WHAT YOU CAN EXPECT TO DO AND LEARN IN THIS CLASS (STUDENT LEARNING OUTCOMES)**

1. You will learn how to approach history as a way of reasoning about the past, just as professional historians do. By the end of the session, you will understand that history is about critical thinking and interpretation, not about memorizing facts.

2. You will develop core skills that scholars use to support historical reasoning. You will gather and analyze evidence from primary and secondary sources, make connections between sources, assess change over time, compare multiple perspectives, identify causes and turning points, construct sound arguments, etc.

3. You will broaden and deepen your understanding of key questions in modern American history, each of which shape how Americans define their nation today.

4. You will practice historical reasoning skills in class, and your mastery of them will be evaluated through short quizzes, primary source response papers, and exams.

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**HISTORY DEPARTMENT 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. I know that you can’t master historical reasoning in one semester—at least at the level of advanced history majors or grad students. That’s okay. But if you commit to the course, you will gain a basic proficiency, enough to be a smart consumer of historical information in your daily life.

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**REQUIRED MATERIALS**

The readings for this course will consist of a free online textbook titled *The American Yawp* at http://www.americanyawp.com plus other materials posted to Brightspace/D2L. That means that you don’t need to buy anything for this course. Yay!

On the other hand, it also means that you must have consistent internet access in order to keep up with the weekly assignments. You will find it difficult to read the course materials on your phone. If you do not have access to a computer, I recommend that you plan to spend a few hours a week at the library in order to complete the assignments.
### Course Questions, Themes and Brief Schedule

<table>
<thead>
<tr>
<th>Unit #1</th>
<th>The Gilded Age and Progressive Era: Topics 1-2</th>
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<tbody>
<tr>
<td>Jan. 18-30</td>
<td>The rise of corporations, Social Darwinism, urbanization, immigration, reformers</td>
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<tr>
<th>Unit #2</th>
<th>Race and Empire: Topics 3-5</th>
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<td>Feb. 1-15</td>
<td>Conquering the West, Imperialism, the rise of Jim Crow</td>
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<tr>
<th>Unit #3</th>
<th>From World War I to the New Deal: Topics 6-8</th>
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<tr>
<td>Feb. 20 – Mar. 5</td>
<td>Cultural and economic changes in the 1920s, the Great Depression and New Deal</td>
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<tr>
<th>Unit #4</th>
<th>World War II and the Cold War: Topics 9-11</th>
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<tr>
<td>Mar. 19 – Apr. 4</td>
<td>World War II, the origins of the Cold War with the Soviet Union, its social impact, the Vietnam War and protests against the war</td>
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<th>Unit #5</th>
<th>The Rights Revolution: Topics 12-14</th>
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<td>Apr. 9 – May 2</td>
<td>The African-American freedom struggle, the women’s movement, the gay liberation movement, liberals and conservatives in conflict during the 1960s-70s</td>
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### Assignments and Due Dates

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<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>10%</td>
<td>Seven online quizzes: 1/28, 2/11, 2/25, 3/24, 4/7, 4/21, &amp; 5/5</td>
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<tr>
<td>Primary Source Responses</td>
<td>20%</td>
<td>Choose two of three. Due 2/4, 2/18, and 3/3</td>
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<tr>
<td>Midterm Exam</td>
<td>25%</td>
<td>Thursday, March 7 in class</td>
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<tr>
<td>Primary Source Responses</td>
<td>20%</td>
<td>Choose two of three. Due 3/31, 4/14, and 4/28</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Section 013: Thursday, May 9 at 10:30</td>
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<td></td>
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<td>Section 015: Tuesday, May 7 at 1:00</td>
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**Reading Quizzes:** Every other weekend, there will be a reading/review quiz on D2L. See above for the exact dates. Each quiz will open on Friday morning and must be completed by midnight on Sunday. Because the goal is to encourage you to complete the readings and attend the lectures, the quizzes will be open-book and open-note.

**Primary Source Responses:** Over the course of the semester, there will be six assigned primary source responses. Each one is due on a Sunday night; see above for exact dates. You must complete two in the first half of the semester and two more in the second half. (You may write five or six and drop the lowest score.) These are short papers, about 300 words each. Note that these are not generic research papers. Instead, I will post specific questions on D2L, along with required historical documents that will form the source base for your paper. You do not need to do any outside readings for these papers; they will be based entirely on the course material and are intended to measure your mastery of that material.

**Exams:** The midterm and the final will include a mix of multiple choice and written response questions. The final is not cumulative. Fair warning: My exams are long. On the other hand, I work hard to make sure that the exams reflect the course material.
COURSE POLICIES

Office hours: Like all professors at SFA, I have set aside time in my schedule to meet with students. You do not need an appointment. Just stop by my office in Liberal Arts North, room 356. If none of those times work for you, talk to me to set up an appointment or zoom visit.

The main thing to know about office hours is that it is an invitation. Come see me! We can discuss study strategies, reading assignments, or anything else that you have concerns or questions about. If you are having problems in the class, the worst possible thing you can do is wait until the end of the semester to say something. Let me know right away, so that I can help you.

Attendance: Although attendance is not formally required in this class, frequent absences will make it difficult to perform well on course assignments. I do my best to ensure that the assignments build on skills developed in the classroom. I understand that students get sick, have family emergencies, and run into other obstacles that can cause them to miss an occasional class. That’s just life. However, you should know that the more you come to class, the better you will perform on the assignments. You do not need to contact me if you have to miss a normal class day, but please contact me as soon as possible if you have a problem on an exam day.

Technology: You should know that research shows that students who take notes by hand get higher grades than those who use a laptop—and not just because of the distractions offered by the internet. The ability to type quickly on a laptop means that students don’t have to think much about what they are typing. They simply transcribe everything the professor says. Students who take notes by hand, however, are much more likely to retain the material. If you want to study from typed notes, I recommend that you take notes by hand and type them up after class. This technique is the single most powerful study technique that you will find.

Academic Dishonesty and AI Technology
We will practice avoiding accidental plagiarism in class, and I will help you learn to write about sources in your own words. I understand that it is difficult to do sometimes. Be aware that I am very patient with students learning a new skill, but I have no tolerance for deliberate plagiarism. I make every effort to distinguish between intentional cheating and unintentional errors made by students as they learn how to cite their work. Minor errors that are clearly the result of a misunderstanding of the rules will result in a small penalty ranging from a point deduction to resubmission of the work. I am more interested in helping you understand professional standards than punishing you.

However, deliberate plagiarism is a violation of our community trust and insults the hard work of other students. Therefore, significant plagiarism—including the unacknowledged use of ChatGPT and other AI programs—will result in a zero for the assignment and/or failure of the entire course. SFA policy also requires me to report academic dishonesty to the Dean of Students.

Explanation of Course Credit Hours
I have done my best to keep out-of-class assignments to about six hours a week, the minimum amount permitted per SFA policy 5.4 and the federal definition of a three-credit hour class. However, most of you can expect to work less some weeks and more when major assignments are due, so that six hours works out to an average.
Academic Integrity (SFA Policy 10.4)

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.

Statement on the 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 HIST 1302, you are enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility requirements.
DISABILITY STATEMENT (SFA POLICY 6.1)

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. Together we'll develop strategies to meet both your needs and the requirements of the course. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity.

You are also encouraged to contact the Office of Disability Services to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students. If you need official accommodations, you have a right to have these met. The Office of Disability Services works with students to identify accommodations that remove barriers to learning. The ODS is located in the Human Services Building, Room 325, 468-3004 / 468-1004 (TDD). For additional information, go to https://www.sfasu.edu/disabilityservices

WITHHELD GRADES (SFA 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.

SFA MENTAL HEALTH STATEMENT

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
https://www.sfasu.edu/deanofstudents
3rd Floor Rusk Building
936-468-7249
dos@sfasu.edu

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
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
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741