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

Course Requirements:
- **Lecture/Reading Quizzes** – You will complete 10 total quizzes. 1 from the syllabus lecture and 9 from content lectures and textbook readings. These are found in the unit modules on D2L and are divided by topic.
- **Mid-term Exam** – Your mid-term will consist of multiple-choice questions that are cumulative from units 1 and 2.
- **Final Exam** – Your final exam will consist of multiple-choice questions that are cumulative from units 3 and 4.
- **Document Reflection Essays** – Each unit will consist of several readings. For each set of readings, you will use the knowledge you have gained from those readings, as well as lecture and your textbook, to formulate and defend your own thesis. These essays should be 2-3 pages long and thoroughly examine the documents and the conclusion you have developed. You will be expected to cite all sources using Chicago Manual of Style. You will find these assignments in the unit modules on D2L. More info can be found in the “Welcome Video.”
- **Pop Culture Essay** – You will choose a popular culture item to research and write a minimum 5 page essay over. You will find more details about this assignment in the “Essay” module on D2L.

Quizzes and essays can be done AT ANYTIME. These assignments open the first day of class. Feel free to work ahead or wait until the due date. Just be aware that these assignments WILL NOT be accepted late for any reason!

All Exams will be overseen by your district proctor.
Grading Policy:

10 Lecture/Reading Quizzes – 500 Points
1 Mid-Term Exam – 100 Points
1 Final Exam – 100 Points
4 Document Reflection Essays – 200 Points
1 Pop Culture Essay – 100 Points

Point/Grade Breakdown
1000-900 points = A
899-800 points = B
799-700 points = C
699-600 = D
Less than 600 = F

Attendance Policy:

This course is online and allows students to work at their own pace. Be aware of due dates and note the late assignment policy.

Late Assignments:

Late assignments will NOT be accepted. It is important that you pay close attention to due dates, which are posted both in the syllabus calendar and on D2L. Having an appointment or school activity on an assignment due date DOES NOT mean you are excused from that assignment. You must upload your assignment prior to the due date and time.

Missed Class Assignments (Exams):

Assignments done during class time, such as tests, may be made up IF the student contacts the professor with a legal, medical, or school related excuse PRIOR to the missed assignment.

Contact with Professor:

All contact with me should be done via D2L. Any announcements or changes to the course will be given to students on the D2L class announcement thread or through email on D2L. Please check these regularly.

Course Contact Hours and Study Hours

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 exams per semester. 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

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 also enrolling in a Core Curriculum Course that fulfills the History requirement.

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), (b) How the required core objectives will be addressed.

Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

<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>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>Tests, Essays, class discussions</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>Essay, Tests, and Class discussions</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>Research Essay</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>Document Analysis and discussions</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Tests and discussions</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>Tests, analysis, and discussions</td>
</tr>
</tbody>
</table>

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

- **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
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

**Tentative Schedule:**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Reading</th>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapters 16, 17, 18, 19, 20</td>
<td>Watch Welcome Video&lt;br&gt;Read and take Syllabus Quiz – Due Jan. 19&lt;br&gt;Watch Unit 1 lecture Videos/ Read Chapters&lt;br&gt;Take Topic Quizzes – All Due Feb. 14&lt;br&gt;Read Unit 1 Documents&lt;br&gt;Write and submit Document Reflection Essay – Due Feb. 16&lt;br&gt;Watch Pop Culture Essay Video and look over sample papers&lt;br&gt;Turn in Pop Culture Essay Topic – Due Feb 16</td>
</tr>
<tr>
<td>2</td>
<td>Chapters 19, 21, 22, 23</td>
<td>Watch Unit 2 lecture Videos/ Read Chapters&lt;br&gt;Take Topic Quizzes – All Due March 1&lt;br&gt;Read Unit 2 Documents&lt;br&gt;Write and submit Document Reflection Essay – Due March 4&lt;br&gt;Take Mid-Term Exam – Window Open March 4-6</td>
</tr>
<tr>
<td>3</td>
<td>Chapters 24, 25, 26</td>
<td>Watch Unit 3 lecture Videos/ Read Chapters&lt;br&gt;Take Topic Quizzes – All Due April 3&lt;br&gt;Read Unit 3 Documents&lt;br&gt;Write and submit Document Reflection Essay – Due April 5&lt;br&gt;Deadline to turn in Rough Draft/Outline of Pop Culture Essay – Due April 5</td>
</tr>
<tr>
<td>4</td>
<td>Chapters 27, 28, 29, 30</td>
<td>Watch Unit 4 lecture Videos/ Read Chapters&lt;br&gt;Take Topic Quizzes – All Due May 1&lt;br&gt;Read Unit 4 Documents&lt;br&gt;Write and submit Document Reflection Essay – Due May 3&lt;br&gt;Turn in Pop Culture Essay – Due May 6&lt;br&gt;Take Final Exam – Window Open May 6-8</td>
</tr>
</tbody>
</table>