U.S. History Survey, 1000-1877
HIS 134 501 – Spring 2016

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Course Description

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

Course Goals

The goals of the course are to expand your knowledge of the basic content of recent American history, introduce you to the conflicting interpretations of these historical phenomena, and give you the tools to analyze historical artifacts for yourself. We will also develop your ability to process information and express yourself clearly, namely in the written word.

Required Materials

I do not believe that the cost of textbooks and course readings should impede a student from being able to fully engage in this course. Thus, I have endeavored to ensure the required materials are as low in cost as possible.

We will utilize portions of several textbooks available as open educational resources (OERs). While you are welcome to purchase a physical copy of these texts, they are both available free and available online, and we will use only limited portions of each.


You are also required to read one monograph. You may choose either of these:


Other readings will be assigned throughout the semester and are included in the course content.

Grading and Evaluation

Students have the opportunity to earn 1000 points in this course. Grades are determined from a variety of assignments:
- **Book Quiz**: 1 @ 100 points each (100 points total)
- **Examinations**: 3 @ 150 points each (450 points total)
- **Module Activities (Quizzes)**: 3 @ 30 points each (90 points total)
- **Module Activities (Discussions, Analysis Exercises, etc.)**: 6 @ 60 points each (360 points)

**Book Quizzes**

On the days indicated on the Semester Calendar, there will be a very straightforward quiz, consisting of both multiple choice questions and a short answer question, on the selected, assigned monograph.

**Examinations**

These exams will consist of multiple-choice and essay questions on the material covered in Units 1, 2, and 3 (respectively). They are not cumulative, and they will be timed. The penalty for taking more time than is allotted is five points per minute. Exam dates are noted on the Semester Calendar.

*Those students whose average on all coursework prior to the Final Exam (to include all module activities, exams, and book exams) is 93 or higher will be exempt from the Final Exam.*

**Module Activities**

Most modules will have a corresponding activity that is due at the end of the module by Friday at midnight CST. (Deadlines are clearly indicated on the Semester Calendar.) Such activities may include but are not limited to discussions, quizzes, and analysis exercises. Guidelines for each are outlined below. Activities will be graded on several criteria: thoroughness, thoughtfulness, and timeliness.

You cannot wait until the end of the semester to complete the module activities; you must complete them as the semester progresses. **Module activities are due on the dates indicated on the Semester Calendar and will not be accepted late.** (Think of failing to complete an activity as missing an entire week of class.) **Additionally, your final grade will drop 5 percent for each activity you do not complete beyond three.** (That is, if you do not complete six activities, not only will you receive a zero for all six activities, I will also drop your final grade 15% because you missed three activities beyond three.) I reserve the right to raise or lower a grade by as much as 5% in response to conspicuously high or low levels of participation in the module activities.

Note that the module activities are worth as much as the three major exams in this course. Thus, they deserve your full attention and efforts.

**Discussions**

Discussions will take place at various intervals throughout the course and can be accessed either in the associated learning module or in the purple navigation bar above by selecting *Course Tools*, then *Discussions*. The Main Forum of the discussion board will be visible for all students throughout the semester.

In a discussion, you must post your own response to the prompt and, if required, respond to other students. "I agree" is not a response to another student that will merit points; this may be how you feel, but it doesn't require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material. Feel free to reply to other students' postings with oppositional points of view, but you must speak respectfully.
Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings (unless specifically noted) but on your active participation and the content of your messages. Note that while you may not fully understand each module’s content, discussions can be a good way to help yourself and your fellow students to make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

**Quizzes**

Quizzes are designed to test your knowledge of a unit’s content. They typically contain ten objective questions and have a brief duration. They are designed to help you assess your preparedness for exams. As with the examinations, the time limit on quizzes will be strictly enforced, with a penalty of five points per extra minute.

**Analysis Exercises**

In an analysis exercise, I will give you several thought-provoking questions and possibly a primary source to examine. You will then answer questions and/or craft an essay that carefully answers the questions asked and/or describes the document(s) and analyzes its/their historical significance. Analysis essays should be well-written, contain no grammatical or syntactical mistakes, and contain a high level of thought and polish.

Final grades will break down as follows:

- A = 90-100% (900-1000 points)
- B = 80-89.9% (800-899.99 points)
- C = 70-79.9% (700-799.99 points)
- D = 60-69.9% (600-699.99 points)
- F = 59% and below (599.99 points or fewer points)

It is your responsibility to keep up with your grades and to calculate your current average for your own knowledge.

**Extra Credit and Late Work**

There is no extra credit in this course. Late work is not accepted.

**Exam Make-Up Policy**

I will not give a make-up exam without a university-approved, documented excuse. If you miss an exam, it is your responsibility to contact me within one day of the missed exam to initiate a discussion of if and when you will be allowed to take a make-up exam.

**Attendance Policy**

As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. However, there are firm deadlines for the course outlined on the Semester Calendar. I strongly encourage you to log into the course at least every other day. Refer to the Course Design, Interaction, and Tech Support page for information on how much time you should expect to spend on this course each week.
Technology Requirement

As you have elected to enroll in an online course, it is your responsibility to acquire a consistent, stable, dependable computer and internet connection with which to complete the assignments for the course by the deadlines indicated on the Semester Calendar. It is not the responsibility of the instructor to provide additional time for assignments or exams or an alternative means of completing the course due to technological issues on your part. Just as it is your responsibility to acquire and maintain adequate transportation to attend a face-to-face course, it is your responsibility to secure the technological means to participate in and complete 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.

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 on these six objectives.

General Education Core Curriculum Objectives and Student Learning Outcomes

HIS 134 is part of the university's Core Curriculum and as such strives towards both the general goals of the core and the specific objectives for classes designated for inclusion in the American History Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

Courses in this Foundational Component Area focus on the consideration of past events and ideas relative to the United States.

Courses in this area, such as HIS 134, include 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 HIS 134 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; and
- understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

University Policies

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Academic and professional careers have ended because of academic dishonesty, especially plagiarism. If you have any questions about what does or does not constitute plagiarism, please let me know. In doing so, we can avoid what could potentially be a very costly and serious error. **I take plagiarism very seriously and will not tolerate it.**

Please read the [University's complete student academic dishonesty policy](#).

**Withheld Grades (Semester Grades Policy, A-54)**

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.

**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, visit [Disability Services](#).