SI Leader: **Darby Smith.** There will be an SI session scheduled for this course every **Tuesday and Thursday** from 6:00 – 7:00 p.m. in Lumberjack Landing Room 139B. Ms. Smith’s email addresses are as follows: smithdn5@jacks.sfasu.edu or dnsmith2@gmail.com An SI session is not intended to be a “fishing expedition” for answers on an exam, nor is it a period for you to attend to make up for a missed class or “supplement” your notes; it is also not a review session, and it is not intended to replace consultation with the professor during office hours. It is an opportunity for you to ask questions over something that you perhaps may not understand, to discuss time management and study strategies. Historically, students who regularly attend SI sessions are better prepared for class, and perform better on exams and assignments. I highly encourage you to take advantage of this opportunity.


A word about the text: The *American Challenge* textbook is what I like to call “required/optional.” What does this mean, you ask? A textbook is a resource, a tool, an aid in your study. It is **not** a “substitute” for lecture, a “study guide” for exams, or a special talisman that will allow you to pass the course. It is intended to be a source for you, something that will allow you to receive fundamental background information, which will allow you to better follow and understand lecture material that goes beyond the basic information in the text. Students often ask this question at the beginning of a semester, a question that has no relevance: “How much of the exam is from the text and how much from lecture?” The question has no relevance because there is no “set” amount of material from each—they are two separate entities with no real relationship to each other. Exams in this course are chiefly designed to measure your ability to assimilate and disseminate interpretation and analysis of historical events and eras; they are not trivia contests and rote memorization is not a useful skill. The lectures are not gleaned or prepared from text material, which I think would be asinine; if that were the case, would we not all have a better semester if I just sent you out to read a book and then we gathered for exams? The text will, however, help you if you use it properly, which would be to read material related to the lecture **before** a scheduled class as well as aid you in “filling in” basic information or interpreting lecture concepts. Such a strategy would entail actually **reading** the text more often than the night before an exam. So, to make a long story short, the text is “required/optional” for this reason—textbooks are expensive and if you have no plans to actually use the book for its intended purpose, for goodness sake don’t waste your money purchasing a copy.

All power points, the syllabus, the outside portion of the exams, and any other handouts for the course will be posted on the D2L site associated with the course. However, no grades will be posted on the site.
Course Objective: The course is designed to be a survey course in American history through 1877. The focus of the course will be the various political, social, cultural, and economic themes that have played key roles in the development of the United States as a nation, people, and society. The emphasized themes will be the ones the instructor feels most essential in gaining an understanding of the United States in a historical perspective. A primary element of the course will be the growth of critical thinking among the students concerning the examination of historical themes and paradigms.

Other class requirements are as follows:
I expect all students to act as responsible adults; any undue disruptions or distractions will be dealt with in an appropriate manner.

You may not use a computer to take notes or for any other use while class is in session. In a perfect world a computer would be a fine resource for such a course. Unfortunately we do not live in a perfect world and too many past students have abused such a privilege. I have discovered that at least 90% of students who operate a computer during class do not use it to take notes or anything to do with class. Instead they are playing games, surfing the net, Facebooking, or many other activities other than those related to class. In other words, they are not paying attention and are disrupting those around them, which is counterproductive to what we need to do during class time. So, no students may use a computer during class.

Please try to remember turn off all cell phones and personal electronic devices while in the classroom. A ringing cell phone or a beeping device is a severe disruption of class. Please be considerate of others.

When class begins, please put down your newspapers, put away other course work, and suspend all conversations. Class time must be put to efficient use. If you feel you must finish that newspaper, book, other class work, or talk with your neighbor instead of listening to the lecture, please stay at home and away from class. Please refrain from such rude behavior.

Some students have a bad habit of coming to class and then leaving after roll is taken. If you leave class before the class period is complete, for any reason, you will be counted absent for that day unless you consult with me before class.

Make every attempt to be on time to class. Arriving late disrupts class and demonstrates a lack of seriousness and interest about the course. I will not tolerate tardiness. Thus, I will give you about a five minute “grace period” after class begins. After those five minutes are up I will lock the door, which means that you will not be able to enter the classroom and will be counted absent. Make sure that you fully understand this class policy.

Exams, Quizzes, and Grading: There will be two one hundred (100) point mid-term examinations and a one hundred (100) point examination given during the scheduled final examination period in the course. The exams will consist of two (2) sections, one that you will complete in class, and one that you will prepare outside of class. Section I consist of 12 short answer questions/terms. You will be required to answer 10 and they will be worth seven points
each (70 points). Section II will be a take-home primary/secondary document analysis portion. On the day of the exam you will be given a packet of primary source documents along with questions concerning those documents. These will also be posted on the D2L site for the course. You will complete this section outside of class and it is due approximately **one week after the scheduled class exam**—**NO EXCEPTIONS**. You may be required to upload your assignment to the LiveText associated with this course, as well as turn in a hard copy in class. **You may not turn this portion in late.** This section is worth 30 points.

In addition to exams there will be semi-daily quizzes over lecture material. These quizzes will be given orally during the first portion of class. They will consist of five very basic factual questions each worth 2 points each, for a total of 10 points. We will have at least 15 of these quizzes during the semester, and may have as many as 20. However, I will only count your 10 highest scores, which means that your quizzes will be worth 100 points.

The scheduled dates for the exams and quizzes are contained within the schedule portion of your syllabus. My advice is to make a full effort to take the exams and quizzes at the scheduled time. While I will offer a make-up for a missed mid-term or quiz, there are qualifications concerning the make-up. (1) A student must have a documented excuse for missing an exam in order to be eligible for a make-up, i.e. if you were ill, you need a doctor’s excuse. If you do not have a validated excuse, you will not have the opportunity to make up an exam or quiz. (2) Any make-ups must be scheduled and completed within one week of the missed quiz or exam. After that time period, you will receive a zero for the missed grade. (3) The make-up exam will not be the same exam the rest of the class takes.

**Attendance will be a graded element of the course.** After the second day of class I will begin to take an official roll. Each student will begin the semester with 70 attendance points. You will lose points from that total for each absence on a graduated basis as follows:

- **1-2 absences:** 2 points subtracted for each absence
- **3-4 absences:** 6 points subtracted for each absence
- **More than 4:** 12 points subtracted for each absence

Every time you miss you can “graduate” to the next level. For example, if a student misses 2 classes then he/she loses 4 points from the attendance grade (2X2=4). But, if a student misses 3 classes he/she will lose **18 points** from the attendance grade (3 X 6=18); if you miss 5 classes, then you will lose **60 points** from the attendance grade (5 X 12=60). **Take note: you can also, through absences, begin to give back points.** For example, if a student misses 7 classes then they will lose 84 points. Since the attendance grade is only worth 70 points, those last 14 come off your total.

Please, each student take careful note of the following policy as it is often a point of confusion for students. **There is no such thing as an “excused” absence in this course, except for a student attending an official, university-sanctioned event or an absence specifically exempted through university policy (i.e. athletic, academic, non-social organization function or a recognized religious holiday).** In other words, it matters not that you were ill, attending Aunt Martha’s funeral, your sister’s wedding, working, hung over, or at a doctor’s appointment. **IF YOU ARE NOT PRESENT, YOU ARE ABSENT.** You cannot bring a doctor’s note or any other kind of documentation and receive the points for attendance. **This policy is not negotiable.** If you feel that you cannot meet this requirement, you should drop the course immediately. As you can see, I take attendance very seriously.
I do not give any sort of extra credit nor do I curve grades. Do not ask.

**Grade Criteria:**
Mid-term exam #1…………………………………………….100 points
Mid-term exam #2…………………………………………….100 points
Quizzes—10 @ 10 points each…………………………100 points
Final Exam…………………………………………………100 points
Attendance…………………………………………………70 points
Possible points……………………………………………470 points

Your grade will be calculated as a percentage of the possible points on the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>470-421</td>
<td>A</td>
</tr>
<tr>
<td>372-327</td>
<td>C</td>
</tr>
<tr>
<td>326-280</td>
<td>D</td>
</tr>
<tr>
<td>279 and below</td>
<td>F</td>
</tr>
</tbody>
</table>
accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be submitted to LiveText every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</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></td>
<td></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></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Source Analysis Assignment</td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Source Analysis Assignment
To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical event in United States history from the period before 1877. Each student will be provided a selection of primary and/or secondary sources to interpret and evaluate, place in historical context, and utilize to construct an analytical essay. The essay will require that students think critically about the sources, examine how individual choices and decisions influenced the course of history, and consider the ways in which people engage with regional, national, or global communities.

Completion of this assignment is required by the university and is an important component in the successful completion of this course. Further instructions will be provided at the appropriate time.

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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Lecture, Reading, and Exam Schedule:** The numbers after the lecture titles refer to the assigned reading in the *American Challenge* text.

**Week One:**
- Aug. 28: Course Intro
- Aug. 30: Early Exploration; 1-13
- Sept. 1: The Spanish and French in America; 13-20; 22-25

**Week Two:**
- Sept. 4: Jamestown and Early Virginia; 20-21; 29-38; 42-46; 48-50
- Sept. 6: Massachusetts and The Middle Colonies; Chapter 3
- Sept. 8: English Colonial Governmental Structure and Economics; 79-86

**Week Three:**
- Sept. 11: The Origins of Slavery and American Racial Ideas; 39-42
- Sept. 13: The Formation of American Political and Religious Ideas; 86-93
- Sept. 15: Political and Religious Ideas, (cont.)

**Week Four:**
- Sept. 18: “From Good Englishmen to Independence”; 93-103; Chap. 4
- Sept. 20 “Good Englishmen” cont.; Chap. 4 (cont.)
- Sept. 22: How to Write a Document Analysis

**Week Five:**
- Sept. 25: The American Revolution; Chap. 6
- Sept. 27: Confederation Government; 153-164
- Sept. 29: Confederation Government, (cont.)

**Week Six:**
- Oct. 2: The Constitution and a New Government; 165-173
- Oct. 4: Constitution (cont.) and the Federalist Era
- Oct. 6: **Mid-Term Exam #1 (covers material from Aug 28-American Revolution)**
Week Seven:
Oct. 9: The Federalists (cont.); Chap. 8
Oct. 11: Jeffersonian Democracy, 197-210 Document Analysis Assignment due
Oct. 13: Madison and War of 1812, 210-219 (guest lecture by Dr. Brook Poston)

Week Eight:
Oct. 16: Economic Nationalism and “Growing Pains”; Chap 10
Oct. 18: “Growing Pains” (cont.); Chap. 10 (cont)
Oct. 20: Judicial Nationalism and the “Era of Good Feelings” Chap. 10, (cont.)

Week Nine:
Oct. 23: Political Nationalism and the Advent of Mass Politics; Chap. 11
Oct. 25: Mass Politics (cont.); Chap. 11, (cont.)
Oct. 27: The Age of Jackson; Chap. 11 (cont.)

Week Ten:
Oct. 30: More Jackson; Chap. 11 (cont.)
Nov. 1: The Developing American Middle Class; 271-283
Nov. 3: No Class—Library Day

Week Eleven:
Nov. 6: The Tragedy of the Old South; 285-286; 289-290
Nov. 8: The World and Life of Slaves; 283-285; 286-291
Nov. 10: Mid-term Exam #2 (Covers Material from Confederation Govt.-The Age of Jackson)

Week Twelve:
Nov. 13: Emotional Issues, Reform, and the Rise of Abolitionism; Chap. 13
Nov. 15: Manifest Destiny, Texas, and Oregon; Chap. 14
Nov. 17: Manifest Destiny, (cont.); Chap. 14, (cont.) Document Analysis Assignment Due

November 20-24: Thanksgiving Break

Week Thirteen:
Nov. 27: Expansion and War With Mexico; Chap. 14 (cont.)
Nov. 29: The Crises of the 1850s; Chap. 15
Dec. 1: The Crises (cont.); Chap. 15 (cont.) Final Document Analysis assignment distributed

Week Fourteen:
Dec. 4: The Civil War; Chap. 16
Dec. 6: The Civil War; Chap. 16
Dec. 8: Reconstruction; Chap. 17 (Final Document Analysis Assignment due)
Final Exam Period: Wednesday Dec 13, 8:00-10:00 A.M.