A comprehensive survey of American history from early explorations through Reconstruction. Meets Texas state requirements for all graduates. Three credit hours.

The assignments include three class exams and a final exam. You are required to take each exam at the regular time. If you miss an exam because of illness, you will be allowed to take the makeup IF you furnish a medical certificate from a doctor or from the SFA medical center. For all other last-minute emergencies, you will also be required to furnish written proof of the emergency. ** All make-up exams will be administered during the last week of regular classes at the end of the semester, before the week of final exams.

Each of the four exams (the three class exams and the final exam) will count for 25% of your semester grade.

Attendance is an important part of student learning and will be taken each class.

* U.S. History, an OpenStax textbook, available free at the following link:
  
  https://openstaxcollege.org/textbooks/us-history

* Michael Johnson, Reading the American Past, Volume One
  
NOTE ABOUT DESIRE2LEARN

This semester we will make use of Desire2Learn to post grades and some course content. You can reach the website by going to d2l.sfasu.edu

Click on “log in,” then use the same user ID and password that you would use with MySFA. You will see a list of your courses, and click on HIS 133.

SUPPLEMENTAL INSTRUCTION (S. I.)

Your S. I. leader will be Taylor Sherva, who will hold optional S. I. sessions on Mondays and Wednesdays from 4 to 5 pm in Lumberjack Landing Room 139 C. The S. I. group will begin to meet in the second week of the semester.

ACADEMIC INTEGRITY (A-9.1)

*** In this class, you will be required to place all notes, books, back-sacks, purses, etc. at the front of the class before the exam begins.

*** Any student who has an electronic device visible during an exam (in their lap, on their desk, or visible nearby) will receive a zero for their exam grade.

*** No student will be allowed to leave the room during an exam unless they finish and turn in their exam first. If you need to go to the restroom, do so before the exam starts.

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/student_academic_dishonesty.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, 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/.

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.

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.

STUDENT LEARNING OUTCOMES

HIS 133 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 HIS 133 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.

Instruction in the Core Objectives will be given throughout the semester.
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.

COURSE CALENDAR

Aug 29        Introduction: Why study history?
Aug 31 / Sept 5 America before the Europeans & the Chesapeake Bay colonies
                      OpenStax ch. 3
                      Johnson ch. 2
Sept 7 / 12     Plymouth and Massachusetts Bay
                      OpenStax ch. 4
                      Johnson ch. 4
Sept 14        The French in North America & the Society of the English Colonies

TEST # 1, Tuesday, September 19

Sept 21 / 26    Origins of the American Revolution
                      OpenStax ch. 5
                      Johnson ch. 6
Sept 28 / Oct 3 The War Against the British
Oct 5          From Confederation to Constitution
                      Johnson ch. 8
Oct 10         The Age of Federalism
                      OpenStax ch. 7
**TEST # 2, Thursday, October 12**

Oct 17  Thomas Jefferson’s presidency

Oct 19  The War of 1812 and its consequences
        OpenStax ch. 8

Oct 24  Jacksonian Democracy

Oct 26  The Industrial Revolution and American Society
        OpenStax ch. 9

Oct 31  Reform and Culture in the Nineteenth Century

Nov 2 / 7  Manifest Destiny & the West
           Johnson ch. 12

**TEST # 3, Thursday, November 9**

Nov 14  The Old South

Nov 16 / 28  Origins of the Civil War
             OpenStax ch. 14

Nov 30  The Secession Crisis and Mobilization
         OpenStax ch. 15

Dec 5  Civil War
       Johnson ch. 15

Dec 7  Reconstruction
       Johnson ch. 16

*Final examination – Tuesday, December 12, 4:00 pm – 6:00 pm*