U.S. History Survey to 1877  
HIS 133-040  
Fall 2017

Instructor: Ms. Carolyn White  
History Department  
Office: Liberal Arts North, 344; Steen Library, AARC 101H  
Office Phone: (936) 468-7677  
E-Mail: whitec@sfasu.edu  
Office Hours: MWF 10:00 – 11:00 a.m. (LAN); TR 2:00 – 3:00 p.m. (AARC); or by appointment  
Class Meeting Time & Place: MWF 8:00 – 8:50 a.m.; Ferguson 475

Course Description:  
A comprehensive survey of American history from early explorations through Reconstruction. Meets Texas state requirements for all graduates.

Texts & Materials  
Recommended (optional)  
- A textbook (such as America: A Narrative History, Volume I, by George Tindall and David Shi)

Required  
- Three (3) unmarked blue books  
- Response Card NXT RCXR-02 Clicker (referred to as “clicker” or “clickers” in this class)  
- Narrative of the Life of Frederick Douglass  
- Internet access and Desire2Learn (D2L) access which meets all requirements as outlined in the “Get Prepared” section of SFA ONLINE available at http://www.sfaonline.info/#!/get-prepared/c10jk.

Technical Support  
- For D2L technical support, contact student support at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.  
- For general computer support (not related to D2L), contact the Technical Support Center at tsc@sfasu.edu or 936-468-4357.

Student Learning Outcomes:  
HIS 133 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 133, 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 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 occur throughout the semester.

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.
Grading Overview:
Please read and understand how your grade will be determined. Keep up with your assignments and your grades as doing so will allow you to determine your progress in the course. While grading over curriculum elements such as writing assignments may superficially seem arbitrary, they are anything but. I grade according to a rubric designed explicitly for each assignment. Thus, instructors do not “assign” grades, but students “earn” grades in their courses. Take this advice: if you “need” a certain grade in the course for whatever reason, begin to earn that grade from day one. Do whatever work is necessary to earn that grade. Two or three weeks before the semester ends is NOT the time to begin worrying about your course performance. Also, “extra credit” opportunities may or may not be offered at the discretion of the instructor. If they are, I offer them equally to the entire class (such as in-class participation with the “clickers,”; etc.). I do not offer “extra credit” work to individual students for their individual grade concerns, so do not ask. A college course is a semester long affair that requires you to be wise and responsible with your time and study habits. Be aware of this from the first day, and ask the instructor as soon as possible if you have questions regarding effective study habits.

Course Requirements:
This course will have four exams, the fourth of which will be administered during final exams week. Each exam may include multiple-choice, fill-in-the-blank, matching, identification, short answer, document analysis, and / or essay questions. You must have the Turning Technologies Response Card NXT version to submit exam responses for all non-long response questions. You are responsible for registering the device through D2L and having adequate battery power.

There will also be two take-home document analysis assignments, which may include one or several documents / document excerpts analyzed in a short answer and / or essay response. Questions and analysis of the Narrative of the Life of Frederick Douglass will be included on the Fourth Exam, both as short answer questions and as part of a document analysis assignment essay to be written in class. The following policy applies to all document analysis assignments. Students will complete short answer and / or essay questions based on the assigned readings. Students may NOT attempt multiple assignments and only accept the higher grade. On the date of the assignment(s), the student must analyze the assigned reading(s) and accept the grade earned.

Grading Policy:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
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<tr>
<td>First Exam</td>
<td>100</td>
</tr>
<tr>
<td>Document Analysis One</td>
<td>15</td>
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<tr>
<td>Second Exam</td>
<td>100</td>
</tr>
<tr>
<td>Third Exam</td>
<td>100</td>
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<tr>
<td>Document Analysis Two</td>
<td>25</td>
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<tr>
<td>Fourth Exam (w/document analysis essay)</td>
<td>150</td>
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<tr>
<td><strong>Total Possible</strong></td>
<td><strong>500 points</strong></td>
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A = 450-500 points  (90.00% - 100%)
B = 400-449 points  (80.0% - 89.99%)
C = 350-399 points  (70.0% - 79.99%)
D = 300-349 points  (60.0% - 69.99%)
F = 0-299 points     (0% - 59.99%)
Attendance Policy:
Regular attendance and in-class participation is an important component of success in this course and is expected. For the 10 points for attendance and participation, students will earn the points that correspond to the percentage of the class attended. (For example, if a student attends 90% of the class days, 9 points are earned.) Excused absences will not negatively affect this percentage.

For the course, attendance will be recorded via a seating chart and participation will be recorded via “clicker question” participation as well as in-class activities. I will begin taking attendance on Monday, September 4, via a seating chart. If students have specific seating requests and / or requirements, it is their responsibility to inform the instructor. It is the student’s responsibility to sit in his / her assigned seat. Attendance will be taken at the beginning of each class day. To discourage tardiness, if you are more than ten minutes late to class, the door will be locked, and you will not be allowed to enter without a valid excuse.

If a student is not in class before the door is locked on the date of an exam, the student may or may not be allowed to enter and complete the exam at the discretion of the instructor as long as another student has not already turned in the exam. Once a student hands in an exam, students who arrive late will need to follow the “Make-Up Policy.”

Absences may be excused for certain reasons such as health (yours), family emergency (immediate family), and participation in some university-sponsored events. Students are responsible for providing documentation (deemed satisfactory by the instructor) in a timely manner in order to have absences excused. Whether excused or unexcused, absent students are responsible for all course content and assignments.

Make-Up Policy:
In order to take a make-up exam or submit a late document analysis assignment, students must contact the instructor to document the reason for the absence as soon as possible, preferably BEFORE the missed assignment. (The instructor is NOT responsible for - and will not consider electronic communication that fails to come through the system.) Please note that make-up assignments are only available to students with an excused absence as outlined in the “Attendance & Participation Policy.” The time and location for a make-up exam will be arranged with the instructor within the hours of 8:00 a.m. – 5:00 p.m. M-F and MUST take place before the date of the next regularly scheduled exam. If a student fails to make up an exam before the next regularly scheduled exam or a document analysis assignment before the next document analysis assignment, a grade of zero will be entered for the assignment. All assignments of any type scheduled prior to Exam 4 MUST be completed by December 8, 2017. Make-up exams will be formatted as identification, short answer, and / or essay questions. A late document analysis assignment must be submitted within one week of a student’s return from an excused absence. In-class participation / “clicker questions” cannot be made up.
Classroom Conduct:
Classroom conduct should not interfere with the ability of the instructor to teach or students to learn. Unprofessional, inappropriate, or disruptive behavior (such as - but not limited to - side conversations during lecture, constant cell phone use, or uncivil words or actions toward other students and / or the instructor) may result in a student being asked to leave the classroom.

Electronic devices (including but not limited to cellular phones, laptops, tablets, and MP3 players) in particular often create a distraction for students - both the student using the device and others around the student distracted by the device. This distraction may affect students’ abilities to concentrate on concepts presented in class. Therefore, any use of an electronic device deemed distracting by the instructor will result in the student being asked to immediately leave the classroom. Also, recordings and / or image-capture of any kind must be discussed with the instructor for approval. Students who wish to use electronic devices (other than the required “clickers”) during class for any reason are encouraged to speak to the instructor BEFORE class begins to obtain permission for their use. If permission to use a device is granted, this may later be rescinded if the instructor deems its use has become a distraction.

Policy on Cheating:
Cheating is an extremely serious offense and will not be tolerated in this course. Any student caught cheating or plagiarizing on an exam, quiz, or other assignment will have points deducted – and possibly receive a grade of zero – for that assignment. A full description of university procedures in response to cheating is located at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

Academic Integrity (A-9.1):
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 http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

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/.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/28</td>
<td>Introduction</td>
</tr>
<tr>
<td>8/30</td>
<td>Ideas for Success in a College History Class</td>
</tr>
<tr>
<td>9/1</td>
<td>North America pre-1492</td>
</tr>
<tr>
<td>9/4</td>
<td>North America pre-1492</td>
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<tr>
<td>9/6</td>
<td>European Exploration &amp; Empire 1400-1700</td>
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<tr>
<td>9/8</td>
<td>European Exploration &amp; Empire 1400-1700</td>
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<tr>
<td></td>
<td><strong>Pre-Test practice test with “clickers”</strong></td>
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<tr>
<td>9/11</td>
<td>English Colonial Settlement 1607-1740</td>
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<tr>
<td></td>
<td>(History in Film discussion)</td>
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<tr>
<td>9/13</td>
<td>English Colonial Settlement 1607-1740</td>
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<td>9/15</td>
<td>English Colonial Settlement 1607-1740</td>
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<tr>
<td>9/18</td>
<td>Influences on the Revolution 1700-1763</td>
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<td>9/20</td>
<td>Influences on the Revolution 1700-1763</td>
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<tr>
<td>9/22</td>
<td><strong>Exam 1</strong></td>
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<td>(”clickers” and something to write with required)</td>
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<tr>
<td>9/25</td>
<td>Road to Revolution 1763-1776</td>
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<tr>
<td>9/27</td>
<td>Road to Revolution 1763-1776</td>
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<td><em>(Declaration of Independence activity)</em></td>
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<td>9/29</td>
<td>Skill Review – How to Write a Document Analysis Essay</td>
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<tr>
<td>10/2</td>
<td>The American Revolution</td>
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<td>10/4</td>
<td>The Articles of Confederation</td>
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<td>10/6</td>
<td>Document Analysis One work day</td>
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<td>10/9</td>
<td>The Constitution</td>
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<td>10/11</td>
<td>African American Experiences 1763-1800</td>
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<td><strong>Document Analysis One due, submitted in a blue book</strong></td>
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<tr>
<td>10/13</td>
<td>African American Experiences 1763-1800</td>
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<tr>
<td>10/16</td>
<td>African American Experiences 1763-1800</td>
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<tr>
<td>10/18</td>
<td>The Early Republic: Washington and Adams 1789 – 1800</td>
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<tr>
<td>10/20</td>
<td><strong>Exam 2</strong></td>
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<td>(”clickers” and something to write with required)</td>
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Narrative of the Life of Frederick Douglass chapters I - V

*Have the “clicker,” register it in D2L, and bring it to ALL classes (with adequate battery remaining) beginning September 1.*
### WEEK 9
- 10/23 The Early Republic: Washington and Adams
- 10/25 The “Republican Revolution”: Jefferson to Monroe 1800-1824
- 10/27 The “Republican Revolution”: Jefferson to Monroe 1800-1824

### WEEK 10
- 10/30 The “Age of Jackson”: Politics 1820-1850
- 11/1 The “Age of Jackson”: Politics 1820-1850
- 11/3 The “Market Revolution”: Economics 1820-1850

### WEEK 11
- 11/6 The “Age of Reform”: Society 1820-1850
- 11/8 The “Age of Reform”: Society 1820-1850
  (Women and Reform activity)
- 11/10 Exam 3
  (“clickers” and something to write with required)

### WEEK 12
- 11/13 Westward Expansion 1820-1850
- 11/15 Westward Expansion 1820-1850
- 11/17 Union in Crisis: The 1850s
  Document Analysis Two due, submitted in a blue book

### WEEK 13
- 11/20 Thanksgiving Break – no class
- 11/22 Thanksgiving Break – no class
- 11/24 Thanksgiving Break – no class

### WEEK 14
- 11/27 Union in Crisis: The 1850s
- 11/29 Union in Crisis: The 1850s
- 12/1 The American Civil War 1861-1865

### WEEK 15
- 12/4 The American Civil War 1861-1865
- 12/6 The American Civil War 1861-1865
- 12/8 Reconstruction

### FOURTH EXAM (FINAL EXAM): Wednesday, December 13, 8:00 a.m. – 10:00 a.m.
("clickers" and UNMARKED blue book required)

Disclaimer: Instructor reserves the right to change the topic covered or order in which they are covered at her discretion after notifying the class in advance. Specific primary documents will be assigned throughout the semester as relevant to course content and to be used for document analysis assignments.