This course is designed to be a comprehensive survey of American history from early explorations through Reconstruction. Meets the Texas state requirements for all graduates.

Discussion will begin with the exploration and colonization of America including the main religious, social, and political trends in colonial history. After which, we will focus on the conflict between Great Britain and her American colonies. The second half of the semester focuses on the young republic, the age of federalism, the war of 1812, and the antebellum periods. The course concludes by considering the impact of slavery on the United States, the tragedy of the Civil War and Reconstruction. Throughout the class, students will develop their own interpretations of historical events using primary resources and class discussion. By the end of the course, students should have a deeper understanding of the origins of our country and the various groups of diverse individuals that participated in the construction of this nation.

Course Requirements

Students are expected to begin this course with a series of “getting started” activities that are outlined in the course calendar and on the News Feed. Overall, students are expected to complete three exams that will cover each unit as outlined in the semester calendar. Each exam will include multiple-choice, identification, true or false, short answer questions, and one essay. In addition, there will be weekly module activities and/or assignments (as listed in the Semester Calendar) to be completed for course credit for the semester.

Final Grades

Final Grades will break down as follows:

A= 90-100% (900-1000 points)
B= 80-89.9% (800-899.9 points)
C= 70-79.9% (700-799.9 points)
D= 60-69.9% (600-699.9 points)
F= 59% (599.99 points or fewer)

Required Text


(Yes, there are newer versions of this text—this one is fairly inexpensive and useful. You may purchase the newer version if you prefer.)

Additional reading assignments will be posted on d2l.
Student Expectations & Attendance

- Complete all assignments prior to the due date listed on the syllabus and calendar. Take exams and quizzes when scheduled.
- Please remember the classroom and the D2L discussion board are academic environments. Thoughtful responses are expected. I reserve the right to lower (or to raise) a grade in reflection of your participation.
- Please refrain from using iPods, cell phones, or any other electronic devices during class. This includes your class introduction. You can expect a detailed description of expectations when scheduled.

About Course Requirements

EXAMS:
The exams are all formatted the same way. You will be expected to answer multiple choice, matching, and identification, fill-in-the-blank questions, and one essay.
- If you fail to take the exam at the scheduled time, you cannot make-up the exam without a documented legal, medical, or university-based excuse. Make-up exams are cumulative and will be given at the end of the semester with your final exam.

Getting Started ACTIVITIES:
A series of activities meant to familiarize you with this course and the expectations for coursework will be completed Week 1 during class. This includes, but is not limited to, your class introduction. You can expect a detailed description of expectations for these assignments to be provided in the News Feed on d2l.

In-Class ACTIVITIES
- Over the semester, you will participate in a series of in-class activities related to your textbook reading and class discussion. Specific instructions and/or readings for these activities will be available on d2l. No activities will be accepted late for any reason. No partial credit is available for turning in an activity after the due date listed in the Semester Calendar.

ASSIGNMENTS
- Over the semester, you will complete assignments related to your course content and lecture that specifically target comprehension of materials and interpretation of perspective. You will find specific due dates for these assignments in the calendar below as well as a dedicated tab within the assigned module providing detailed instructions for the assignment. All assignments are turned in to the available Dropbox on d2l.
- Assignments may be accepted late; however, you will be docked TWO points per day the assignment is late, and must provide written documentation of a medical or legal excuse as permitted by the university. No partial credit will be given for any assignment turned in 10 days after it is due according to the semester calendar due date. If you miss a due date, you are responsible for notifying the instructor in advance (when possible) for excusable absences. It is your responsibility to contact the instructor within a week of the missed assignment to schedule a make-up.

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 answer a series of questions. This source analysis assignment 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.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Source Analysis Assignment</td>
<td>Friday, Nov. 16th</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
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<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>
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<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>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<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>
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Program & Student Learning Outcomes

This is a general education core curriculum and no specific program learning outcomes for this major are addressed in this course.

History 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 History 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 History 133 will demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period in 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.

Other Important Information

ACADEMIC INTEGRITY (A-9.1)

Academic integrity is the 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 included both cheating and plagiarism. Cheating included 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 person 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

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 accommodations and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information: http://www.sfasu.edu/disabilityservices/.
<table>
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<tr>
<th>Unit 1</th>
<th>August 27– October 5</th>
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<tr>
<td><strong>Week</strong></td>
<td><strong>Assignments</strong></td>
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| **Week 1: August 27-31**  
First Day of Class:  
Monday, August 27th Syllabus & Class Expectations  
Wednesday, Aug. 29th Topic: Themes in American History  
Friday, August 31st Topic: Before Columbus | Complete the Discussion: Introduction by Friday, August, 31st 11:59pm (CST).  
Post a picture of yourself in the class list (under Communication Tools in the tools bar) by Friday, August 31st 11:59pm (CST). |
| **Week 2: Sept 3-7**  
Topic: Before Columbus | Complete Getting Started Activities (Available on D2L Brightspace) |
| **Week 3: Sept 10-14**  
Topics: Culture & Society in the American Colonies | |
| **Week 4: Sept 17-21**  
Politics of Empire and Causes of the Revolution | Complete Activity 1 IN-CLASS Friday, Sept 21st |
| **Week 5: Sept 24-28**  
American Revolution | Take Exam 1 in class, Friday, October 5th |

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<tr>
<th>Unit 2</th>
<th>October 8–26</th>
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| **Week 6: Oct 1-5**  
Confederation & Constitution | |
| **Week 7: Oct 8-12**  
Federalists & Republicans | Complete Assignment 1 by Friday, October 12th 11:59pm (CST) Turn in to Dropbox. |
| **Week 8: Oct 15-19**  
American Nationalism | Complete Activity 2 IN-CLASS Friday, October 19 |
| **Week 9: Oct 22-26**  
Jacksonian Democracy | Take Exam 2 in class, Friday, October 26th |

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<tr>
<th>Unit 3</th>
<th>October 29-December 10</th>
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| **Week 10: Oct 29-Nov 2**  
Antebellum America | Complete Activity 3 IN-CLASS, Friday, November 2 |
| **Week 11: Nov 5-9**  
National Expansion | |
| **Week 12: Nov 12-16 Slavery & the Old South**  
Week 13: Nov 19-23 Thanksgiving Break | Complete Assignment 2: by Friday, Nov. 16 11:59pm (CST) Turn in to Dropbox. (Source Analysis / Core Assessment Assignment) |
| **Week 14: Nov 26-29**  
Impending Crisis | Complete Activity 4 IN-CLASS Friday, November 30th |
| **Week 15: Dec 3-7 Civil War**  
Finals Week Dec 10-14 | Take Exam 3 (Final Exam) Monday, in class, December 10th, 8-10am |