HIS 133 504 – Spring 2018
U.S. History to 1877

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Office: Liberal Arts North 303
Office Hours: Online office hours TBA; check D2L for times. As chair of the Department of History, I am normally on campus during regular business hours. If you would like face-to-face office consultation I will make myself available. Schedule appointments by emailing history@sfasu.edu from your jacks account.

For all other course-related communication please use the mail function in D2L. In an emergency, either email me at mbarringer@sfasu.edu, but understand that I receive upwards of 100 emails each day and I may only respond within 24 hours. If you need immediate assistance, your best bet is to call the Department of History at (936) 468-3802. I’m usually there, and if not the staff knows how to find me. I will check the D2L course email at least one time every 24 hours.

Course Description

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

Program Learning Outcomes

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

Student Learning Outcomes (What do we expect you to get out of this class?)

My goals for you are to achieve two things. First, cultural literacy. All persons with a college education are simply supposed to be aware of certain people, events, issues, themes, etc. from our shared past. Such knowledge is just part of being an educated person. A basic understanding of history is vital to being an engaged citizen in a working democratic republic, and an informed citizenry is vital to the life of such a republic. Second, I want you to master (or at least gain competence in) information management. In the essays that you will write in this
class you will be asked to **aggregate** information, assess the relative significance of each piece of that information, and use the information to solve a problem or support a critical position. That is a skill set that you will use in any career in which you may find yourselves in life.

**TIP:** If you don’t know what words like “aggregate” mean, get a dictionary app or bookmark Dictionary.com and use it. Don’t just skip words that you don’t know. I’ll provide specific links to historical terms that may be unfamiliar to you in the readings.

Successful completion of this course will require consistent attention to deadlines, substantial reading, and a commitment to developing effective analytical abilities.

**General Education Core Curriculum Objectives:**

In addition to those student learning goals listed above, HIS 133 is part of the university’s Core Curriculum and as such strives toward 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 include instruction in the interaction among individuals, communities, states, the nation, and the world, and how these interactions have contributed to the development of the United States and its global role.

Therefore, in addition to the stated learning objectives 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.

**Texts and Materials**

All required materials for this course are available free and online. College costs enough without paying for books. The materials listed below will be utilized at various times during the course of the semester; you should bookmark each of them for easy access. We’ll use only portions of each, and I’ll provide links to specific portions in each module that require your attention.


**Course Requirements: Grading and Evaluation**

Students have the opportunity to earn 850 points in this course. Grades are determined from a variety of assignments:

- Content Quizzes: 14 @ 10 points each (140 points total)
- Discussions: 4 @ 50 points each (200 points)
- Unit Essays: 4 @ 100 points each (400 points total)
- Source Analysis Assignment: 100 pts.

Total points: 850

Keep in mind that I have to grade all of these, so don’t feel like you’re in this alone.

Final grades will be determined as follows:

- A = 90-100% (765-850 points)
- B = 80-89% (680-764 points)
- C = 70-79% (595-679 points)
D = 60-69% (510-594 points)
F = 59% and below (509 or fewer points)

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

Content Quizzes

Quizzes will consist of 10 multiple-choice questions based on the assigned readings for the weekly module. If you read, take notes, and engage with the material, you should have no trouble with these quizzes. Please note that the quizzes have time limits, and no quizzes will be accepted after the time has expired. If you miss a quiz, you will not be allowed to make it up.

Discussions

Discussion postings are due on the dates indicated on the Semester Calendar. Note that the module discussions are worth 50 points each. Thus, they deserve your full attention and effort.

Discussions will take place once in each of the four units and can be accessed either in the associated learning module or in the purple navigation bar at the top of your D2L course page 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. These are intended to be conversations among all students in the course, not one-time postings. "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 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. While your postings should be of sufficient length to address 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.

**Unit Essays**

Each of the four main units of the course contains an essay assignment. A week before each essay is due you will receive two question prompts dealing with the content in the appropriate unit. You will select one of these prompts and write an essay of between 600 and 800 words addressing the question contained in the prompt. Each of these essays will ask you to take a position on a selected topic and to support that position with evidence from your course readings. **You will receive more detailed instructions along with your first set of essay prompts.**

**Source Analysis Assignment**

One assignment near the end of the semester will require critical analysis of an historical event in United States history from the period before 1877 based on your evaluation of primary sources. Each student will be provided a selection of primary 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. During the course of the semester, students will be introduced to primary sources and how such sources can be used to inform historical argument. **Further instructions will be provided at the appropriate time.**

**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.
# COURSE CALENDAR & ASSIGNMENTS (subject to change)
*all times listed are Central Standard Time*

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<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>DISCUSSION TOPIC</th>
<th>READING/ ASSIGNMENT DUE</th>
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<tr>
<td>1</td>
<td>Jan 15- MLK Day</td>
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<td>READ Unit 1, Module 1 assigned readings this week</td>
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<td></td>
<td>Week of January 15</td>
<td>Module 1: Old &amp; New Worlds</td>
<td>{{Get Started Quiz and Academic Dishonesty Quiz due on Sunday, January 21 by 11:59 p.m.}}</td>
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<td>Quiz 1 opens on Thursday, January 18 at 6:00 a.m., due on Sunday, January 21 by 11:59 p.m.</td>
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<td>2</td>
<td>Week of January 22</td>
<td>Module 2: Exploration and Empire</td>
<td>READ Unit 1, Module 2 assigned readings this week</td>
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<td>Quiz 2 opens on Thursday, January 25 at 6:00 a.m., due on Sunday, January 28, by 11:59 p.m.</td>
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<td>Discussion 1 opens on Monday, January 22 at 12:00 a.m., postings due on Sunday, January 28 by 11:59 p.m.</td>
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<td>3</td>
<td>Week of January 29</td>
<td>Module 3: Colonial America</td>
<td>READ Unit 1, Module 3 assigned readings this week</td>
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<td>Quiz 3 opens on Thursday, February 1 at 6:00 a.m., due on Sunday, February 4, by 11:59 p.m.</td>
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<td>Week</td>
<td>Module</td>
<td>Content</td>
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| 4    | 5      | Rule Britannia | READ Unit 1, Module 4 assigned readings this week  
 Quiz 4 opens on Thursday, February 8 at 6:00 a.m., due on Sunday, February 11 by 11:59 p.m.  
 Unit Essay 1 due Sunday, February 11 by 11:59 p.m. |
| 4    | 5      | Revolutionary Ideas and Actions | READ Unit 2, Module 1 CONTENT this week  
 Quiz 5 opens on Thursday, February 15 at 6:00 a.m., due on Sunday, February 18 by 11:59 p.m. |
| 5    | 6      | The War for Independence | READ Unit 2, Module 2 CONTENT this week  
 Quiz 6 opens on Thursday, February 22 at 6:00 a.m., due on Sunday, February 25 by 11:59 p.m.  
 Discussion 2 opens on Monday, February 19 at 12:00 a.m., posting due on Sunday, February 25 by 11:59 p.m. |
| 6    | 3      | Confederation & Constitution | READ Unit 2, Module 3 CONTENT this week  
 Quiz 7 opens on Thursday, March 4 at 6:00 a.m., due on Sunday, March 4 by 11:59 p.m. |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Module</th>
<th>Read Content</th>
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<tr>
<td>8</td>
<td>Week of March 5</td>
<td>Module 4: Two Visions of America: Hamilton and Jefferson</td>
<td>Quiz 8 opens on Thursday, March 11 at 6:00 a.m., due on Sunday, March 11 by 11:59 p.m.</td>
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<td>Unit Essay 2 due Sunday, March 11 by 11:59 p.m.</td>
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<td>9</td>
<td>Week of March 12</td>
<td>SPRING BREAK</td>
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<td>10</td>
<td>Week of March 19</td>
<td>Module 1: The Republican Era, 1800-1828</td>
<td>Quiz 9 opens on Thursday, March 22 at 6:00 a.m., due on Sunday, March 25 by 11:59 p.m.</td>
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<td>11</td>
<td>Week of March 26</td>
<td>Module 2: The Age of Jackson: Politics in the Mid-Nineteenth Century</td>
<td>Quiz 10 opens on Thursday, March 29 at 6:00 a.m., due on Sunday, April 1 by 11:59 p.m.</td>
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<td>12</td>
<td>Week of April 2</td>
<td>Module 3: Religion, Reform, and Everyday Life in Antebellum America</td>
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<td>READ Unit 3, Module 3 CONTENT this week</td>
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<td>Quiz Details</td>
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<td>13</td>
<td>Week of April 9</td>
<td>Module 4: National Expansion</td>
<td>Quiz 11 opens on Thursday, April 5 at 6:00 a.m., due on Sunday, April 8 by 11:59 p.m.</td>
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<td>READ Unit 3, Module 4 CONTENT this week</td>
<td>Unit Essay 3 due Sunday, April 15 by 11:59 p.m.</td>
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<td>14</td>
<td>Week of April 16</td>
<td>Module 1: The Old South &amp; Slavery</td>
<td>Quiz 12 opens on Thursday, April 12 at 6:00 a.m., due on Sunday, April 15 by 11:59 p.m.</td>
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<td>READ Unit 4, Module 1 CONTENT this week</td>
<td>Discussion 4 opens on Monday, April 16 at 6:00 a.m., postings due on Sunday, April 22 by 11:59 p.m.</td>
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<td>15</td>
<td>Week of April 23</td>
<td>Module 2: The Impending Crisis, 1854-1860</td>
<td>Quiz 13 opens on Thursday, April 19 at 6:00 a.m., due on Sunday, April 22 by 11:59 p.m.</td>
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<td>READ Unit 4, Module 2 CONTENT this week</td>
<td>Primary Source Analysis Assignment due in Dropbox Sunday, May 6 by 11:59 p.m.</td>
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<td>16</td>
<td>Week of April 30</td>
<td>Module 3: Secession &amp; Civil War, 1860-1864</td>
<td>Quiz 14 opens on Thursday, April 26 at 6:00 a.m., due on Sunday, April 29 by 11:59 p.m.</td>
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<td>READ Unit 4, Module 3 CONTENT this week</td>
<td>Primary Source Analysis Assignment due in Dropbox Sunday, May 6 by 11:59 p.m.</td>
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<tr>
<td>17</td>
<td>Week of May 7</td>
<td>Module 4: Reconstruction, 1865-1877</td>
<td>READ Unit 4, Module 4 CONTENT this week</td>
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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 (*Course Grades Policy*)

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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](#).