US History to 1877  
HIS 133.489

Name: David Scott Haseltine  
Email: David.Haseltine@sfasu.edu  
Phone: 903.729.1773  
Office: Room 115  
Office Hours: Monday – Thursday 7:30am – 7:56am; 3:34pm – 4:00pm;  
Tues & Thurs 9:48am – 10:38am  
Department: History  
Class meeting time and place: Monday, Wednesday, Friday 9:48am – 10:38am, Room 115

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

Texts and Materials:  
The Enduring Vision: A History of the American People, Volume I: To 1877. Ninth Edition by Paul S. Boyer, et al. (ISBN-13: 978-1337113762; ISBN-10: 133711376X) is the textbook for this American History survey course (HIST 113.489). You will need a notebook to take notes during lecture and discussion. However, only blue or black ink pens or pencil are acceptable for handwritten assignments that are submitted for a grade. Tests taken on scantron require #2 pencils for the objective portions. Essays may be written in blue/black ink or pencil. Access to a phone or video recorder, as well as a computer lab or an internet connected device will be necessary to complete the first research project due by midterm. A second research-based project in computer slide-show format will be due in advance of final exams. Please see Course Requirements and Course Calendar for additional information about coursework for HIST 133.489.

Course Requirements:  
This HIST 133 course requires the Student to read the assigned chapters in advance of class lectures. An online quiz will be available for students to display mastery of the significant individuals and events that are discussed in the book and in lecture. It is the responsibility of each Student who misses lecture for any reason to consult with their classmates to obtain missing lecture content and to meet with the instructor during his next available office hours to discuss any deviations from the submission or completion dates for work as presented in the Course Syllabus.

The primary method of instruction for this Dual Credit U.S. HIST 133.489 Course is for Students to Read the assigned chapters in advance of the class meetings indicated in the Courses Syllabus. Students are expected to read and think critically, taking note of significant individuals, events, and patterns of interaction among the people who played roles in the development of American Politics, Society, and Culture. Each time a Student is tasked with evaluating the merit and
synthesizing the product of any historians’ research, Students should think critically and bring to
class questions that seem unanswered or unasked by the authors. Lectures will bolster the
readings and provide opportunities for Students to ask questions about the text, to discuss the
topics, or to seek clarity for any misunderstandings that arise. Students are expected to
**Participate in Class Discussions** about the themes addressed in the book and lectures while
maintaining respect for others’ viewpoints. Thoughtful and deliberative communication about
the topics studied is a significant method for learning ideas, reinforcing concepts, and integrating
them into our individual knowledge base. To help guide Students’ focus and attention during
their studies, each chapter of the book will include a series of **Book Questions** to be answered by
the students. Students’ responses will be submitted prior to or upon arriving to class on the dates
indicated on the Course Syllabus. Submissions may be via electronic format or hardcopy, either
neatly handwritten or machine printed. Late submissions are subject to a grade reduction.

Each of the sixteen chapters of *The Enduring Vision* will include an online **Quiz**. Each Quiz
must be taken within 2 days after the lecture dates provided in the Syllabus. Failure by the
Student to complete a Quiz within the designated timeframe will result in a grade of 0 for that
assessment Quiz. Information for accessing online assessments will be provided to Students in
class prior to opening the first online.

A **Chapter Test** will be administered at the conclusion of every even numbered Chapter;
therefore, the first Chapter Test will cover Chapters 1 and 2. Chapter Tests will be administered
either as a paper test in class or as a computer-based test to be completed within a specified
timeframe. Chapter Test questions could take the form of multiple choice, short answer, short
written response, or essay formats. Test questions will be based upon content presented in the
textbook as well as information delivered in the instructor’s lectures or discussed within the
classroom.

Students will work in Teams or groups to create and submit a **Video Project** related to the
ratification of the Constitution. In the style and manner of a modern Sunday morning television
news program, this Video Project will present arguments and address concerns from the
perspectives of historically significant Federalists and Anti-Federalists who were involved in the
ratification process. Students will exercise such skills as teamwork, compromise, research,
organizing materials, and creativity. Video Project submissions will be due prior to the October
16 mid-term. Project guidelines and an assessment rubric will be available on Monday,
September 9.

A second project will be to individually research and create a **PowerPoint** or Google Slide
**Show Project** that will be assigned for the second half of the term. This Project will focus on the
role of the Federal Court System and will analyze the origins of cases decided by the Supreme
Court, describe the immediate relief provided by the Court’s decisions or its impact on society,
and evaluate the long-range impact of these decisions including connections to later decisions
that either reinforced, refined, or repudiated the earlier decision. Further details about the scope
and expectations for this Project, the required elements for this Project, and an assessment rubric
will be available by the mid-term date of October 16.
HIST 133 is a semester-long Course with credit earned upon successful completion of the Course in December 2019. A **Final Exam** will be administered at the conclusion of the Semester during the week of Dec. 9-13. The Final Exam will be a combination of objective question-answer format and essay questions that will assess the Students’ synthesis of the curriculum presented throughout the course.

**HIST 133.489 Course Calendar:**
Class Meetings for HIST 133

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Sept</td>
<td>Labor Day</td>
</tr>
<tr>
<td>4 Sept</td>
<td>Ch 1 Native Peoples in America to 1500</td>
</tr>
<tr>
<td>6 Sept</td>
<td>Ch 2 Atlantic World 1400-1625</td>
</tr>
<tr>
<td>9 Sept</td>
<td>Video Project Assigned; Test 1 Practice Essays</td>
</tr>
<tr>
<td>11 Sept</td>
<td>Test Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>13 Sept</td>
<td>Ch 3 Colonial Societies 1625-1700</td>
</tr>
<tr>
<td>16 Sept</td>
<td>Ch 4 Bonds of Empire 1660-1750</td>
</tr>
<tr>
<td>18 Sept</td>
<td>Special Lecture Over Cultural Life in the British-American Colonies</td>
</tr>
<tr>
<td>20 Sept</td>
<td>Test Ch. 3 &amp; 4</td>
</tr>
<tr>
<td>23 Sept</td>
<td>Ch 5 Roads to Revolution 1750-1776</td>
</tr>
<tr>
<td>25 Sept</td>
<td>Ch 6 Securing Independence, Defining Statehood 1776-1788</td>
</tr>
<tr>
<td>27 Sept</td>
<td>Special Lecture Over America’s Democratic Constitutional Republic: Something Old, Something New, Somethings Borrowed: The Red, White and Blue</td>
</tr>
<tr>
<td>30 Sept</td>
<td>Test Ch. 5 &amp; 6</td>
</tr>
<tr>
<td>2 Oct</td>
<td>Ch 7 Launching the New Republic 1788-1800</td>
</tr>
<tr>
<td>4 Oct</td>
<td>Ch 8 America at War and Peace 1801-1824</td>
</tr>
<tr>
<td>7 Oct</td>
<td>Special Lecture Over the Early American Presidents and World Events: Action or Reaction?</td>
</tr>
<tr>
<td>9 Oct</td>
<td>Test Ch. 7 &amp; 8 Video Projects Due</td>
</tr>
<tr>
<td>11 Oct</td>
<td>Video Project Presentations</td>
</tr>
<tr>
<td>14 Oct</td>
<td>Westwood ISD not in session</td>
</tr>
<tr>
<td>16 Oct</td>
<td>Ch 9 Transformation of America Society 1815-1840 MID-TERM</td>
</tr>
<tr>
<td>18 Oct</td>
<td>Ch 10 Democratic Politics, Religious Revival, and Reform 1824-1840</td>
</tr>
<tr>
<td>21 Oct</td>
<td>Special Lecture Over America’s</td>
</tr>
<tr>
<td>23 Oct</td>
<td>Test Ch. 9 &amp; 10 Video Projects Due</td>
</tr>
<tr>
<td>25 Oct</td>
<td>Ch 11 Technology, Culture, and Everyday Life 1840-1860</td>
</tr>
<tr>
<td>28 Oct</td>
<td>Ch 12 The Old South and Slavery 1830-1860</td>
</tr>
<tr>
<td>30 Oct</td>
<td>Special Lecture Over Slavery Portrayed in Film</td>
</tr>
<tr>
<td>1 Nov</td>
<td>Test Ch 11 &amp; 12</td>
</tr>
</tbody>
</table>
Instruction in the Core Objectives (critical thinking, communication, teamwork, and social responsibility) will be given at this time and reinforced throughout the semester.

Grading Policy:
The following formula will be used when determining the grade earned for this course.

16 Assigned Readings and Completion/Submission of Textbook Related Questions (10 %)
Classroom Discussion and Participation (10 %)
16 Chapter Quizzes (10 %)
8 Chapter Tests (25 %)
Final Exam (30 %)
2 Projects (15 %)

Attendance Policy:
Successful learning outcomes for individuals require a commitment to attend and participate in regularly scheduled class meetings. Likewise, successful learning outcomes for groups or whole classes depend in part on a spirit of camaraderie among teammates that fosters mutual feelings of reliability and trust. In accordance with the core objectives identified as the basis for success listed above, the social responsibility of contributing one’s full measure to the success of others on the team will be considered when assessing some elements of the grading policy, such as Participation in Classroom Discussions and the Video Project. If for any reason a Student is aware that he or she will have to miss class or study/work sessions with classmates/Teammates,
it is the responsibility of the Student to inform the Instructor or affected classmates/Teammates as soon as the impending absence is known.

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.

Explanation of credit hours awarded for course:
HIS 133 (United States History I) meets for 150 minutes each week for 15 weeks and also meets for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). Typical sections of the course require students to take 2-3 exams per semester, in addition to the final exam. Many also require students to take quizzes. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for quizzes/exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of the course contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.
**General Education Core Curriculum**
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

**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.


**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/).