Instructor: Dawn Ryan
Class Time: MWF 1:43-2:30 pm
Room: 305 JH Building
Phone: 564-3455 ext 160
Email: dryan@martinsvilleisd.com  
Dawn.Ryan@sfasu.edu

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

Text:
Tindall and Shi’s America: A Narrative, vol 1.
Digital History. Available at http://www.digitalhistory.uh.edu
Additional content may be placed on D2L, which can be reached at d2l.sfasu.edu.

Attendance:
Attendance is expected. No student will be allowed to leave the classroom during an exam unless they finish and turn in their exam first.

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 form an internet source or another source; and (3) incorporating the works 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, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**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.

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.

**Tentative Schedule:**

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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Aug 26-30</td>
<td>Collision of cultures &amp; England’s colonies</td>
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<tr>
<td>Sept 2-6</td>
<td>England’s colonies &amp; Colonial Ways of Life</td>
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<tr>
<td>Sept 9-13</td>
<td>Colonial Ways of Life &amp; From Colonies to States</td>
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<tr>
<td>Sept 16-20</td>
<td>From Colonies to States &amp; the America Revolution</td>
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<td>Sept 23-27</td>
<td>Strengthening the New Nation</td>
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<td>Sept 30-Oct 5</td>
<td>The Early Republic &amp; The Emergence of a Market Economy</td>
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Oct 7-11  The Emergence of a Market Economy & Nationalism and Sectionalism
Oct 14-18 Nationalism and Sectionalism & The Jacksonian Era
Oct 21-25 The South, Slavery and King Cotton & Religion, Romanticism and Reform
Oct 28-Nov 1 Western Expansion
Nov 4-8    The Gathering Storm
Nov 11-15  The War of the Union
Nov 18-22  Thanksgiving Break
Nov 25-29 The War of the Union & The Era of Reconstruction
Dec 2-6    The Era of Reconstruction
Dec 9-13   Finals

Testing Dates:
Test I- Sept 9, 2018
Test II- Sept 27, 2018
Test III- Oct 16, 2018
Test IV- Nov 6, 2018
Test V – Dec 6, 2018

2 to 3 page paper over Paul Revere’s Ride is Due on Sept 20, 2019.

Evaluation and Grading:
Grades will be determined by the average of 5 tests. 70% of each test is determine by a multiple-choice test and 30% of the test is determine by 3 essay questions. An extra essay at the end of each test will provide up to 5 points extra credit on the final test grade. There will be a compare and contrast paper over the ride of Paul Revere. There will be will be a total of 6 grades. No grades will be dropped. The average of quizzes over the chapters and/or additional readings will replace the lowest test grade unless it is the lowest grade.

Your final letter grade will be calculated in this way:

0 to 59 point average = F
60-69 point average = D
70-79 point average = C
80-89 point average = B
90-100 point average = A

Syllabus Modifications:

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.