Instructor Information
Instructor: Chuck Dendy
Office: 344 Vera Dugas Liberal Arts Building
Phone: 936-639-2388; 1-800-677-7438
Email: dendyc@sfasu.edu or cdendy-attorney@consolidated.net
Office Hours: Monday and Wednesday 12:00-1:00 p.m.
Class Room: Room 471; T.E. Ferguson Liberal Arts

Note: My legal assistant, Rayine White, is available at the telephone numbers above between 8 a.m. and 4 p.m. If your question is compelling and cannot wait for an email response you may leave a message with her and I will call back as quickly as possible.

Course Description
A comprehensive study of American history from the First Americans through Reconstruction and the settlement of the West. Meets Texas state requirements for all graduates.

Text Book
Roark•Johnson•Cohen•Stage•Hartmann, *The American Promise: A Concise History, Volume 1: To 1877* Sixth Edition ISBN 978-1-319-04273-8

Other Required Reading
*When I Was a Slave: Memoirs from the Slave Narrative Collection* ISBN 9780486420707

Other Required Materials
A new blue book for each examination.

Grading
Your course grade will be determined by your scores on weekly quizzes, examinations, and reaction papers. The dates of the examinations and reaction papers are noted on the class schedule. Your final grade will be based on the total points earned on these assignments:

- Weekly Quiz Grades: 10 @ 10 pts each = 100 points
- Examination Grades: 3 @ 100 pts each = 300 points
- Reaction Papers: 3 @ 50 pts each = 150 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>495 - 550</td>
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<tr>
<td>B</td>
<td>440 - 494</td>
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<tr>
<td>C</td>
<td>385 - 439</td>
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<tr>
<td>D</td>
<td>330 - 394</td>
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<tr>
<td>F</td>
<td>0 - 329</td>
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</table>
**BONUS POINTS:** You can earn up to 30 bonus points which will be added to your point total. See the explanation of the bonus points below.

**CLASS PARTICIPATION CAN HELP YOUR GRADE.** If you come to class, are prepared, and regularly participate, there is a chance a borderline grade can become the next highest grade. That is not to say a 72 can become a 92, but effort and participation can make a difference in a close call.

**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 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.

**GENERAL EDUCATION CORE CURRICULUM**
HIS 133 has been selected to be part of the 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.

The chart below sets out the core objectives addressed by this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td></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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</tbody>
</table>
### Personal Responsibility
- To include the ability to connect choices, actions and consequences to ethical decision-making.

### Social Responsibility
- To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

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**Source Analysis Assignment**

To measure those mandated skills set out in the chart above you will be required to do what is called a source analysis assignment. You will be provided a selection of primary and/or secondary 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. The assignment will be uploaded to D2L where your and all other students’ source analysis assignments will be considered in determining how successful SFSAU students have been in mastering those mandated skills discussed above. SFA’s assessment of these objectives will be based on student work from core curriculum courses. This student work will be collected through D2L.

Completion of this assignment is *required* by the university and is an important component in the successful completion of this course. Further instructions will be provided at the appropriate time.

**Attendance**

Attendance will be taken, and excessive absences will be punished severely, up to and including forfeiture of your firstborn child. You are adults and someone paid tuition for this class. It is up to you to attend regularly and get the most out of it. Regular attendance normally leads to better grades, so keep that in mind when you are deciding whether to come to class on a given day. Also, as noted below, there will be weekly quizzes. Obviously, if you are not there you can’t take a quiz.

*Note:* Students receiving financial aid are required by law to attend class. Failure to do so can result in the loss of future financial aid.

**Weekly Quizzes**

There will be a 10-question quiz given every Monday on that week’s assigned readings. The 10 highest quiz scores will count towards your final grade. Quizzes will be fill in the blank, matching, multiple choice, and/or very short answer. **Because some weekly quiz grades will be dropped, there will be no makeup on any quizzes.** The purpose of the quizzes is to encourage you to do the assigned reading and come to class.

**Examinations**

There will be three examinations in the course. Exam material will be taken from the textbook, the required readings, lectures, class notes, and anything else that may go on in class. Each test will consist of 25 multiple choice, fill in the blank, matching, and/or very short answer questions; seven questions that require a paragraph or two to answer, of which you will answer five; and three essay-type questions, of which you will answer two. Tests will not be cumulative.
REACTION PAPERS
In addition to the weekly quizzes and examinations each student will complete three reaction papers over the three required books. Details of the reaction papers will be discussed more fully in a subsequent handout.

BONUS POINTS
Three bonus points may be earned each week, up to a maximum of 30 points, by connecting current events discussed in the news with historical themes discussed in class. The points will be given if at the beginning of class you hand in a type-written paragraph that identifies the news source and explains how it ties into something discussed in class. The *Dallas Morning News* and *Houston Chronicle* are both available through your MySFA account.

An example paragraph is as follows: In the City/State section of last Tuesday’s *Houston Chronicle* there was a story about old-fashioned pay telephones – the kind you put money in. The article explains that as cell phones are used more and more, pay phones are used less and less. This is an example of how technology is changing how Americans live.

OUTSIDE OF CLASS ASSISTANCE
Tutorial assistance is available to students through the Academic Assistance Resource Center – better known as “AARC” – at Ralph W. Steen Library. Statistics show a student can expect to improve their class score by a whole letter grade if they participate in the program. Among the services available are study groups led by a student who has previously taken the course from a particular professor and done well in that class. The student instructor (SI) of the study group for this class is Rachel Walton. You are encouraged to use this resource.

WRITING ASSISTANCE - OWL
Writing assistance is available through AARC’s Online Writing Lab, or “OWL.” OWL can check your reaction paper for both structure and grammar – all online! OWL will be discussed more completely as the due date of your first reaction paper approaches. You are strongly encouraged to use OWL. It can make a real difference in your grade.

MAKEUPS
If an illness or emergency causes you to miss an exam, please let me know in advance or as soon as possible after the fact. If your documented reason for missing the exam is acceptable, you will need to take a makeup. Makeup exams will be taken in my office during office hours or as otherwise arranged. You may only take a makeup exam if you missed an exam due to an excused absence.

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. Note: there are online services that review papers for plagiarism. If I have questions about whether a paper contains plagiarism I will submit the paper for review.

The punishment for both cheating and plagiarism will be in accordance with official SFA rules and regulations. Under official regulations, the grade for the plagiarized assignment will be a zero and the violation may be reported to the Dean’s office. A second episode of plagiarism will result in automatic failure of the course and referral to the Dean for further disciplinary action. Please read the complete policy at: http://www.sfasu.edu/policies/academic-integrity.pdf.

THIS SECTION ON ACADEMIC INTEGRITY SHOULD NOT BE NECESSARY. YOU LEARNED IT WAS WRONG TO CHEAT IN KINDERGARTEN. MAKE IT EASY ON EVERYBODY AND JUST DON’T CHEAT.

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/.

WITHHELD GRADES
Ordinarily, at the discretion of the instructor and with the approval of the department chairman, 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 the future, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

CELL PHONES AND OTHER CLASS DISRUPTIONS
Cell phones should be turned off during class. This includes texting and web searching. Points will be deducted from your total if this rule is violated.

COURSE SCHEDULE
January
23 Introduction
28 The American Promise, Chapter 1
30 The American Promise, Chapters 1 & 2

February
4 The American Promise, Chapters 2 & 3
6 The American Promise, Chapters 2 & 3
11 The American Promise, Chapters 3 & 4
13 The American Promise, Chapters 3 & 4
18 The American Promise, Chapters 4 & 5
20 The American Promise, Chapters 4 & 5
25 The American Promise, Chapters 1-5; Review
27 1st Exam: The American Promise, Chapters 1-5
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>March 4</td>
<td><em>The American Promise</em>, Chapter 6</td>
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<tr>
<td>March 6</td>
<td><em>The American Promise</em>, Chapters 6 &amp; 7</td>
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<tr>
<td>March 11</td>
<td><em>The American Promise</em>, Chapters 7 &amp; 8; <em>Abigail Adams</em></td>
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<tr>
<td>March 13</td>
<td><em>The American Promise</em>, Chapters 8 &amp; 9; <em>Abigail Adams reaction paper due</em></td>
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<td>March 18</td>
<td>Spring Break</td>
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<tr>
<td>March 20</td>
<td>Spring Break</td>
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<tr>
<td>March 25</td>
<td><em>The American Promise</em>, Chapters 9 &amp; 10</td>
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<tr>
<td>March 27</td>
<td><em>The American Promise</em>, Chapters 10 &amp; 11</td>
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<tr>
<td>April 1</td>
<td><em>The American Promise</em>, Chapters 6-11; Review</td>
</tr>
<tr>
<td>April 3</td>
<td><strong>2nd Exam</strong>: <em>The American Promise</em>, Chapters 6-11; <em>Abigail Adams</em></td>
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<tr>
<td>April 8</td>
<td><em>The American Promise</em>, Chapters 12 &amp; 13; <em>When I Was a Slave</em></td>
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<td>April 10</td>
<td><em>The American Promise</em>, Chapters 13 &amp; 14; <em>When I Was a Slave reaction paper due</em></td>
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<td>April 15</td>
<td><em>The American Promise</em>, Chapters 13 &amp; 14</td>
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<tr>
<td>April 17</td>
<td><em>The American Promise</em>, Chapters 14 &amp; 15</td>
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<tr>
<td>April 22</td>
<td><em>The American Promise</em>, Chapters 14 &amp; 15</td>
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<tr>
<td>April 24</td>
<td><em>The American Promise</em>, Chapters 15 &amp; 16</td>
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<td>April 29</td>
<td><em>The American Promise</em>, Chapter 16; the settlement of the West; <em>The Last Stand</em></td>
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<tr>
<td>May 1</td>
<td><em>The American Promise</em>, Chapter 16; the settlement of the West: <em>The Last Stand reaction paper due</em></td>
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<tr>
<td>May 6</td>
<td><em>The American Promise</em>, Chapter 16; the settlement of the West</td>
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<tr>
<td>May 8</td>
<td>The settlement of the West; Chapters 12-16; Review</td>
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<tr>
<td>May 15</td>
<td><strong>Final Exam</strong>: <em>The American Promise</em>, Chapters 12-16; <em>When I Was a Slave</em>; <em>The Last Stand</em>; settlement of the West</td>
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1-3 p.m.