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 activities and/or assignments (as listed in the Semester Calendar) to be completed for course credit for the semester.

**Required Text**

Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People Vol I*. 7th Edition. (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 date they are due-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 iPod, cell phones or any other such devices in class.
- Purchase the required text.
- The syllabus is subject to change & rules can change at my discretion.

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.

**Essays:**
- With each unit exam, you will complete a 1-2 page essay that addresses the assigned prompt in a well-organized, effective manner with citation from your textbook and/or class lecture/sources provided. Essays are due in the designated dropbox on Brightspace on or before the responding exam time. See schedule below for specific dates.

**Class ACTIVITIES**
- Over the semester, you will participate in a series of 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 activities after due date listed in the Semester Calendar.

**General Education Core Curriculum Information & Core Curriculum Assignment**
- The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

- By enrolling in HIS 133 you are also enrolling in a Core Curriculum Course that fulfills the Personal Responsibility requirement. You will see this course on your D2L list.
  - At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility, Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills-Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment.

- When you complete the assignment mentioned above, you will upload the assignment to both the HIS 133 Dropbox and the Personal Responsibility Dropbox.
  - Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

- If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

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<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>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though 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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<tr>
<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>
<td>Core Curriculum Assignment</td>
<td>April 5th</td>
</tr>
<tr>
<td>Special 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.

“Learning is not attained by chance. It must be sought for with ardor and diligence.”

-Abigail Adams

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/.

Withheld Grades

(Semester Grade 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.
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>January 23– February 22</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Assignments</strong></td>
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| **First Day of Class: Jan 23** Wednesday: Syllabus & Class Expectations  
Friday, Jan 25 Topic: Themes in American History | **Complete the Discussion: Introduction** by Friday, January 25th, 11:59pm (CST). (D2L Discussion post)  
**Post a picture of yourself** in the class list (under Communication Tools in the tools bar) by Friday, January 25th 11:59pm (CST). |
| **Week 2**: Jan 28-Feb 1  
Topic: Before Columbus | |
| **Week 3**: Feb 4-8  
Topics: Culture & Society in the American Colonies | |
| **Week 4**: Feb 11-15  
Politics of Empire and Causes of the Revolution | **Complete Activity 1 Class will meet First floor, Library, LINC Classroom 102A, Friday, February 15** |
| **Week 5**: Feb 18-22  
American Revolution | **Take Exam 1, Library LINC Classroom 102A Friday, February 22** |

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<thead>
<tr>
<th>Unit 2</th>
<th>February 25– March 29</th>
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| **Week 6**: Feb 25-March 1  
Confederation & Constitution | |
| **Week 7**: March 4-8  
Federalists & Republicans | |
| **Week 8**: March 11–15  
American Nationalism | **Take Exam 2, Library LINC Classroom 102A Wednesday, March 13**  
Complete Activity 3 Friday, March 15 online (available in Brightspace Wednesday, March 13) |
| **Week 9**: March 25-29  
Jacksonian Democracy | **March 18-22 Spring Break**  
**Sign up for Activity 3 in class March 25 & 27** |

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<thead>
<tr>
<th>Unit 3</th>
<th>April 1-May 15</th>
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| **Week 10**: April 1-5  
Antebellum America | **Complete Core Curriculum Assignment** by Friday, April 5th 11:59pm (CST)  
**Turn in to Dropbox & Personal Responsibility Dropbox (in Brightspace)** |
| **Week 11**: April 8-12  
National Expansion | **Activity 3: Completed on/before Friday, April 12th** |
| **Week 12**: April 15 & 17  
**Week 13**: April 22– 26  
Slavery & the Old South | **Complete Activity 4 Monday, April 15 & Wednesday, April 17**  
**April 19th Easter Holiday** |
| **Week 14**: April 29-May 3  
Impending Crisis | **Activity 5: Total of Semester Class Attendance** |
| **Week 15**: May 6-10  
Civil War | **Take Exam 3 (Final Exam) Library, LINC Classroom 102A Wednesday, May 15th, 8-10am**  
**Finals Week May 13-17** |