History 1301-495
A Survey of American History to 1877

Instructor:  Dawn Ryan  
Class Time:  MWF 7:55-8:44 am  
Room:  305 JH Building  
Phone:  564-3455 ext 160  
Email:  dryan@martinsvilleisd.com  
Dawn.Ryan@sfasu.edu

COVID-19 MASK POLICY

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


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

Text:
David Emory Shi’s America: A Narrative, Brief 11 ed. vol. I  
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/.

**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 1301 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 1301 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:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Aug 24-28</td>
<td>Collision of cultures &amp; England’s colonies</td>
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<tr>
<td>Aug 31-Sep 4</td>
<td>England’s colonies &amp; Colonial Ways of Life</td>
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<tr>
<td>Sept 7-11</td>
<td>Colonial Ways of Life &amp; From Colonies to States</td>
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<tr>
<td>Sept 14-18</td>
<td>From Colonies to States &amp; the America Revolution</td>
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<tr>
<td>Sept 21-25</td>
<td>Strengthening the New Nation</td>
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<tr>
<td>Sept 28-Oct 2</td>
<td>The Early Republic &amp; The Emergence of a Market Economy</td>
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<tr>
<td>Oct 5-9</td>
<td>The Emergence of a Market Economy &amp; Nationalism and Sectionalism</td>
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<tr>
<td>Oct 12-16</td>
<td>Nationalism and Sectionalism &amp; The Jacksonian Era</td>
</tr>
<tr>
<td>Oct 19-23</td>
<td>The South, Slavery and King Cotton &amp; Religion, Romanticism and Reform</td>
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<tr>
<td>Oct 26-30</td>
<td>Western Expansion</td>
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<tr>
<td>Nov 2-6</td>
<td>The Gathering Storm</td>
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<tr>
<td>Nov 9-13</td>
<td>The War of the Union</td>
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<tr>
<td>Nov 16-20</td>
<td>The War of the Union &amp; The Era of Reconstruction</td>
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<tr>
<td>Nov 23-27</td>
<td><strong>Thanksgiving</strong></td>
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<tr>
<td>Nov 30-Dec 4</td>
<td>The Era of Reconstruction</td>
</tr>
<tr>
<td>Dec 7-11</td>
<td><strong>Finals</strong></td>
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**Testing Dates:**

- **Test I:** Sept 14, 2020
- **Test II:** Oct 5, 2020
- **Test III:** Oct 26, 2020
- **Test IV:** Nov 16, 2020
- **Test V:** Dec 10, 2020

2 to 3 page paper over Paul Revere’s Ride is Due on Sept 18, 2019.

You will also write a 5-page research paper over a topic chosen in class. The rough draft will be due on November 20, 2020. The Final draft will be due on December 4, 2020.

**Evaluation and Grading:**

Grades will be determined by the average of 5 tests. 70% of each test is determined by a multiple-choice test and 30% of the test is determined 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 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

**Explanation of credit hours awarded for course:**

HIST 1301 (United States History I) meets for 2,250 minutes (37.5 hours), including examination times, during the course of a semester. 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 2,250 minutes per term. 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.

By enrolling in HIST 1301, you are enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility requirements.

The chart below indicates the core objectives addressed by this course and the assignments that will be used to assess the objectives.
<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Paper over Paul Revere’s Ride and Research paper</td>
<td>See course Calendar</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>
<td>Exam 1,2,3,4,&amp;5 Research paper</td>
<td>See course Calendar</td>
</tr>
<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>
<td>Exam 1,2,3,4,&amp;5 Research paper</td>
<td>See course Calendar</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>
<td>Exam 1,2,3,4,&amp;5 Research paper</td>
<td>See course Calendar</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Exam 1,2,3,4,&amp;5 Research paper</td>
<td>See course Calendar</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Exam 1,2,3,4,&amp;5 Research paper</td>
<td>See course Calendar</td>
</tr>
</tbody>
</table>

**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.