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.

### 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.)

### Course Description

*NOTE:* Additional reading assignments will be posted on d2l—these will correspond with class activities & completion is of the assigned reading is expected before class time on activity days. (See calendar for dates)

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

### Course Evaluation & Grading Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams (100 points each)</td>
<td>300</td>
</tr>
<tr>
<td>2 Essay Responses (50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Introduction &amp; Getting Started Activities</td>
<td>100</td>
</tr>
<tr>
<td>4 In &amp; Out of Class Activities (100 points each)</td>
<td>400</td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Total Points Available</td>
<td>1000</td>
</tr>
</tbody>
</table>

### Final Grades

Final Grades will break down as follows:

- **A** = 90-100% (900-1000 points)
- **B** = 80-89.9% (800-899.99 points)
- **C** = 70-79.9% (700-799.99 points)
- **D** = 60-69.9% (600-699.99 points)
- **F** = 59% (599.99 points or fewer)

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**Your Instructor**

Lisa M. Bentley  
**History Department**

**Office:** 362 Vera Dugas Liberal Arts  
**Office Hours:** MWF 11:00-3:00 or by appointment

**Phone:** (936)468-2245  
**Email:** bentleylisa@sfasu.edu
Student Expectations & Attendance Policy

• Complete all assignments prior to the date they are due—listed on the syllabus and calendar—including, not limited to, class reading assignments posted on d2l.
• Take exams and quizzes when scheduled. Make-up exams are given at the end-of-the-semester and are comprehensive.
• Please remember the classroom and the D2L discussion board are an 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.
• This is a fast-moving course and attendance is expected and will be monitored for course credit.

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.

Getting Started ACTIVITIES:
A series of activities meant to familiarize you with this course and the expectations for coursework will be completed Week 1 during class. This includes, but is not limited to, your class introduction. You can expect a detailed description of expectations for these assignments to be provided on d2l.

In & Out Class ACTIVITIES
Over the semester, you will participate in a series of in-class and out-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 a activities after due date listed in the Semester Calendar.

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.

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.
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. 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.

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/4.1-student-academic-dishonesty.pdf.

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.

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/.
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>January 15– February 14</th>
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</table>
| **Week 1:** January 15 & 17  
First Day of Class:  
Wednesday, January 15th Syllabus & Class Expectations  
Friday, January 17th Topic: Themes in American History | **Assignments**  
Complete the Discussion: Introduction by Friday, January 24th 11:59pm (CST).  
Post a picture of yourself in the class list (under Communication Tools in the tools bar) by Friday, January 24th 11:59pm (CST). |
| **Week 2:** January 22nd & 24  
Topic: Before Columbus  
*No class meeting Monday, January 20th* |  
Complete Getting Started Activities (Available on D2L Brightspace) on/before Friday, January 24th 11:59pm (CST). |
| **Week 3:** January 27th, 29th, & 31st  
Topics: Culture & Society in the American Colonies |  |
| **Week 4:** February 3rd, 5th, & 7th  
Politics of Empire and Causes of the Revolution | Complete Activity 1 IN-CLASS Friday, February 7th |
| **Week 5:** February 10th, 12th, 14th  
American Revolution | Take Exam 1 Monday, February 10th, IN-CLASS |

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<thead>
<tr>
<th>Unit 2</th>
<th>February 17th– March 20th</th>
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</table>
| **Week 6:** February 17th, 19th, & 21st  
Confederation & Constitution |  |
| **Week 7:** February 24th, 26th, 28th  
Federalists & Republicans | Complete Activity 2 by Friday, February 28th 11:59pm (CST)  
*Turn in to Dropbox.* |
| **Week 8:** March 2nd, 4th, & 6th  
American Nationalism  
*Spring Break March 7th-15th* | Take Exam 2 Monday, March 2nd, IN-CLASS |
| **Week 9:** March 16th, 18th, & 20th  
Jacksonian Democracy |  |

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<thead>
<tr>
<th>Unit 3</th>
<th>March 23rd– May 1st</th>
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</table>
| **Week 10:** March 23rd, 25th, & 27th  
Antebellum America | Complete Activity 3 IN-CLASS, Friday, March 20th |
| **Week 11:** March 30th, April 1st & 3rd  
National Expansion |  |
| **Week 12:** April 6th & 8th, Slavery & the Old South  
*Easter Holiday April 9th-12th*  
**Week 13:** April 13th, 15th, & 17th | Complete Activity 4 IN-CLASS, Friday, April 8th |
| **Week 14:** April 20th, 22nd, 24th  
Impending Crisis |  |
| **Week 15:** April 27th, 29th, & May 1st  
Civil War  
*Finals Week May 4th-8th* | Take Exam 3 (Final Exam) Wednesday, May 6th, 8-10:30am |