In attempt to save costs, we will utilize a free online textbook for the course. You may access the text at the above address. The text is required reading and will be vital for understanding the material in the course and for completing assignments. If you are more comfortable with a hard copy text you can purchase one from the website. It should be approximately $25.00.

**Course Objective:** The course is designed to be a survey course in American history through 1877. The focus of the course will be the various political, social, cultural, and economic themes that have played key roles in the development of the United States as a nation, people, and society. The emphasized themes will be the ones the instructor feels most essential in gaining an understanding of the United States in a historical perspective. A primary element of the course will be the growth of critical thinking among the students concerning the examination of historical themes and paradigms.

**Class requirements are as follows:**

Because this is an online course, you will generally be responsible for your schedule. As you will see in the schedule portion, we will cover a number of topics during each week. In the course of that week, you will be required to read the assigned chapters in your text, and then read a textual “lecture” that will be more detailed and contain the pertinent concepts that you should consider and learn concerning the week’s material. There will also be quizzes that you are required to complete as well as a mandatory discussion exercise. You may work on your schedule but be aware that you will only have one week to complete each section. **What that means is that you cannot try to complete the entire course in the last week of the semester. I expect each student to craft a schedule that conforms with the due dates and requirements of the course.**

Another caveat that you should note: Just because we are not holding class at a specified period does not mean that the time spent on this course should be any different than a face-
The content text of the course is analogous to a lecture period in a face-to-face class. A lecture portion is approximately 150 minutes each week, which means that your time spent interacting with your textual content should equal that period. It is not designed to be a “quick read,” but instead one that you should not only read but digest and, if you need to do so, take notes over. The quizzes for each week correspond to the textual content, thus you should read and understand the content and then complete your quiz.

As you can discern, the material for this class is not something that you can normally complete in “one sitting” and it is not designed to do so. My advice is that each student engage at least three hours, and more likely four-to-five hours each week with the material.

Understand that due dates are final and non-negotiable except for extraordinary circumstances.

Exams, Quizzes, and Grading: There will be three one hundred (100) point examinations in the course, two during the semester and the final one during the scheduled Final Exam week. However, the latter will not be a “final” and will only cover the material that ended with the previous exam. The exams consist of 10 short answer questions/terms and they will be worth ten (10) points each (100 points). The exam will be posted on our course site under the "quiz" tab. It will be a “timed” exercise; you will have 120 minutes to complete the exam from the point you begin it, and after that time period you will not be able to make any changes, additions or alterations. Please make sure you understand this requirement. You will have 150 minutes on the last exam in order to comply with the requirements of the Final Examination period.

Check your schedule portion to see what dates the exams are open for completion.

In addition to exams there will a quiz each week over “lecture” and reading material. There will be a total of 12-13 of these quizzes (there will be no quizzes during the weeks you complete an exam). You will take these quizzes on the D2L site, also under the quiz tab. They will consist of 5 basic factual questions in a multiple choice/T-F format (except for one the latter part of the semester which will be a short essay question). Each question will be worth 2 points, for a total of 10 points for a quiz. I will drop your two lowest quiz grades, so quizzes will be cumulatively worth 100 points. They will also be “timed;” you will have 10 minutes to take each quiz. They will open each week on Monday at 1:00 A.M. and close the following Sunday at 11:59 p.m.

I do not give any sort of extra credit nor do I curve grades. Do not ask. Also, grades are not a “negotiation.” You earn your grades. We are not going to go through a series of “I think I deserve a better grade” conversation. I’ll be glad to answer a specific question you may have, but will not tolerate an interrogation about how I conduct the class. Please understand this and it will save you a lot of grief and consternation.
Grade Criteria:

Exam #1.........................................................100 points
Exam #2.........................................................100 points
Exam #3.........................................................100 points
Quizzes—10 @ 10 points each.........................100 points
Possible points.................................................400 points

Your grade will be calculated as a percentage of the possible points on the following scale:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>360-400</td>
<td>A</td>
</tr>
<tr>
<td>319-280</td>
<td>B</td>
</tr>
<tr>
<td>239 and below</td>
<td>F</td>
</tr>
<tr>
<td>279-240</td>
<td>D</td>
</tr>
<tr>
<td>359-320</td>
<td>C</td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</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>
<td></td>
</tr>
<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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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Source Analysis Assignment</td>
<td></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>
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</tr>
</tbody>
</table>
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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (Semester Grades 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.

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/.

**Course Schedule**: The topics listed correspond to the narrative material in the module. The chapter numbers are for *American Yawp*

**Week One: August 23-29:**

Early Exploration; Chapter 1

**Week Two: August 30-Sept. 5:**

The Spanish and French in America; Chapter 2 (sections I, II, II)

**Week Three: Sept. 6-12:**

Colonial America and the Growth of American Institutions Chapter 2 (sections IV, V, VI, VII), Chapter 3; Chapter 4 (Sections I, II, III, IV)

**Week Four: Sept. 13-19:**

From “Good Englishmen to Independence:” The Causes and Fighting of the American Revolution: Chapter 4 (Sections V, VI, VII); Chapter 5 (Sections I, II, III, VI, V)

**Week Five: Sept. 20-26:**

The Articles of Confederation and a Constitutional Government (**Exam One Opened for Completion**): Chapter 5 (sections VI, VII); Chapter 6 (Sections I, II, III, IV, V)

**Week Six: Sept. 27-Oct. 3:**

Federalists and Jeffersonians: Chapter 6 (Sections VI, VII, VIII, IX, X, XI); Chapter 7
Week Seven: Oct. 4-10:

The Rise—and Fall—Of American Nationalism: Chapter 8 (Read, but much of this chapter will be more applicable to material in Week 9); Chapter 9 (Sections I, II, III)

Week Eight: Oct. 11-17:

The Age of Jackson: Chapter 9 (Sections IV, V, VI, VII, VIII, IX, X, XI)

Week Nine: Oct. 18-24:

The World of Slaves and the Developing Sections: (Refer back to Chapter 8); Chapter 1

Week Ten: Oct. 25-31:

Reform and Abolitionism; Chapter 10 (**Exam 2 Opened for Completion**)

Week Eleven: Nov. 1-7:

Manifest Destiny, Texas, Oregon, and War With Mexico; Chapter 12

Week Twelve: Nov. 8-14:

The Crises of the 1850s: Chapter 13

Week Thirteen: Nov. 15-21:

1860 Election and the Coming the Civil War; Chapter 14 (Sections I, II)

**Thanksgiving Break: Nov. 22-28: No assignments**

Week Fourteen: Nov. 29-Dec. 5
The Civil War: Chapter 14 (Sections III, IV, V); The Reconstruction of the United States; Chapter 15

Exam #2: will open on Dec. 5 but must be completed on Dec. 8: Note that this is a shorter window for completion than the other midterm because this is Finals week and by University policy Final Exams must be completed by Midnight on Thursday.