1. **Course Description**
   In this course we will examine the American Presidency from its beginnings in the era of the American Revolution to the election of Joe Biden. Special attention will be paid to the evolution of the office and its impact on both U.S. and world history.

2. **Grading and Examination**
   - Discussion: 10%
   - Document Analysis: 25%
   - Midterm: 30%
   - Final Exam: 35%

   Final Grades are determined as such: A=100-90; B=80-89; C=70-79; D=60-69; F=59 and below.

### Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>Aug. 24</td>
<td>Introduction</td>
</tr>
<tr>
<td>Aug. 26</td>
<td>Constitutional Convention</td>
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</tbody>
</table>

- Read U.S. Constitution: Article II
- Skim Chapter 1, Read Chapter 2 (All chapter #s from *The American Presidency* textbook)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>Aug 30</td>
<td>Washington</td>
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<tr>
<td>Sept. 2</td>
<td>The First Party System</td>
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</tbody>
</table>

Chapter 3 (We will also discuss Chapters 1 and 2 this week)
- Neutrality Proclamation (1793): 

- Washington’s Farewell Address (1796): 
  http://www.presidency.ucsb.edu/ws/index.php?pid=65539&st=farewell+address&st1=

Sedition Act (1798)
https://en.wikisource.org/wiki/United_States_Statutes_at_Large/Volume_1/5th_Congress/2nd_Session/Chapter_74

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Sept. 7         Jeffersonian Era (1800-1824)
Sept. 9         Madison, 1812, and Monroe

Chapter 4

Thomas Jefferson’s First Inaugural Address (1801): 

James Madison’s 1812 War message (1812 duh!):

The Monroe Doctrine (1823) 
https://avalon.law.yale.edu/19th_century/monroe.asp

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Sept. 14         1824 and 1828
Sept. 16         Jacksonian Presidency

Chapter 5

Andrew Jackson’s Bank Veto (1832):
https://avalon.law.yale.edu/19th_century/ajveto01.asp

The Nullification Crisis (1832):
https://avalon.law.yale.edu/19th_century/jack01.asp

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Sept. 21         Manifest Destiny and Slavery
Sept. 23         Lincoln and the Civil War

Chapter 6

Lincoln suspending Habeas Corpus (1861)
Lincoln’s Emancipation Proclamation (1863)
[https://constitutioncenter.org/media/files/ep_miniposter.pdf](https://constitutioncenter.org/media/files/ep_miniposter.pdf)

<table>
<thead>
<tr>
<th>Sept. 28</th>
<th>Reconstruction and impeachment</th>
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<tbody>
<tr>
<td>Sept. 30</td>
<td>Exam 1</td>
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Chapter 7

Impeachment (1868)

<table>
<thead>
<tr>
<th>Oct. 5</th>
<th>T.R.</th>
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<tbody>
<tr>
<td>Oct. 7</td>
<td>Wilson</td>
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Chapter 8

Monroe Doctrine: Roosevelt’s Corollary (1905)

Democratic Platform (1912)

Republican (1912)

Progressive Party Platform (1912)

<table>
<thead>
<tr>
<th>Oct. 12</th>
<th>1920s</th>
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<tbody>
<tr>
<td>Oct. 14</td>
<td>FDR part 1</td>
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<tr>
<td>Chapter 9-10</td>
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</table>

<table>
<thead>
<tr>
<th>Oct. 19</th>
<th>FDR part 2</th>
</tr>
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<tbody>
<tr>
<td>Oct. 21</td>
<td>Cold War</td>
</tr>
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</table>

Chapter 10

FDR’s Fireside Chat on Unemployment (1935)
**Part II (1935)**
[http://www.youtube.com/watch?v=LW32QE-SIgI](http://www.youtube.com/watch?v=LW32QE-SIgI)

Pearl Harbor Speech (1941)
[http://www.youtube.com/watch?v=mzvh9985SaY](http://www.youtube.com/watch?v=mzvh9985SaY)

Ike’s Farewell Address (Military industrial Complex) (1961)
[http://www.youtube.com/watch?v=CWiIYW_fBfY](http://www.youtube.com/watch?v=CWiIYW_fBfY)

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<tr>
<th>Oct. 26</th>
<th>JFK and TV</th>
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<tbody>
<tr>
<td>Oct. 28</td>
<td>Nixon</td>
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Chapter 11
JFK-Nixon debate (1960)
[http://www.youtube.com/watch?v=gbrcRKqLSRw](http://www.youtube.com/watch?v=gbrcRKqLSRw)

LBJ on Vietnam (1967)
[http://www.youtube.com/watch?v=9Tf2xGb5Nsg](http://www.youtube.com/watch?v=9Tf2xGb5Nsg)

Watergate (1974):
[http://www.youtube.com/watch?v=zLHc8NR_v-8](http://www.youtube.com/watch?v=zLHc8NR_v-8)

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<thead>
<tr>
<th>Nov. 2</th>
<th>Reagan</th>
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<tbody>
<tr>
<td>Nov. 4</td>
<td>Bush I</td>
</tr>
</tbody>
</table>

Chapter 12
“Tear Down this wall” (1987)
[https://www.youtube.com/watch?v=5MDFX-dNtsM](https://www.youtube.com/watch?v=5MDFX-dNtsM)

<table>
<thead>
<tr>
<th>Nov. 9</th>
<th>Clinton</th>
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<tbody>
<tr>
<td>Nov. 11</td>
<td>2000</td>
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</table>

Chapter 13
“The era of big government is over” (1996)
[https://www.youtube.com/watch?v=GXRLW1KEtwo](https://www.youtube.com/watch?v=GXRLW1KEtwo)

<table>
<thead>
<tr>
<th>Nov. 16</th>
<th>W. and 911</th>
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<tbody>
<tr>
<td>Nov. 18</td>
<td>Document Analysis Due</td>
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</table>
Chapter 14

George W. Bush Bullhorn speech at WTC (2001)
https://www.youtube.com/watch?v=x7OCgMPX2mE

Nov. 25
Thanksgiving

Nov. 30
Obama

Dec. 2
Trump

Chapter 15-16

Final Exam

Thursday, Dec. 9 10:30 a.m. to 12:30 p.m.

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.

This section of this course will focus on PLOs [Identify those that are directly taught in this course.]

Student Learning Outcomes:
List all student learning outcomes (SLOs) for this course including the course specific student learning outcomes that support the PLOs above. In general, SLOs in a course that support the PLOs are specific and include the exact knowledge, skill or behavior taught in the course that supports the more global PLOs. For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp

Explanation of credit hours awarded for course:
This is an upper-level history course. Upper-level lecture courses in history meet 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, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for 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 upper-level courses 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.
Academic Integrity (Student Academic Dishonesty, Policy 4.1)

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/student-academic-dishonesty-4.1.pdf

In addition, you may include your own guidelines for academic integrity as appropriate.

Withheld Grades (Course Grades, Policy 5.5)

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/.

Mental Health Statement

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line:  Text HELLO to 741-741