U.S. History Survey, 1000-1877
HIS 133-014
Spring 2016

Instructor: Ms. Carolyn White
History Department
Office: Liberal Arts North, 343
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E-Mail: whitec@sfasu.edu
Office Hours: MW 9:00 – 10:00 a.m.; W 2:00 – 4:00 p.m.; TR 9:00 – 11:00 a.m.; or by appointment
Class Meeting Time & Place: TR 3:30 – 4:45 p.m.; Ferguson 472

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

Texts & Materials

Recommended

Required
- Four (4) unmarked blue books – for exams

EITHER

OR
- *This Republic of Suffering: Death and the American Civil War*, by Drew Gilpin Faust.

Student Learning Outcomes:
HIS 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 HIS 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 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.

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.
Grading Overview:
Please read and understand how your grade will be determined. Keep up with your assignments and your grades as doing so will allow you to determine your progress in the course. While grading over curriculum elements such as writing assignments may superficially seem arbitrary, they are anything but. I grade according to a rubric designed explicitly for each assignment. Thus, instructors do not “assign” grades, but students “earn” grades in their courses. Take this advice: if you “need” a certain grade in the course for whatever reason, begin to earn that grade from day one. Do whatever work is necessary to earn that grade. Two or three weeks before the semester ends is NOT the time to begin worrying about your course performance. Also, “extra credit” opportunities may or may not be offered at the discretion of the instructor. If they are, I offer them equally to the entire class (such as attending a lecture; in-class activity; etc.). I do not offer “extra credit” work to individual students for their individual grade concerns, so do not ask. I strongly believe that you should take responsibility for your actions. A college course is a semester long affair that requires you to be wise and responsible with your time and study habits. Be aware of this from the first day.

Course Requirements:
This course will have four exams, the fourth of which will be administered during final exams week. Each exam may include multiple-choice, fill-in-the-blank, identification, short answer, and / or essay questions.

There will also be two in-class reading quizzes based on the outside readings which may include multiple choice, fill-in-the-blank, and / or short answer questions. There will be a reading quiz on one of the four narratives within the Classic Slave Narratives. There will be a reading quiz on one of the books related to the American Civil War, either The Killer Angels or This Republic of Suffering. The following policy applies to both reading quizzes. Students may choose which book (or narrative) to read, and then take the corresponding quiz. Students may NOT attempt both quizzes and only accept the higher grade. On the date of the assignment(s), the student must choose one of the two books for which to take the corresponding quiz and accept the grade earned.

Grading Policy:
<table>
<thead>
<tr>
<th>Attendance &amp; Participation</th>
<th>20 points</th>
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<tbody>
<tr>
<td>First Exam</td>
<td>100 points</td>
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<tr>
<td>Second Exam</td>
<td>100 points</td>
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<tr>
<td>Classic Slave Narratives reading quiz</td>
<td>40 points</td>
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<tr>
<td>Third Exam</td>
<td>100 points</td>
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<tr>
<td>Civil War reading quiz</td>
<td>40 points</td>
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<tr>
<td>Fourth Exam</td>
<td>100 points</td>
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<tr>
<td><strong>Total Possible</strong></td>
<td>500 points</td>
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A = 450-500 points (90.00% - 100%)
B = 400-449 points (80.0% - 89.99%)
C = 350-399 points (70.0% - 79.99%)
D = 300-349 points (60.0% - 69.99%)
F = 0-299 points (0% - 59.99%)
Attendance Policy:
Regular attendance and in-class participation is an important component of success in this course and is expected. For the course, 10 points are earned for attendance and 10 for in-class participation (via questions or comments in class discussion; in-class activities; etc.). I will begin taking attendance on Tuesday, January 26, via a seating chart. If students have specific seating requests and/or requirements, it is their responsibility to inform the instructor. It is the student’s responsibility to sit in his/her assigned seat. Attendance will be taken at the beginning of each class day. Tardiness has become a problem in recent semesters, and in this course it will be handled as follows: If you are more than five minutes late to class, the door will be locked, and you will not be allowed to enter without a valid excuse, since this is disruptive and rude. If a student is not in class before the door is locked on the date of an exam, the student may or may not be allowed to enter and complete the exam at the discretion of the instructor if another student has not already turned in the exam. Once the first student hands in an exam, students who arrive late will need to follow the “Make-Up Policy.” Students who record four or fewer absences will receive all 10 possible attendance points. Students who record five or more absences will receive 0 possible attendance points. Absences may be excused for certain reasons such as health (yours), family emergency (immediate family), and participation in some university-sponsored events. Students are responsible for providing documentation (deemed satisfactory by the instructor) in a timely manner in order to have absences excused. Whether excused or unexcused, absent students are responsible for all course content and assignments.

Make-Up Policy:
In order to take a make-up exam or quiz, students must contact the instructor to document the reason for the absence as soon as possible, preferably BEFORE the missed assignment. (The instructor is NOT responsible for - and will not consider - electronic communication that fails to come through the system.) Please note that make-up assignments are only available to students with an excused absence as outlined in the “Attendance & Participation Policy.” The time and location for a make-up exam or quiz will be arranged with the instructor within the hours of 8:00 a.m. – 5:00 p.m. M-F and MUST take place before the date of the next exam or quiz. (An exception… the make-up deadline for Exam 3 and the Civil War reading quiz is Friday, May 6, 2016.) If a student fails to make up an exam before the next regularly scheduled exam (or a quiz before the next regularly scheduled quiz), a grade of zero will be entered for the assignment. Make-up exams and quizzes will be formatted as identification, short answer, and/or essay questions. In-class participation cannot be made up.

Classroom Conduct:
Classroom conduct should not interfere with the ability of the instructor to teach or students to learn. Unprofessional, inappropriate, or disruptive behavior (such as - but not limited to - side conversations during lecture, constant cell phone use, or uncivil words or actions toward other students and/or the instructor) may result in a student being asked to leave the classroom. Electronic devices (including but not limited to cellular phones, laptops, tablets, and MP3 players) in particular often create a distraction for students - both the student using the device and others around the student distracted by the device. This distraction may affect students’ abilities to concentrate on concepts presented in class. Therefore, any use of an electronic device deemed distracting by the instructor will result in the student being asked to immediately leave the classroom. Students who wish to use electronic devices during class for any reason are encouraged to speak to the instructor BEFORE class begins to obtain permission for their use. If permission to use a device is granted, this may later be rescinded if the instructor deems its use has become a distraction. Also, except for a truly emergency situation, students should not leave the classroom once class begins. If there is a known possibility for an emergency situation, please inform the instructor of this possibility before class begins. Leaving the classroom before the end of class is strongly discouraged.
Policy on Cheating:
Cheating is an extremely serious offense and will not be tolerated in this course. Any student caught cheating or plagiarizing on an exam, quiz, or other assignment will have points deducted – and possibly receive a grade of zero – for that assignment. A full description of university procedures in response to cheating is located at http://www.sfasu.edu/policies/academic_integrity.asp.

Academic Integrity (A-9.1):
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/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 Calendar:

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>WEEK 1</td>
<td>1/19 Introduction / Ideas for Success in a College History Class</td>
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<td>1/21 Ideas for Success / North America pre-1492</td>
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<td>WEEK 2</td>
<td>1/26 European Exploration &amp; Empire 1400-1700</td>
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<td>1/28 European Exploration &amp; Empire 1400-1700</td>
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<td>WEEK 3</td>
<td>2/2 English Colonial Settlement 1607-1740</td>
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<td>(History in Film discussion)</td>
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<td></td>
<td>2/4 English Colonial Settlement 1607-1740</td>
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<td>(skill review: essay writing)</td>
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<td>WEEK 4</td>
<td>2/9 Influences on the Revolution 1700-1763</td>
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<td>2/11 Exam 1</td>
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<td>(UNMARKED blue book required)</td>
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<tr>
<td>WEEK 5</td>
<td>2/16 Road to Revolution 1763-1776</td>
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<td>2/18 Road to Revolution 1763-1776</td>
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<td></td>
<td>(Declaration of Independence activity)</td>
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<td>WEEK 6</td>
<td>2/23 The American Revolution</td>
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<td>2/25 The Articles of Confederation</td>
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<td>WEEK 7</td>
<td>3/1 The Constitution</td>
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<td>3/3 African American Experiences 1763-1800</td>
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<td>WEEK 8</td>
<td>3/8 African American Experiences 1763-1800</td>
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<td></td>
<td>3/10 Exam 2</td>
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<td></td>
<td>(UNMARKED blue book required)</td>
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<tr>
<td>WEEK 9</td>
<td>3/15 Spring Break – no class</td>
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<tr>
<td></td>
<td>3/17 Spring Break – no class</td>
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</tbody>
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WEEK 10
3/22 The Early Republic: Washington and Adams
   Classic Slave Narratives reading quiz (20 minutes)
3/24 Easter Holiday – no class

WEEK 11
3/29 The “Republican Revolution”: Jefferson to Monroe 1800-1824
3/31 The “Republican Revolution”

WEEK 12
4/5 The “Age of Jackson”: Politics 1820 - 1850
4/7 The “Age of Jackson”

WEEK 13
4/12 The “Market Revolution”: Economics 1820-1850
4/14 The “Age of Reform”: Society 1820-1850
   (Women and Reform activity)

WEEK 14
4/19 Westward Expansion 1820-1850
4/21 Exam 3
   (UNMARKED blue book required)

WEEK 15
4/26 Union in Crisis: The 1850s
4/28 Union in Crisis: The 1850s
   Civil War reading quiz –
   EITHER Killer Angels OR This Republic of Suffering (20 minutes)

WEEK 16
5/3 The American Civil War 1861-1865
5/5 The American Civil War 1861-1865 & Reconstruction

FOURTH EXAM (FINAL EXAM): Thursday, May 12, 2016, 1:00 p.m. – 3:00 p.m.
   (UNMARKED blue book required)

Disclaimer: Instructor reserves the right to change the topic covered or order in which they are covered at her discretion after notifying the class in advance.