**HISTORY 133 006**

**A SURVEY OF UNITED STATES HISTORY to 1877**

Instructor: Dr. Nick Nelson  
Class Meetings: MWF 12:00 noon - 12:50 pm  
Office: LAN 313  
Office Hours: MWF 10:00-11:30 am or by appointment  
Email: nelsonrn@sfasu.edu

3 credits. A comprehensive survey of American history from early explorations through Reconstruction. Meets Texas state requirements for all graduates.

Successful completion will require class attendance, substantial reading, and a commitment to developing effective analytical abilities.

**Required Reading:** Baptist, *The Half Has Never Been Told.*  
**Recommended Text:** Foner, *Give Me Liberty! An American History.* (No assignments from this book)

These are available at the University Bookstore and at various online sites. Additional readings may occasionally be placed on D2L, the online learning platform here at SFASU. When that occurs students are expected to read these and to be prepared to discuss them in class and answer quiz questions.

**Course purpose:** This course is intended to familiarize you with significant events and themes in the history of the United States through Reconstruction. You should complete this course with a very basic understanding of many of the shaping factors of the social and political cultures of the United States. A course outline is provided at the end of this syllabus. The course outline is subject to change at any time.

**Attendance:**  
Regular and punctual attendance is expected. Information from lectures may not be available in the text. I do not track excused/unexcused absences; an absence is an absence. I will not lower your grade for an absence, your quiz and exam scores will be affected by the information you missed. If you miss a scheduled in-class assignment, email me immediately to ask if you may have a make-up. Do not tell me why you missed the assignment, unless I ask.

**Grade structure:** This course will include online multiple choice and in-class essays.  

**Multiple Choice:** Each lecture (see outline), you will complete an online set of multiple choice questions. I will make these available on the day we complete that lecture and you will have one week to complete them. For the final lecture, the quiz will be due at midnight on 7 May. Quizzes will also be given over outside reading assignments. For *The Half Has Never Been Told*, quizzes will be given chapter by chapter (dates for this quizzes will be published on D2L).
Essays: You must be able to write a coherent, well structured essay that adequately addresses the question. Study questions will be provided ahead of time. Essays will receive a percentile grade, which will then be converted to the point scale.

Essay dates (subject to delay): 19 February, 1 April.

Final Exam: Monday, 9 May, 1-3 pm
This will be an essay, just like the previous two.

Grading breakdown: Multiple Choice: 50% (50 points)
Exam1: 10% (10 points)
Exam2: 20% (20 points)
Final: 20% (20 points)
(100 points total)

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.

General Education Core Curriculum Objectives and 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.
Academic Integrity (A-9.1)
You are expected to do your own work. Dishonesty will not be treated lightly. On each graded assignment I expect each student to honor the following pledge: "I hereby give my word that I have neither given nor received aid while completing this assignment." Any student found violating this policy will receive a grade of zero for the assignment, and possibly face further disciplinary action.

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

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/.

Cell-phones, Laptops, Pagers, etc: I recommend that students NOT use laptop computers for taking notes, as it distracts those around you. All cell-phones and pagers must be turned off or set to silent during class. Do not check or use cell-phones or pagers during class, unless given express permission by the instructor, including texting. Disrupting class by using one of these devices will get you an invitation to leave for the remainder of class.

On exam day, you may not use laptops and should turn off pagers and phones before entering the room. If a pager or phone goes off during the exam, wait for me to come to you before turning it off. Anyone using one of these electronic devices during an exam will automatically receive a grade of zero and be asked to leave the exam room.
Extra-credit: I do not usually give extra credit. Do not ask; that will lower the chances even further.