PART I – Course Information

Course Type
☑ Existing/Restructured
☐ New Course Proposed Fall 2013
   If new, have you submitted a Form B to the SHSU Curriculum Committee?  ☐ Yes  ☐ No

Course Prefix & Number: HIST 1301

Texas Common Course Number (TCCN Matrix): 1301

Course Title: American History to 1876

Course Catalog Description (Copy and paste from online catalog for existing courses):
The course surveys American history from the first Native American tribes through the U.S. Civil War and Reconstruction. It critically engages the political, social, cultural, religious, economic, and ecological aspects of the various groups that contributed to the emergence of an American nation state and nationally based culture. This course also compares and contrasts American culture to other societies through cross-cultural encounters.

Course Prerequisites: None

Available Online?
☑ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: 

☐ No

Number of Sections to be Offered per Academic Year: 35

Estimated Enrollment per Section: 45

Course Level (freshman, sophomore): freshman

Designated Contact Person (for follow-up communication purposes): Thomas H. Cox

E-Mail Address: thc001@shsu.edu

Phone: 936-294-4804

Approvals

Department Chair: [Signature] 10/17/12

Academic Dean: [Signature] 10/18/12

Submit completed, signed form to Core Curriculum Committee- Box 2478 or Fax 4-1271
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: VI. American History

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: This course will examine the various societies and cultures in American history from the first Native American tribes through the U.S. Civil War and Reconstruction in order to understand how they formed and the range of factors involved in the process, from ideas and materials to language and environment. It will explore how individuals in these groups expressed their values and beliefs. This course uses a comparative approach to illuminate the commonalities and distinctions between these groups and the ways individuals, communities, states, the nation, and the world interacted to create an American nation state and nationally based culture. Finally, it focuses on the vital role played by cross-cultural communication and exchange in the fostering of intellectual and aesthetic creation throughout modern American history.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students completing this course will be able to examine the contributions of different ethnic and social groups to the development of a multicultural American society.

How will the objective be addressed (including strategies and techniques)? Students will develop their knowledge of early American history through class discussion, readings, films, activities, exams, quizzes, assignments, and lectures. By examining the creation of a common American culture through the interaction of Native American, West African and European cultures. By examining the diverse history of America, students will learn to critically think about the complexity and diversity of their own society and culture.

Describe how the objective will be assessed: Students will be assessed on course objectives through imbedded questions in an equivalency of either three multiple-choice or three essay based exams. Grading rubrics will be used for either method of examination. A bridging rubric will insure that outcomes from either testing process are evaluated using the same scoring process. The embedded exam questions and essay questions as well as the rubrics have been written and agreed upon by all history department faculty with expertise in American history. For example, students will be tested to determine if they know and can address 1) Specific immigrant groups that came to America during this period, 2) The economic and social challenges these groups faced in coming to the United States, 3) Attempts by these groups to preserve their native cultures while interacting with a larger American culture 4), and The ability to think critically about the concept of America as a “melting pot” of different cultures.
Objective/SLO 2: Students who complete this course will be able to use cross-disciplinary approaches to gain an awareness of American political, economic, social and cultural life through the lens of history.

How will the objective be addressed (including strategies and techniques)? Through readings and material explored in class, students will study the political, economic, social and cultural history of interactions between individuals, communities, states, the nation, and the world that contributed to a common American nation and culture. Examples could include a cross-cultural comparison of various European colonial cultures such as New England Puritanism, Virginia planter culture, Spanish colonial culture, and Louisiana French culture in 1700s North America. Comparative analysis could include comparing the ways in which Calvinism contributed to the harshness of Puritan-Native American relations as opposed to the relatively benign and productive relations shared by Pennsylvania Quakers and local Lenape tribes.

Describe how the objective will be assessed: Students will be assessed on course objectives through imbedded questions in an equivalency of either three multiple-choice or three essay based exams. Grading rubrics will be used for either method of examination. A bridging rubric will insure that outcomes from either testing process are evaluated using the same scoring process. For example students answering questions would need to demonstrate 1) An understanding of New England history in the 1600s 2) An understanding of Puritan-Native American relations during this period 3) Knowledge of Puritan beliefs in Calvinism and predestination 4) The ability to think critically about settler-Native American relations in the 1600s.

Objective/SLO 3:

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

Objective/SLO 4:

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:
Objective/SLO 5:  

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?
Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?
Communication skills will be addressed in this class through the reading and discussion of historical texts, attending lectures, question and answer periods during class; and visual aids such as films and photographs which will be used during the presentation of the course material. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)?

Describe how the skill will be assessed:

4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?
Personal responsibility will be addressed in this course as students articulate through multiple choice or essay exams how to make sound ethical judgments based on the development of their personal value system. By studying how individuals in the past drew upon their cultural belief systems to make ethical choices students will learn how their personal choices based upon ideas, values, and beliefs influence their larger society and culture today. For instance, by learning how former President John Quincy Adams used the principle of free speech to fight against a gag rule forbidding the reading of abolitionist petitions in Congress, students will learn how speaking out against social problems can lead to a public discussion of these issues aimed at their eventual resolution.

6. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)?
Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus be able to summarize their own social responsibilities in improving current American society. For instance, by learning how early American political leaders such as Thomas Jefferson invoked republican ideology (in which an enlightened citizenry was necessary to sustain a republic) to argue for the creation of the publicly funded University of Virginia, students can take a role in sustaining and promoting public access to education in today’s society.

PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

| Week 1 | -Discuss the course objectives, new core skill objectives, and course requirements  
America as a nation  
America as a culture |
| Week 2 | -Pre-Contact Native American societies  
-Criteria and studying methods for in-class exams |
| Week 3 | -Pre-Contact West African societies  
-Pre-Contact European societies |
| Week 4 | -Background factors for European exploration  
-Columbian voyages |
# CORE CURRICULUM COMPONENT APPLICATION

Sam Houston State University

Revised August, 2012

| Week 5          | -Conquest of Native American empires by Spanish conquistadors  
|                | -Creation of Spanish colonial society  
|                | -Review for first exam  
|                | -First Exam  
| Week 6         | -Creation of French colonies in North America  
|                | -Creation of Dutch colonies in North America  
|                | -Creation of English colonies in North America  
| Week 7         | -Creation of a common colonial culture in British North America  
|                | -Background factors and key events of the French and Indian War  
|                | -British-colonial tensions in the 1760s and 1770s  
| Week 8         | -Outbreak of hostilities between British and American forces  
|                | -Key events of the War for Independence  
|                | -Effect of the conflict on the home front  
| Week 9         | -Postwar problems of the 1780s  
|                | -Movement to create the Articles of Confederation  
|                | -Movement to create the U.S. Constitution  
| Week 10        | -Use of honor culture in 1790s politics  
|                | -Differing Federalist and Democratic Republican factions  
|                | -Review for second exam  
|                | -Second Exam  
| Week 11        | -Rise of Jeffersonian Republicanism  
|                | -Jeffersonian concept of “Empire of Liberty”  
|                | -Jefferson and minorities  
| Week 12        | -Rise of Jacksonian Democrats  
|                | -Social reform issues of the 1830s and 1840s  
|                | -Emerging slavery issues  
| Week 13        | -Spread of the “cotton kingdom”  
|                | -Creation of planter, plain folk, free black, and slave cultures  
|                | -Issue of African-American resistance to slavery  
| Week 14        | -Rise of religious revivalism  
|                | -Rise of social reform movements  
|                | -Rise of a new abolition movement  
| Week 15        | -Breakdown in sectional relations  
|                | -Growing crisis over the expansion of slavery  
|                | -Events leading to the Civil War  
|                | -Review for final exam  

2. Attachments (Syllabus Required)

Syllabus Attached? ☑ Yes ☐ No

Other Attached? ☐ Yes ☑ No If yes, specify:

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Submit completed, signed form to Core Curriculum Committee- Box 2478 or Fax 4-1271
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve 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.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

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SAM HOUSTON STATE UNIVERSITY
DEPARTMENT OF HISTORY
HIS 1301.21
CRN#: XXXXX
American History to 1876
Credit Hours: 3.0
Fall Semester 2013

Instructor: Dr. Tom Cox
Class Location and Time: AB4 305, MO/WE/FR, 8:00-9:00 a.m.
Office Hours: AB4 473, MO/WE/FR, 9:30-10:30 a.m. or by appointment
Contact Info: Phone: 936-294-4804, FAX: 936-294-3938, the001@shsu.edu

Course Description: This course is an introduction to American history from the first Native American tribes through the Civil War and Reconstruction. Although America today is the last remaining superpower, for much of its early history it was a small, relatively weak nation struggling to expand, grow, and develop its own identity. Throughout the semester, we will examine how early Americans formed federal and state governments, an innovative political system, and a growing economy. We will also examine the ways that diverse groups of individuals interacted to form a common America culture. Major topics for the course include: Native American societies, early European explorers, colonial American life, the War for Independence, establishing a new nation, antebellum society and culture, westward expansion, sectional conflict, the Civil War, and Reconstruction.

Prerequisites (None)

- This is a University Core Class that fulfills Component Area VI.

Course Objectives: Throughout this semester, our course goals are to:

- Examine the contributions of different ethnic and social groups to the development of a multicultural American society.
- Use cross-disciplinary approaches to provide students with a broad awareness of American political, economic, social and cultural life through the lens of history.

How the objectives are addressed:
Students will develop their knowledge of early American history through class discussion, readings, films, activities, quizzes, exams, assignments, and lectures. By examining the creation of a common American culture through the interaction of Native American, West African and European culture. By examining the diverse history of America, students will learn to critically think about the complexity and diversity of their own society and culture.

How the objectives will be assessed:
Students will be assessed on course objectives through imbedded questions in an equivalency of either three multiple-choice or three essay based exams. Grading rubrics will be used for either method of examination. A bridging rubric will insure that outcomes from either testing process are evaluated using the same scoring process. Sample essay and multiple choice questions which could appear on exams are as follows
1. Which of the following did immigrants have to overcome in adjusting to life in the United States:
   a. Economic competition for low wage jobs.
   b. Pressures to assimilate to Anglo-American culture in public schools.
   c. Pressure from social reformers to give up their traditional religious beliefs
   d. All of the above

2. "What challenges did immigrants have to overcome in adjusting to life in the United States during the 1830s and 1840s? In your opinion, could the United States in this period truly be called a "melting pot" (i.e. a society where people from different backgrounds give up a large part of their identities to become "American")? Why or why not? (Students will answer with a discussion that includes 1) Specific immigrant groups that came to America during this period 2) The economic and social challenges these groups faced in coming to the United States 3) Attempts by these groups to preserve their native cultures while interacting with a larger American culture 4) The ability to think critically about the concept of America as a "melting pot" of different cultures.)

Core Curriculum Skill Objectives
This core class fulfills the three credits needed for Component Area VI: American History. All courses in Component Area VI must address, and assess, critical thinking skills, communication skills, personal responsibility, and social responsibility.
I. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Critical thinking will be addressed in this class through exams and writing assignments.
-Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.
- Students will complete either three multiple choice or essay based exams that put into practice the critical thinking skills they acquire during the class. They will examine early American political, economic, social and cultural history and compare such history to other cultures across the world. Critical thinking will be directly assessed through imbedded questions in these three exams. Examples of multiple choice or essay exam questions are as follows:
   1. In 1912 Charles Beard argued that the framers of the U.S. Constitution:
      a. Were primarily concerned about creating a stronger nation
      b. Were primarily concerned about their economic interests
      c. Were primarily concerned about strengthening America’s foreign policy
      d. Were primarily concerned about democratically reforming America’s central government
   2. "What was Charles Beard’s theory for the creation of the U.S. Constitution? In your opinion, did the U.S. Constitution accurately reflect the political ideals of the American Revolution? Why or why not?"

II. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication
Communication skills will be addressed in this class through class participation, the reading and discussion of historical texts, attending lectures, and watching films. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated. Communication skills will be directly assessed through imbedded questions in multiple choice and essay based exams such as:

1. Having read the 1777 petition entitled “Natural and Inalienable Right to Freedom,” which arguments do African-American slaves in Massachusetts use to argue for their emancipation:
   a. Slavery is an outdated form of labor
   b. Slavery is a form of racial control
   c. Slavery is incompatible with republicanism
   d. All of the above

2. What arguments do African-Americans slaves invoke in the 1777 petition entitled “Natural and Inalienable Right to Freedom” for their emancipation? What do these arguments reveal about the changing political culture and changing views towards slavery in New England in the late 1700s?

III. Personal Responsibility Skills: to include the ability to connect choices, actions and consequences to ethical decision-making.

Personal responsibility will be addressed in this course as students articulate through multiple choice or essay exams how to make sound ethical judgments based on the development of their personal value system. By studying how individuals in the past drew upon their cultural belief systems to make ethical choices students will learn how their personal choices based upon ideas, values, and beliefs influence their larger society and culture today.

Personal responsibility will be accessed through imbedded questions on multiple choice or essay questions such as the following:

1. In the 1830s former President John Quincy Adams chose to challenge the Congressional gag rule on the issue of slavery petitions based upon his belief that:
   a. Public debate would raise public awareness on the immorality of slavery
   b. Only states had the right to pass laws governing slavery or its discussion
   c. By championing the cause of abolitionism, Adams could launch a campaign for President
   d. None of the above

2. “Why did former President John Quincy Adams chose to challenge the Congressional gag rule on the issue of slavery petitions? What influence did his actions have on the abolitionist cause and the current debate over slavery?”

IV. Social Responsibility Skills: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus learn about their own social
responsibilities in improving current American society.
Social responsibility will be assessed through imbedded questions on multiple choice or essay questions such as the following:

1. In the early 1800s Thomas Jefferson and other leading Virginians lobbied intensely for the creation of the University of Virginia because:
   a. They hoped to generate revenue for the state based upon tuition fees.
   b. They believed that an enlightened citizenry was necessary for a republican society
   c. They believed that military officers trained at public universities were important for the creation of a state militia
   d. They believed that a public university would attract talented foreign students to Virginia

2. Why in the early 1800s Thomas Jefferson and other leading Virginians lobbied intensely for the creation of the University of Virginia in the 1800s? What does such a campaign reveal about changing public views towards education in the time period under consideration?

Readings: David Goldfield’s The American Journey, Volume I (Concise Edition) is required reading for this course. You may purchase print, kindle, or e-book copies at http://www.amazon.com/The-American-Journey-History-Edition/dp/020524596X/ref=tmm_pap_title_0?ie=UTF8&qid=1344907899&sr=1-1 or similar websites. As many class assignments will be based on the assigned readings, it is important to do the weekly readings before each week’s classes.

Attendance: Just as you expect me to keep my lectures to the point and grade your assignments on time, so to I expect you to attend class regularly and promptly complete assignments. There will be thirteen pop quizzes given in-class throughout the semester; the lowest three quiz grades will be dropped at the end of the semester when I calculate the final grade. If you miss, show up late for, or leave early during a class in which there is a pop quiz you will receive a zero on the quiz. You may therefore miss up to three (3) classes/quizzes without penalty. If you feel that you will be absent from class for long periods of time then please discuss the matter with me as soon as possible. I will require documentation for long-term absences from class.

Exams: You will have three in-class, non-cumulative exams for this course. Each exam will consist of either multiple choice questions or essays. Students are required to take exams on assigned days. I will allow makeup exams only for exceptional, documented circumstances. All makeup exams will be given at the same time on the last two days of finals week.

Academic Honesty: In accordance with Sam Houston State University’s Academic Policy Statement 810213, “all students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or academic work which is to be submitted, plagiarism, collusion, and
the abuse of resource materials.” See http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty for more information.

Grading: The final grade for this course will be based on five out of eight in class pop quizzes (2% each, 10% total) and three in class exams (30% each). If applicable, extra credit will be factored into the final grade on a case-by-case basis. My grading scale is as follows: A+ = 97-100, A = 93-96, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D = 60-69, F = 59 or lower. Pluses and minuses will be dropped on your final grade for the course.

Academic Honesty: In accordance with Sam Houston State University’s Academic Policy Statement 810213, “all students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.” See http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf for more information.

Keeping On Top of Assignments: Before each Monday’s class, I will post lecture outlines, key terms, study questions, course updates, and upcoming assignments for the upcoming week in the announcement and assignment sections of Blackboard. It’s important to consult Blackboard’s announcement and assignment sections at the beginning of every week for updates and changes to the semester schedule.

Americans with Disabilities Act: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If the student has a disability that may affect adversely their work in this class, then he or she needs to register with the SHSU Counseling Center and to talk with the instructor about how they can best be helped. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center. See http://www.shsu.edu/~counsel/ and http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf for more information.

Religious Holidays: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.
**Visitors in the Classroom:** Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not he/she will be allowed to remain.

**Instructor Evaluations:** Students will be asked to complete a course/instructor evaluation form towards the end of the semester.

**Assignments:** In addition to the mandatory exams students may complete an optional short reaction paper (2-3 pages or 400-600 word) based on the assigned readings. The professor will post several paper topics on Blackboard students may choose from. The professor will post specific assignment information including the grading system to be used on Blackboard.

**Required Supplies:** Students are required to bring pens or pencils and notebooks to class for note taking. Students are also required to buy or rent the textbook stated above for the class.

**Classroom Conduct:** Classes tend to run more smoothly if students and professors observe a few basic ground rules. Please arrive to class on time and stay for the entire class. I reserve the right to lower your grade for repeated tardiness, leaving early, or generally disrupting class by talking, sleeping, listening to music, eating, drinking, text messaging, reading materials for other classes, etc. Particularly difficult students may be advised to drop, find their final grades lowered, or even given failing grades for the course. The Code of Student Conduct can be found at http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29

**Use of Electronic Devices in the Classroom:** As members of the classroom community, all students have a responsibility to others who are a part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, and similar devices have become increasingly a part of life in our society; however, when used in the classroom environment they can become disruptive. Laptop computers and other internet devices are not permitted in class (unless the student has special needs cleared with the professor in advance).

Students are to turn off cell phones, pagers, and other similar electronic equipment while in the classroom. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the use by students of cell phones, pagers, or similar communication devices during scheduled class-time is prohibited unless specifically permitted by the instructor. All such devices should be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. If there is an emergency situation for a student, that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive.

Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period will result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty (see student code of conduct reference below). During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student.
For further information on student conduct in and out of the classroom see the Code of Student Conduct. http://www.sbsu.edu/students/guide/StudentGuidelines2010-2012.pdf?page=29

Running Into Problems: Over the course of the semester, you may run into problems that range from falling behind in the course to medical or family related emergencies. If you find yourself in such a situation, please contact me as soon as possible so that we may address the matter directly. I am also available during office hours or by appointment for help, tutoring, or advice as needed. For more general help, consider visiting the SAM Center, the Reading Center, or the Writing Center if you are having trouble with note taking, completing assignments, or studying for exams.

Projected Class Plan and Reading Assignments
This outline is tentative and subject to change.
Note: The lectures will take precedence over this schedule. We might be ahead or behind in the reading schedule. You should read the assigned pages and listen to the appropriate pieces that are discussed in the reading before each class. Please bring your book to every class unless told otherwise.

Week One:
August 28 Introduction to the Class, Goldfield, Intro.
Topics for the week include:
-Discuss the course objectives, new core skill objectives, and course requirements
-America as a nation
-America as a culture

Week Two:
September 2 Holiday
September 4 Goldfield, Chapter 1(first half)
September 6
Topics for the week include:
-Pre-Contact Native American societies
-Criteria and studying methods for in-class exams

Week Three:
September 9 Goldfield, Chapter 1 (second half)
September 11
September 13
Topics for the week include:
-Pre-Contact West African societies
-Pre-Contact European societies

Week Four
September 16 Goldfield, Chapter 2
September 18
September 20
Topics for the week include:
-Background factors for European exploration
-Columbian voyages

Week Five
September 23 Goldfield Chapter 3
September 25
September 27 First Exam

Topics for the week include:
- Conquest of Native American empires by Spanish conquistadors
- Creation of Spanish colonial society
- Review for first exam

Week Six:
September 30 Goldfield Chapter 4
October 2
October 4

Topics for the week include:
- Creation of French colonies in North America
- Creation of Dutch colonies in North America
- Creation of English colonies in North America

Week Seven:
October 7 Goldfield Chapter 5
October 9
October 11

Topics for the week include:
- Creation of a common colonial culture in British North America
- Background factors and key events of the French and Indian War
- British-colonial tensions in the 1760s and 1770s

Week Eight:
October 14 Goldfield Chapter 6
October 16
October 18

Topics for the week include:
- Outbreak of hostilities between British and American forces
- Key events of the War for Independence
- Effect of the conflict on the home front

Week Nine:
October 21 Goldfield Chapter 7
October 23
October 25

Topics for the week include:
- Postwar problems of the 1780s
- Movement to create the Articles of Confederation
- Movement to create the U.S. Constitution

Week Ten:
October 28 Goldfield Chapter 8
October 30
November 1 Second exam

Topics for the week include:
- Use of honor culture in 1790s politics
- Differing Federalist and Democratic Republican factions
- Review for second exam
Week Eleven:
November 4 Goldfield Chapter 9
November 6
November 8
Topics for the week include:
-Rise of Jeffersonian Republicanism
-Jeffersonian concept of “Empire of Liberty”
-Jefferson and minorities

Week Twelve:
November 11 Goldfield Chapter 10
November 13
November 15
Topics for the week include:
-Rise of Jacksonian Democrats
-Social reform issues of the 1830s and 1840s
-Emerging slavery issue

Week Thirteen:
November 18 Goldfield Chapter 11
November 20
November 22
Topics for the week include:
-Spread of the “cotton kingdom”
-Creation of planter, plain folk, free black, and slave cultures
-Issue of African-American resistance to slavery

Week Fourteen:
November 25 Goldfield Chapter 12
November 27
November 29
Topics for the week include:
-Rise of religious revivalism
-Rise of social reform movements
-Rise of a new abolition movement

Week Fifteen:
December 2 Goldfield Chapter 13
December 4
December 6
Topics for the week include:
-Breakdown in sectional relations
-Growing crisis over the expansion of slavery
-Events leading to the Civil War
-Review for final exam

Final exam: Date TBA
Appendix

Rubrics
Rubric Score Reporting

The Department of History will use the following process to combine the results of its essay and objective examination rubrics within each Core Skill Objective:

\[
\frac{(R^1 + R^2)}{(S^1 + S^2)} = R^3
\]

In this equation:

- \(S^1\) = Number of students directly assessed through embedded essays
- \(S^2\) = Number of students directly assessed through embedded objective examination questions
- \(R^1\) = Total number of points earned by students under the embedded essay rubric
- \(R^2\) = Total number of points earned by students under the embedded objective examination rubric
- \(R^3\) = Average points earned by students subjected to direct assessment. (Core Reporting Assessment Score)

The Department of History will record and periodically submit (at such times as are required by the Coordinating Board and/or Sam Houston State University’s administration) the \(R^3\) score for each Core Skill Area. Each score report will including the point scale for the relevant rubric, the average score, and the percentage of students who meet or exceed the rubric’s definition of acceptable performance on that Core Skill.

Example report data:

Social Responsibility Fall 2014

Social Responsibility Rubric assesses student progress on a 0-12 scale. A 6 is considered the minimum “acceptable” score.

\[
\frac{(650 + 350)}{(100 + 50)} = 6.67
\]

73.33% of students (110 out of 150) in HIST 2312 achieved a score of 6.0 (“acceptable”) or better.