HISTORY 133 Online  
U.S. History Survey, 1000-1877  
Section: 503  
Fall 2018

Professor: Andrew Lannen  
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Office: 360 Dugas Liberal Arts  
Office Hours: Please note email is the best means of communication. If you are on or near campus and wish to meet with me in person, I have regular office hours Tuesday and Thursday from 8:00-9:15 and 10:45-12:00. If you cannot make it during those scheduled office hours, please contact me and we will try to set up a meeting that works with your schedule.

COURSE DESCRIPTION
This course is designed to be a comprehensive survey of American history from early explorations through Reconstruction. Meets the Texas state requirements for all graduates. Discussion will begin with the exploration and colonization of America including the main religious, social, and political trends in colonial history. After which, we will focus on the conflict between Great Britain and her American colonies. The second half of the semester focuses on the young republic, the age of federalism, the war of 1812, and the antebellum periods. The course concludes by considering the impact of slavery on the United States, the tragedy of the Civil War and Reconstruction. Throughout the class, students will develop their own interpretations of historical events through the use of primary resources and class discussion. By the end of the course, students should have a deeper understanding of the origins of our country and the various groups of diverse individuals that participated in the construction of this nation.

COURSE REQUIREMENTS
This course will have three exams that will not be cumulative. Each exam will include multiple-choice, identification, true or false, and short answer questions that cover module material. In addition, there will be module activities (listed in the Semester Calendar) to be completed for course credit for the semester. These can include multiple choice quizzes, brief written assignments, and class discussions. For more information, see the “Module Activities” section of this syllabus.

REQUIRED TEXTS
Frederick Douglass, Narrative of the Life of Frederick Douglass. Acquiring this book is the responsibility of each student. If you do not mind reading e-books, there are free versions of this book available at various places online.

You should not need a comprehensive textbook to supplement this online class. However, if you do feel the need to consult one, there is a free, open source history textbook called The American Yawp, available at http://www.americanyawp.com/ Other readings will be posted by instructor on d2L.
COURSE EVALUATION & GRADING:

____ 3 Exams (100 points each) 300 points
____ Salem Witch Trials Assignment 20 points
____ Online Museum Tour 20 points
____ Frederick Douglass Quiz 20 points
____ Source Analysis Assignment 30 points
____ 3 Discussions (10 points each) 30 points
____ 5 Module Quizzes (10 points each) 50 points
____ Getting Started Quiz 10 points
____ Cheating & Plagiarism Quiz 10 points
____ Introduction Post 10 points

Total 500 points

GRADING SCALE
Points Earned/Semester Average/Final Grade
450-500 90-100 A
400-449 80-89 B
350-349 70-79 C
300-345 60-69 D
000-299 00-59 F

EXPECTATIONS
• Note that Course activities such as quizzes, tests, discussions, etc. run from Monday to Saturday only, not Sunday. The reason for that is that Sunday is my “catchup and grading day” so that I am prepared for the week ahead. If student work rolls in Sunday afternoon or evening, I often start the week already behind.
• Complete all assignments prior to the date they are due-listed on the syllabus and course calendar. Take exams and/or quizzes when scheduled.
• Please remember the discussion board is an academic environment. Thoughtful responses are expected. I reserve the right to lower (or to raise) a grade in reflection of your participation.
• Please refrain from using cell phones or any other such devices with internet access while taking exams or quizzes. Exams and quizzes are not open book; please do not treat them as such.
• Obtain the required Frederick Douglass book.
• The syllabus is subject to change at my discretion if needed. I will inform the entire class promptly via D2L of any such change.

EXAMS (100 points each- total of 300 points of the final grade) The exams are all formatted the same way. You will be expected to answer multiple choice, matching and identification, fill-in-the-blank questions, and an essay. Essay questions are expected to be in complete paragraphs and complete sentences. You must answer every portion of the question to receive credit for that question and organize your thoughts in an effective and coherent manner. Note: Exams are only available online during the specified times on the Course Schedule and will not be available before or after the dates listed. You are allotted 60 minutes to complete each exam. The exam will automatically close at 60 minutes with 5 minutes allotted for “late
“turn-in.” You are responsible for monitoring your time and using it wisely. **The penalty for taking more time than the allotted 60 minutes is five points per one minute that exceeds the allocated time frame.** You are given 5 minutes “overtime” to complete your thought; however, do note, you lose 5 points per one minute when absorbing this allowance. This should be considered a moment to complete your sentence, not five “extra” minutes. If you fail to take the exam within the allotted time frame, you cannot make-up the exam without a documented legal, medical, or university-based excuse.

**MODULE ACTIVITIES**

Over the semester, you will complete and participate in a series of module activities related to your reading and online module content. These activities will include your introduction, Getting Started Quiz, Cheating and Plagiarism Quiz, a Salem Witchcraft Trials assignment, an online museum tour, a Frederick Douglass quiz, and discussions. No module activities will be accepted late for any reason. No partial credit is available for turning in a module activity after the due date.

- **Getting Started Quiz (10 points, due by August 31)** This quiz reviews your syllabus and course calendar requirements. Please take a moment to print your syllabus and review your course calendar before completing this assignment.

- **Cheating & Plagiarism Quiz (10 points, due by August 31)** This quiz reviews academic integrity and the expectations of the instructor as well as the university regarding both cheating and plagiarism. Please review this section of your syllabus and complete the quiz “Cheating & Plagiarism” in the Getting Started section of this course. Note: this is the only assignment you will be allowed to submit multiple times in order to achieve a perfect score concurrently gaining a very clear understanding of class expectations regarding this topic.

- **Introduction (10 points, due by August 31)** The simplest of all requests - introduce yourself. It’s worth ten points, so, please, take a minute to let me know a little about you. A paragraph (or even two) is welcome and expected. Please take the opportunity to let me know where you come from, and, more importantly, where your goals are taking this class! Keep in mind, the entire class will be able to read your response.

- **Quizzes (5 quizzes, 10 points each).** Quizzes will be made up of 10 multiple choice questions that draw upon what you read in the module for a particular quiz. Quizzes are available only on the dates listed in the syllabus and will not be available before or after the dates and times listed. **Quizzes automatically close after 15 minutes from when you begin. Do not begin a quiz unless you know that you have the time to complete it.** Missed quizzes cannot be made up.

- **Discussions (3 discussions, 10 points each, see instructions and due dates on Course Schedule)** Discussion questions are meant to spark a thoughtful conversation among you and your peers. You are responsible for posting your own original response to the question asked as well as your responses to your peer’s
A minimum of one original post and a minimum of two responses to your classmates must be submitted to earn full credit for this module activity. “I agree” is not considered a response and will receive no credit— you must elaborate to demonstrate a deeper thought process. Treat all responses with courtesy and respect. Please feel free to disagree with the posting from other students, but, it is imperative that you do not lose sight of the fact that this is an academic environment and should be treated as such. If you miss participating in a Discussion board, you cannot make this assignment up as there will be no one to have a “discussion” with after the assignment has been completed. Please see the class schedule for further instructions on Discussions. Missed discussions cannot be made up since there will no longer be anyone in class to have a discussion with after the assignment is completed.

- Salem Witchcraft Trials Assignment (20 points) This assignment is meant to challenge you to think more like a historian. You will analyze records from the Salem Witchcraft Trials and answer a question posed to you by the professor. (instructions will be found in that week’s module). NOTE: This completed assignment will need to be turned in to the dropbox. Please, do not email this assignment to me

- Online Museum Tour (20 points) This assignment is meant to challenge you to think more like a historian. You will peruse the website of the chosen museum display (link will be available in the module the week it is due), and answer the questions provided on the worksheet (also found in that week’s module). Have fun with this and enjoy a break looking through a museum with the eye of a historian. NOTE: This completed assignment will need to be turned in to the dropbox. Please, do not email this assignment to me.

- Source Analysis Assignment (30 points) This assignment will demonstrate your ability to work with and interpret historical documents in light of material that you have learned during the semester. This assignment will be formatted slightly differently than others in that you will have to download the .docx file that contains the question prompt, the documents you’ll read, and two blank pages with student response boxes. You will write your essay in the response boxes, save the entire file and submit the entire file to dropbox. You will also have to submit the file to the University for core curriculum assessment purposes. There will be instructions online as to how to do this.

- Frederick Douglass Quiz (20 points) This is meant to help you tie documents from the time period (in this case an autobiography) into the course materials you are learning about in class. There will be a longer quiz made up of multiple choice and a few short answer questions. The quiz will cover materials from the book as well as from the module. It will be longer than the five module quizzes above, but not as long as the exams. You will have 30 minutes to complete the quiz.
ATTENDANCE POLICY
As this is a web-based course, attendance will not be monitored for course credit. It is crucial that you devote sufficient time each week to the completion of this course. **This is not a self-paced course.** Units and Modules will be released on a set schedule (weekly in Fall and Spring Semesters). It is very important that you keep up with the pace of the course just like in a face-to-face course- it is very difficult to catch up once you have fallen behind! If you miss a due date, you are responsible for notifying the instructor in advance (when possible) for excusable absences. Note: Module activities cannot be made up. However, if you miss an exam, it is your responsibility to contact the instructor within a week of the missed assignment to schedule a makeup. You must have a documented legal, medical, or university-based excuse to be allowed to complete a make-up exam. Your make-up exam will be scheduled at a mutually agreeable time at that point; therefore, after your make-up is scheduled, at your convenience, it may not be rescheduled again after this date is confirmed.

PROGRAM LEARNING OUTCOMES This is a general education core curriculum and no specific program learning outcomes for this major are addressed in this course.

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.
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.

The chart below indicates the core objectives addressed by this course, the assignment that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment should be uploaded to D2L. Not every assignment will be collected for assessment every semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</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>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Source Analysis Assignment</td>
<td>December 1</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</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>
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<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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ACADEMIC INTEGRITY (A-9.1)
Academic integrity is the 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 included both cheating and plagiarism. Cheating included 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 person 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 accommodations 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/.

WITHHELD GRADES (Semester Grade 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.
Introductory & Unit 1

Week 1: August 27
Unit 1, Module 1: Old Worlds & New Worlds
● Read Syllabus, Semester Schedule, and Getting Started content
● Complete Getting Started and Cheating & Plagiarism Quizzes by Saturday, September 1, at 11:59pm.
● Complete the Discussion: Introduction by Saturday, September 1, 11:59pm.
● Post a picture of yourself in the class list (under Communication Tools in the tools bar) by Saturday, September 1, 11:59pm.

Week 2: September 3
Unit 1, Module 2: Colonial America
● Read module content
● Complete module activity Salem Witchcraft Trial Assignment by Saturday, September 8, 11:59pm. Turn in to dropbox.

Week 3: September 10
Unit 1, Module 3: The Politics of Empire
● Read module content
● Complete module activity Quiz #1 over module 3 by Saturday, September 15, 11:59pm.

Week 4: September 17
Unit 1, Module 4: Causes of the American Revolution
● Read module content
● Complete module activity Discussion #1. See further instructions later in this course schedule. Discussion must be completed by Saturday, September 22, 11:59pm.

Exam #1 covering Unit 1, Modules #1-4 will be open from 12:01 am on Thursday, September 20 until Saturday, September 22 at 11:59 pm.

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Unit 2

Week 5: September 24
Unit 2, Module 1: The War for Independence
● Read module content
Complete module activity Quiz #2 over Module 1 by Saturday, September 29, 11:59pm.

Week 6: October 1
Unit 2, Module 2: Confederation & Constitution
● Read module content
● Complete module activity Quiz #3 over Module 2 by Saturday, October 6, 11:59pm.

Week 7: October 8
Unit 2, Module 3: The Federalist Era, 1789-1800
● Read module content
● Complete module activity Discussion #2. See further instructions later in this course schedule. Discussion must be completed by Saturday, October 13, 11:59pm.

Week 8: October 15
Unit 2, Module 4: The Republican Era, 1800-1820
● Read module content
● Complete module activity Quiz #4 over Module 4 by Saturday, October 20, 11:59pm.

Week 9: October 22
Unit 2, Module 5: Jacksonian Democracy
● Read module content

Exam #2 covering Unit 2, Modules 1-5 will be open from 12:01 am on Thursday, October 25 until Saturday, October 27 at 11:59 pm.

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Unit 3

Week 10: October 29
Unit 3, Module 1: Antebellum America
● Read module content
● Complete module activity Online Museum Tour by Saturday, November 3, 11:59pm. Turn in to dropbox.

Week 11: November 5
Unit 3, Module 2: National Expansion
● Read module content
● Complete module activity Quiz #5 over Module 2 by Saturday, November 10, 11:59pm.
Week 12: November 12
Unit 3, Module 3: The Old South & Slavery
● Read module content
● Complete module activity Frederick Douglass Quiz by Saturday, November 17, 11:59pm. The quiz will cover not only the content of the book but will relate it back to the content of this module, so consider this a module quiz as well.

Week 13/14: November 19 & 26
Unit 3, Module 4: The Impending Crisis, 1854-1860
Unit 3, Module 5: Secession & Civil War, 1860-1865
(A special week. Two modules will open on November 19 so that you can work the material and assignments both before and after Thanksgiving with minimal disruption of family activities.)
● Read module content for both modules
● Complete module activity Discussion #3. See further instructions later in this course schedule. Discussion must be completed by Saturday, December 1, 11:59pm.
● Complete module activity Source Analysis Assignment by Saturday, December 1, 11:59pm.

Week 15: December 3
Unit 3, Module 6: Reconstruction, 1865-1877
● Read module content

Exam #3 (Final Exam) covering ONLY Unit 3, Modules 1-6 will be open from 12:01 am on Thursday, December 6 until Saturday, December 8 at 11:59pm. This is your final exam, and it is NOT comprehensive.
Further Discussion Directions

For each discussion you must at a minimum make three total posts:
● one original post
● two replies to the original posts of different classmates

"I agree" is not considered a response and will receive no credit- you must elaborate to demonstrate a deeper thought process. Treat all responses with courtesy and respect. Please feel free to disagree with the posting from other students, but, it is imperative that you do not lose sight of the fact that this is an academic environment and should be treated as such.

Discussion #1 opens Monday, September 17, closes Saturday, September 22 at 11:59pm.
Topic: Given the events from 1763 to 1776, do you think the founding fathers were justified in fighting a war and declaring independence, or were war and independence an overreaction to British actions? Be specific in explaining why you are choosing one point of view or the other. (And remember, don’t base it on events that happened later in history: the focus is on the period from 1763-1776.)

● You should make your original post by Wednesday, September 19.
● You must make your two replies by Saturday, September 22.

Discussion #2 opens Monday, October 8, closes Saturday, October 13 at 11:59pm.
Topic: Compare and contrast the Federalist and Republican parties with the modern-day Republican and Democratic parties. Is there any similarity between the issues that divided Americans in the eighteenth century and the issues that divide Americans today? In making the comparisons, look at policies related to federalism, economics, socioeconomic sympathies, foreign affairs, and regionalism.

● You should make your original post by Wednesday, October 10.
● You must make your two replies by Saturday, October 13.

Discussion #3 opens Monday, November 19, closes Saturday, December 1 at 11:59pm.
Topic: The Fugitive Slave Act greatly increased the federal government's obligation to return escaped slaves to their owners, and going further, left abolitionists perplexed with the decision of whether or not to break the law to uphold their values. That left abolitionists with three choices: obey the law but seek to change it, peacefully refuse to obey the law (civil disobedience), or oppose the law through the use of violence. Were you alive in the 1850s and living in the North, which of these three approaches would you choose, and why? Were there any prominent individuals at the time that you think would agree with your chosen approach?

This discussion runs a little bit different in terms of length due to the Thanksgiving holiday. I'll open it on Monday, November 19 for those who wish to make posts early, and I'll leave it up for almost two weeks until 11:59 Saturday, December 1 for those who want to make posts after Thanksgiving.