HISTORY 1301 Online  
U.S. History Survey, 1000-1877  
Section 507  
Fall 2021

Professor: Andrew Lannen  
Email: lannenac@sfasu.edu  
Office: LAN 308  
Hours: M-F, 8-12 & 1-5. Appointments are preferred as I may be in meetings.

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. Other readings will be posted by instructor on d2L.

COURSE EVALUATION & GRADING:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>3 Module Exams (100 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Salem Witch Trials Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Online Museum Tour</td>
<td>20</td>
</tr>
<tr>
<td>Frederick Douglass Reading Exam</td>
<td>40</td>
</tr>
<tr>
<td>3 Discussions (10 points each)</td>
<td>30</td>
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<tr>
<td>6 Module Quizzes (10 points each)</td>
<td>60</td>
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<tr>
<td>Getting Started Quiz</td>
<td>10</td>
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<tr>
<td>Cheating &amp; Plagiarism Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Introduction Post</td>
<td>10</td>
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</tbody>
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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
• 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 a combination of multiple choice and short response questions. Short response questions can be answered in a single paragraph. 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 Reading Exam, module quizzes, 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 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** 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** The simplest of all requests - introduce yourself. It’s worth ten points, so, please, take a few minutes to let me know a little about you. A paragraph (or even two) is welcome and expected. Please take the opportunity to let me and your classmates know where you come from, and, more importantly, what your goals are in taking this class! Keep in mind, the entire class will be able to read your response.

• **Quizzes** (6 quizzes, 10 points each) Quizzes will be made up of 10 multiple choice questions that draw upon material 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 in D2L) 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 comments. **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 explore artifacts thoroughly 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.

- **Frederick Douglass Reading Exam** (40 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 reading exam made up of multiple choice and a few short answer questions. It will be longer than the module quizzes above, but not as long as the exams. **You will have 30 minutes to complete the reading exam.**

**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 an entirely self-paced course.** Units and Modules will be released on a set schedule. 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. If you miss an exam, it is your responsibility to contact the instructor within a week of the missed exam 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.

**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.

By enrolling in HIST 1301, you are enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Written Communication, Personal Responsibility, and Social Responsibility requirements.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), and (b) How the required core objectives will be addressed.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Module Activities</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Module Activities</td>
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TABLE

<table>
<thead>
<tr>
<th>Empirical and Quantitative Skills</th>
<th>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</th>
<th>n/a</th>
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<tbody>
<tr>
<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>
<td>n/a</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Module Activities</td>
</tr>
<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>
<td>Module Activities</td>
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**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**

History 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 History 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 History 133 will demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period in 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)**

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.
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.

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
## Course Schedule

*(Note: whenever an assignment is due, it means by 11:59 pm on that day. All times are Central Standard Time, the time zone in which the University is located.)*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Assignments/Quizzes/Tests</th>
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<tr>
<td><strong>Unit One</strong></td>
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</table>
| August 23 – Sept. 2 | ● Get Started  
● Unit 1, Module #1: Old Worlds & New Worlds  
● Unit 1, Module #2: Colonial America  
● Unit 1, Module #3: The Politics of Empire  
● Unit 1, Module #4: Causes of the American Revolution | Get Started:  
1. **Photo in class list** (8/27)  
2. **Getting Started Quiz** (8/27)  
3. **Cheating & Plagiarism Quiz** (8/27)  
4. **Discussion: Introduction** (8/27)  
Modules:  
1. **Salem Witchcraft Assignment** – Module 2 (9/2)  
2. **Quiz #1** – Module 3 (9/2)  
3. **Discussion #1** – Module 4 (8/31 & 9/2)  
5. **Exam #1** on all of Unit #1 (9/3 – 9/4) |
| **Unit Two** |                                                                         |                                                                                          |
| Sept. 4 – Sept. 16 | ● Unit 2, Module #5: The War for Independence  
● Unit 2, Module #6: Confederation & Constitution  
● Unit 2, Module #7: The Federalist Era, 1789-1800  
● Unit 2, Module #8: The Republican Era, 1800-1820  
● Unit 2, Module #9: Jacksonian Democracy | 1. **Quiz #2** – Module 5 (9/16)  
2. **Quiz #3** – Module 6 (9/16)  
3. **Discussion #2** – Module 7 (9/14 & 9/16)  
4. **Quiz #4** – Module 8 (9/16)  
5. **Exam #2** on all of Unit #2 (9/17 – 9/18) |
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<tr>
<th>Unit Three</th>
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<tbody>
<tr>
<td>Sept. 18 – October 7</td>
<td>● Unit 3, Module #10: Antebellum America</td>
<td>1. <strong>Online Museum Tour</strong> – Module 10 (10/7)</td>
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<td>● Unit 3, Module #11: National Expansion</td>
<td>2. <strong>Quiz #5</strong> – Module 11 (10/7)</td>
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<td></td>
<td>● Unit 3, Module #12: The Old South &amp; Slavery</td>
<td>3. <strong>Quiz #6</strong> – Module 12 (10/7)</td>
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<td></td>
<td>● Frederick Douglass Book</td>
<td>4. <strong>Frederick Douglass Reading Exam</strong> (10/7)</td>
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<td></td>
<td>● Unit 3, Module #13: The Impending Crisis, 1854-1860</td>
<td>5. <strong>Discussion #3</strong> – Module 13 (10/5 &amp; 10/7)</td>
</tr>
<tr>
<td></td>
<td>● Unit 3, Module #14: Secession &amp; Civil War, 1860-1865</td>
<td>6. <strong>Exam #3</strong> on all of Unit 3 (10/8 – 10/9)</td>
</tr>
</tbody>
</table>