HISTORY 1301 Online  
U.S. History Survey, 1000-1877  
Section: 504  
Spring 2024

Professor: Andrew Lannen  
Email: lannenac@sfasu.edu  
Office: LAN 303  
Office Hours: Usually 8-5 Mon-Fri, but please make an appointment! I am also available for zoom 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. 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 Module Exams (100 points each)  
  300 points
- Salem Witch Trials Assignment  
  20 points
- Online Museum Tour  
  20 points
- Frederick Douglass Reading Exam  
  40 points
- 3 Discussions (10 points each)  
  30 points
- 6 Module Quizzes (10 points each)  
  60 points
- Getting Started Quiz  
  10 points
- Cheating & Plagiarism Quiz  
  10 points
- Introduction Post  
  10 points

Total 500 points

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Points Earned/Semester Average/Final Grade</th>
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<tbody>
<tr>
<td>450-500</td>
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<td>400-449</td>
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<td>350-349</td>
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<td>300-345</td>
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<td>000-299</td>
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**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.
General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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 also enrolling in a Core Curriculum Course that fulfills the Critical Thinking and Communication 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), (b) How the required core objectives will be addressed.

Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</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>
<td>Module assignments; exams</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Module assignments; exams</td>
</tr>
</tbody>
</table>

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.

- **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 D2L 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 D2L 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.

Institution Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts. **Since this course has flexible dates for almost every assignment and exam, there are no keystone events.**

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

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**
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
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
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.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- 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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<tbody>
<tr>
<td><strong>Unit One</strong></td>
<td></td>
<td></td>
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<tr>
<td>Thursday, 1/18 -</td>
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<tr>
<td>Sunday, 1/28</td>
<td>● Get Started</td>
<td>Get Started:</td>
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<td></td>
<td>● Unit 1, Module #1: Old Worlds &amp; New Worlds</td>
<td>1. Photo in class list (1/23)</td>
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<tr>
<td></td>
<td>● Unit 1, Module #2: Colonial America</td>
<td>2. Getting Started Quiz (1/23)</td>
</tr>
<tr>
<td>Monday, 1/29 –</td>
<td>● Unit 1, Module #3: The Politics of Empire</td>
<td>3. Cheating &amp; Plagiarism Quiz (1/23)</td>
</tr>
<tr>
<td>Sunday 2/4</td>
<td>● Unit 1, Module #4: Causes of the American</td>
<td>4. Discussion: Introduction (1/23)</td>
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<td>Revolution</td>
<td>Modules:</td>
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<tr>
<td></td>
<td></td>
<td>1. Salem Witchcraft Assignment – Module 2</td>
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<td>(1/28)</td>
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<tr>
<td><strong>Unit Two</strong></td>
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<tr>
<td>Monday, 2/5 –</td>
<td>● Unit 2, Module #5: The War for Independence</td>
<td>1. Quiz #1 – Module 3 (2/4)</td>
</tr>
<tr>
<td>Sunday 2/11</td>
<td>● Unit 2, Module #6: Confederation &amp;</td>
<td>2. Discussion #1 – Module 4 (2/2 &amp; 2/4)</td>
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<tr>
<td></td>
<td>Constitution</td>
<td>Note: Two different posts! See directions in</td>
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<td>D2L and earlier in syllabus!</td>
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<td>3. Exam #1 on all of Unit #1 (2/2 through 2/4)</td>
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Monday, 2/12 – Sunday, 2/18

- 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. **Discussion #2** – Module 7 (2/16 & 2/18)
2. **Quiz #4** – Module 8 (2/18)
3. **Exam #2** on all of Unit #2 (2/16 through 2/18)

### Unit Three

Monday, 2/19 – Sunday, 2/25

- Unit 3, Module #10: *Antebellum America*
- Unit 3, Module #11: *National Expansion*
- Unit 3, Module #12: *The Old South & Slavery*

1. **Online Museum Tour** – Module 10 (2/25)
2. **Quiz #5** – Module 11 (2/25)
3. **Quiz #6** – Module 12 (2/25)

Monday, 2/26 – Wednesday, 3/6

- Frederick Douglass Book
- Unit 3, Module #13: *The Impending Crisis, 1854-1860*
- Unit 3, Module #14: *Secession & Civil War, 1860-1865*
- Unit 3, Module #15: *Reconstruction, 1865-1877*

1. **Frederick Douglass Reading Exam** (3/3)
2. **Discussion #3** – Module 13 (3/1 & 3/3)
3. **Exam #3** on all of Unit 3 (3/4 through 3/6)

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### 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, 1/29, closes Sunday, 2/4 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 Friday, 2/2.
- You must make your two replies to different classmates by Sunday, 2/4.

Discussion #2 opens Monday, 2/12, closes Sunday, 2/18 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 Friday, 2/16.
- You must make your two replies to different classmates by Sunday, 2/18.

Discussion #3 opens Monday, 2/26, closes Sunday, 3/3 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 who were covered in class that you think would agree with your chosen approach?

- You should make your original post by Friday, 3/1.
- You must make your two replies to different classmates by Sunday, 3/3.