Course Description
This course is designed to be a comprehensive survey of American history from early exploration to the start of Reconstruction. History 1301 meets Texas state requirements for all graduates.

Course Requirements
Students are expected to begin this course with a series of “getting started” activities that will be outlined in the course calendar and in the D2L news feed. Lecture materials are available in each unit module and students are expected to review these materials several times each week. Over the course of the semester, students are expected to complete three exams that will cover each unit as outlined in the semester calendar. Each exam will include multiple-choice, identification, true or false, short answer questions, and one essay. In addition, there will be weekly module activities (as listed in the Semester Calendar) to be completed for course credit for the semester.

Required Text and Materials
Supplemental textbook support will be available online in your D2L course platform. All additional reading materials required for assignment/activities will be posted on D2L as needed—these will correspond with module activities. See calendar for dates. With the exception of note taking materials, all other course materials will be provided as necessary.

Attendance Policy
As this is a web-based course, attendance will be monitored for course credit via the class engagement feature in D2L. Please understand, this course is not a self-paced course. It is very important you keep up with the pacing established within course modules as indicated by the course calendar—just as in a face-to-face course—it is very difficult to catch up when you fall behind. Engagement in the course materials is necessary to be successful in this course! The syllabus is subject to change & rules can change at my discretion.

Student Expectations
⇒ Complete assignments prior to the date they are due as indicated in the syllabus and calendar— including, not limited to, class reading assignments outlined in the Content section and posted in the D2L News Feed.
⇒ Take exams when scheduled. If a make-up exam is needed, an in-person, exam will be given at the end-of-the-semester and is comprehensive. Please complete exams as outlined/indicated in the course calendar. Students must have approval to be allowed to complete a make-up exam.
⇒ Please remember this platform is a classroom and the D2L discussion board are academic environments. 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 electronic devices while taking exams or completing activities unless otherwise approved before work is complete. There is no activity or exam in this course that should be considered “group work.” Please review the academic integrity policies for this university before beginning this course.
⇒ Utilize resources offered to you in the course D2L platform.
⇒ Do not use unauthorized artificial intelligence to complete any portion of course assignments or activities.
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: http://www.sfasu.edu/disabilityservices/

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. Some of these resources are free, all of them are confidential, and as indicated in the boxed section below—many are here on campus for you.
Program & Student Learning Outcomes

This is a general education core curriculum and no specific program learning outcomes for this major are addressed in this course. HIS 1301 includes 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 1301 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.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How this 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>Exam 1, 2, &amp; 3</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>Zoom meeting attendance</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>
<td>Activity 3</td>
</tr>
<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>Discussions</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Activity 1</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>Activity 2</td>
</tr>
</tbody>
</table>

HIS 1301 (United States History I) meets for 75 minutes each week for 15 weeks and also meets for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). Typical sections of the course require students to take 1-2 exams per semester, in addition to the final exam. Many also require students to take quizzes. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for quizzes/exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of the course contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 75 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments. Students are encouraged to choose the modality that works best with your learning style.

"Learning is not attained by chance. It must be sought for with ardor and diligence" -Abigail Adams
# History 1301—Summer II 2024—Semester Calendar

## Unit 1: From Contact to Conflict
Available July 8–July 22

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Week 1:** July 8–July 12  
**Topic:** Native Populations of North America Before European Contact | • Read syllabus, semester calendar, and module content.  
• **Complete Week 1 Reading Assignments as indicated in the News Feed post.**  
• **Complete the Discussion: Introduction & post a picture of yourself** in the class list by Friday, July 12th. |

| **Week 2:** July 15–July 19  
**Topic:** Colonization to the American Revolution | • Read module content & textbook section as indicated in the News Feed.  
• Complete Week 2 Reading Assignments as indicated in the News Feed post.  
• Complete **Module Activity 1** by **Friday, July 19th.** See News Feed for Details.  
• **Complete Exam #1,** which will be released at 12:01 a.m. on Friday, July 19th & will close at 11:59 p.m. on Monday, July 22nd. |

## Unit 2: National Identity in the New Republic
Available July 22–August 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Week 3:** July 22–July 26  
**Topic:** Early Republic and the Development of the American Identity | • Read module content & textbook section as indicated in the News Feed  
• Complete Week 3 Reading Assignments as indicated in the News Feed post.  
• Complete **Module Activity 2** by **Friday, July 26th.** See News Feed for Details.  
• **Complete Exam #2,** which will be released at 12:01 a.m. on Friday, July 26th & will close at 11:59 p.m. on Monday, July 29th. |

| **Week 4:** July 29–August 2  
**Market Revolution to Early Reform Movements** | • Read module content & textbook section as indicated in the News Feed  
• Complete Week 4 Reading Assignments as indicated in the News Feed post.  
• Complete **Module Activity 3** by **Friday, August 2nd.** See News Feed for Details. |

## Unit 3: Regional Differences and the Civil War
Available August 2–August 7

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Week 5:** August 5–August 7  
**Manifest Destiny to the Civil War** | • Read module content & textbook section as indicated in the News Feed  
• Complete Week 5 Assignments as indicated in the Weekly News Feed post. |

| **Final EXAM Information** | • **Complete Exam #3 (FINAL)** which will be released at 12:01 a.m. on Friday, August 2nd and will close at 11:59 p.m. on Wednesday, August 7th midnight. |

## Attendance Credit (100 points)
This semester you will have the opportunity to attend/participate in 4 Zoom meetings and 3 discussion posts conversation in d2l. You are required to participate in **one discussion post (50 points) and one Zoom meeting (50 points).**

**For Discussion Post:** Details outlining required participation can be found in the instructional section of the Discussion beginning **July 22nd.** Discussions will be **available from Monday, July 22nd–Friday, August 5th.** All discussion post entries are due on/before Friday, August 5th. You should only participate in **ONE of the three** opportunities. You are required to participate in one discussion forum multiple times. Each prompt will be limited to the first 15 class participants. You should participate in one of the other two opportunities after the first 10 classmates begin the discussion. **Your first post must be submitted on/before Wednesday, July 24th. You must respond to classmates with at least three more responses.** Response guidelines are outlined in the News feed before the activity opens and are linked to a corresponding grading rubric for clarification.

**For Zoom meeting participation:** Zoom meeting participation (50 points) will begin **Week 4 (July 29-August 2nd).** Zoom meeting opportunities will be **Tuesday 12:00-1:00pm, Wednesday 11:00-12:00 or 1:00-2:00pm** and **Thursday 5:00-6:00pm.** You should make plans to attend **ONE** of these meetings. **Confirmation of your planned attendance** in one of these meetings should be noted in the dedicated discussion board on/before Monday, July 29th, midnight. Meetings will be limited to the first 15 who sign-up; the corresponding Zoom invitation will be available in the News feed the day of the meeting. You should sign-up for only one time slot and “no shows” receive no credit and are not eligible to attend a different meeting time. The reading assigned for the discussion will be posted in d2l when Unit 2 opens along with discussion prompts. This is expected to be an active class discussion with the instructor facilitating the conversation. Please be prepared by reading the required materials and providing thoughtful responses during the discussion.