



**WAYLAND BAPTIST UNIVERSITY**  
**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**  
**WBU Online**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section:** HIST 2301. VC02- United States History to 1877

**Term:** Spring 2019

**Instructor:** Dr. Autumn Lass

**Office Phone Number and WBU Email Address:** (806) 291-1186; [lassa@wbu.edu](mailto:lassa@wbu.edu)

**Office Hours, Building, and Location:** Virtual Office Hours on Skype or by appointment.

**Class Meeting Time and Location:** Virtual Campus - Blackboard

**Catalog Description:** European background, exploration and discovery, colonization, the War of Independence, the Constitution, early national period, Jefferson and Jackson, expansion, and the era of sectionalism culminating in the Civil War and Reconstruction.

**There is no prerequisite for this course.**

**Required Textbook(s) and/or Required Material(s) :**

David Shi & George Tindall, *America: The Essential Learning Edition* (combined edition), Norton: 2018.

**Optional Materials:** Students will need to choose one of the topical books to read from the provided list. Students will need to sign up with the instructor by the deadline.

**Course Outcome Competencies:** Upon completion of this course, students will be able to understand and describe:

- Causes, process, and results of the exploration and settlement of the American colonies
- Causes, course, and results of the American revolutionary period
- Political, social, and economic events of the early national period
- Political, social, and economic transformation during the Jacksonian era
- Causes, course, and results of slavery and the era of sectional conflict
- Events and significant persons in the lives of ethnic minority and female Americans

## Attendance Requirements: Virtual Campus

### WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

➤ Instructor’s Academic Honesty Statement:

- Any student caught cheating – whether it be cheating on an examination, plagiarism of a published or unpublished work, plagiarism of online materials, inappropriate contact or collaboration with a fellow student, or any other action that prevents the student’s ability to produce honest, original work – will receive a **ZERO** on that assignment and will not be allowed to redo or retake the assignment. Repeated incidents of cheating will lead to **FAILURE OF THE COURSE** and could lead to punishment from the university up to and including expulsion.
- I **DO NOT TOLERATE** cheating or plagiarism.

➤ For more information see [WBU Academic Dishonesty Statement](#)

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

### Course Requirements and Grading Criteria:

➤ Overall Requirements and Grade Allocation (1000 point scale):

- Weekly Work – (400 points total)
  - Unit Assignments Assessment Quizzes – 150 points (15 @ 10 points each)
  - What I Learned This Week Class Blog – 100 points total (5 Weekly Entries @ 20 points each)
  - Primary Source Discussion – 150 points total (5 Weekly Discussion @ 30 points each)

- Headline History – (120 points total)
    - Headline Story – 90 points (30 points each)
    - Headline Discussion – 30 (10 points each)
  - Book Reading Assignments – (100 points total)
    - Paper – 80 points
    - Discussion – 20 points
  - Exams – (300 points total)
    - Exam 1 – 100 points
    - Exam 2 – 100 points
    - Exam 3 – 100 points
  - Cumulative Class Review – (80 points total)
    - PowerPoint Presentation – 70 points
    - Peer Critiques – 10 points
  - Bonus Opportunities – 100 points
    - Syllabus/Course Policy Quiz – (10 points)
    - Introduction Discussion Board – (10 points)
    - Thinking Like a Historian Bonus – (80 points total)
      - 20 points per activity
- Grading Scale (1000 point scale):
- |                  |                 |               |
|------------------|-----------------|---------------|
| ▪ 1000 – 900 = A | ▪ 799 – 700 = C | ▪ 599 – 0 = F |
| ▪ 899 – 800 = B  | ▪ 699 – 600 = D |               |

### Assignment Descriptions:

- Unit Requirements/Assignments: Units include textbook readings, online lectures, and assessment quizzes. Once a unit closes, access to the online lecture and assessment quizzes will also expire.
- Unit Assessment Quizzes: Each unit will include various textbook reading assignments and online lectures. After completion of the reading assignment, each student is required to complete a quiz based on the text reading and lectures. Quizzes will be multiple choice questions. Students will be allowed to complete the quiz **TWO** times and the **HIGHEST** score will count. Students will be given **10 MINUTES** to complete each attempt.
    - For each exam grouping, the instructor will **DROP the lowest assessment quiz grade.**
  - Key Terms & Big Picture Questions: Each Unit includes a list of key terms and big-picture questions. These are the review sheets for each unit. The key terms provide students with a word bank of terms that could appear on the identification portion of their exams. The Big Picture Questions are the question bank for each exam.
    - Students should approach each idea with these questions in mind: **When is this term historically relevant? Who was involved? What is the term? Why is this term historically significant?**
    - Key Terms & Big Picture Questions will only be posted during that unit's assigned day. It is the student's responsibility to keep track of those terms and questions to review for each unit exam. They will serve as your review sheets for each exam.
  - Due Dates: Each unit is assigned a specific date(s) on the detailed schedule included at the end of the syllabus. Each unit's assignments are due by 11:59 pm (CST) on the last day of the unit.
- Primary Source Reflection Discussion: Biweekly, students are required to pick two primary sources from the Shi and Tindall Online Primary Source Reader (linked directly in Blackboard) that correspond to the chapter readings from the weekly units and discuss the source and its historical relevance/connection to the week's units in a class discussion. Entries must be a minimum of four complete (5 sentences) paragraphs. Students are to a source per week covered in the reflection.

- What I Learned This Week Blog: Biweekly, students will post a short blog explaining what they learned over the two week period about U.S. History. Posts should include what you learned from either the textbook readings or the lectures as well as what you thought was the most interesting thing you learned from your primary source journals. Each blog post must be a minimum of 2 (4-6 sentence) paragraphs
- Headline History: Students will envision themselves as a newspaper editor and create a newspaper headline and a short news article (2-3 paragraphs) for historical topic/event learned about from the previous lectures. Headlines and stories should be written from the time period the event happened. Headlines should include the larger attention-grabbing headline and the post-colon See sample provided by the instructor.
  - Discussion: Students must share their headline and story in a discussion forum with their fellow students. After sharing their headlines, students are required to comment on two other students' creations. Responses must be a minimum of three sentences long.
- #History: For exam grouping, students will create and then share their historical meme and hashtag to get history trending. Using one of the approved databases (linked on Blackboard), students must choose a historical image, create a historical meme using that image, and write clever hashtag to get the image trending. Students must include the official title and author of the image as well as the URL link to the image. Besides creating the historical meme, students are required to write a one to two paragraph explanation of the meme, why they believe their image and hashtag would help history trend on social media. **All creations (memes and hashtags) must be appropriate and respectful.**
  - Discussion: Students must share their meme, hashtag, and explanation in a discussion forum with their fellow students. After sharing their #history meme, students are required to comment on two other students' creations. Responses must be a minimum of three sentences long.
- Book Reading Assignments: Students are required to pick one of the books in the recommended books listing, complete, and participate in the following assignments.
  - Presentation: Using the template from the professor, students are required to record a 5-8-minute presentation of the book. The presentation must cover all of the issues/concerns/questions presented in the template and presentation guideline from the instructor.
  - Discussion: Students will be required to participate in an online discussion over their chosen book. Students will share their video presentations to expose their classmates to the other readings in the class and critique each other's presentations and what they learned from the presentations.
- Examinations: Students will be required to show a thorough understanding of the courses' major themes and expected learning outcomes. Exams will push students to think past just the historical facts and understand the implications as well as the application from the themes covered in class. Exams will include one narrative based essay and a critical thinking short answer section. The exam will feature an identification section that will require students to briefly define and explain each term's historical significance. Students will have up to **90 minutes** to complete the exam on Blackboard.
- Cumulative Class Review
  - PowerPoint – Students are required to create a PPT slide presentation that addresses a major theme in the course.
  - Peer Review/Critique – Students will post their PPT presentations on the Blackboard Discussion forum and review their fellow students' presentations.
- Bonus
  - Syllabus Quiz
  - Self-Introduction Discussion

- Thinking Like a Historian: Complete the *Thinking Like a Historian* activity in the textbook for up to 20 points each. Part 1 (Comparing/Contrasting Secondary Sources) and Part 2 (Using Primary Sources to Evaluate Secondary Sources) must both be completed to be concerned as a completed bonus activity. Answers should be submitted in a Microsoft Word document and answers to questions should be written in paragraph form.
- The instructor may offer additional bonus opportunities to the **WHOLE** class if she chooses to do so throughout the semester.
- The instructor will **NOT** round grades up or give out free points at the end of the semester.

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

**Student Grade Appeals:**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Additional Information:**

**Class Materials & Computer/Software Requirements**

- Computer Access:
  - Each student is required to have regular (daily) computer access, preferably a home computer with broadband Internet access. This course can be completed using public computers at a library or other public access areas. However, be aware that using public computers may create a hardship. All course requirements remain the same regardless of your computer access.
- Technical Skills: Students who take this course must be comfortable with the following
  - using a word processor
  - using email for communication
  - using a webcam
  - sending emails
  - navigating the Internet, websites like Blackboard, and search engines
  - downloading appropriate software and or plug-ins
- Required Software: Students who take this class will need the following free software installed on their computer. (See [WBU Technical Requirements](#) for a complete list of technical requirements)
  - A web browser like Internet Explorer, Firefox, Google Chrome, or Safari.
  - Adobe Flash Player & Adobe Reader

- QuickTime
- JAVA
- A word processor such as Microsoft Word
- Skype
- Blackboard: ([WBU Blackboard](#))
  - In order to successfully complete this course, students must log on to the course blackboard page regularly in order to complete assignments and exams.

### Communication:

- The instructor will regularly post class announcements/reminders on Blackboard. Therefore, students will need to log-in to Blackboard every day.
- Please send all emails to [lassa@wbu.edu](mailto:lassa@wbu.edu) to avoid confusion.
  - When emailing your instructor please use the proper salutation, grammar, and signature. The instructor may ignore emails that are considered “**text-message**” emails. Please address and write your emails to the instructor in a polite, respectful manner.
- The instructor will only use students’ email listed as his/her official email address provided by Wayland Baptist University. It is the student’s responsibility to use/check/maintain that email account. All emails from the instructor will only go to that email address.
- **Students should give the instructor 24 hours to respond to an email on the week day. Emails send over the weekend will not be responded to until the start of the new week.**
- **Office Hours** will be held using Skype. This software allows for IM, audio, or video chat with the instructor. Students are strongly encouraged to download Skype and create an account so they can make use of this opportunity to meet virtually with the instructor. When searching for the instructor use the instructor’s username or email address.
  - **My username: DrAutumnLass**
  - **Download Skype at [Skype](#)**

**Workload:** Because this is a three credit hour course, you should plan to spend a **minimum of six** hours per week completing work for this course. Students should expect to devote at least as much, if not more time to this course than they do in a face-to-face class. Although online courses offer more flexibility than traditional courses, they require greater self-discipline in order to keep up with the work and complete it in a timely fashion.

### Deadlines, Missed and Late Work

- Unless otherwise noted, **all unit assignments must be completed by the end of the unit due date at 11:59pm CST. Any work that is not received by that time will be given a grade of zero.** There is no exception to this policy.
- If a student needs to reschedule an exam, it is the student’s responsibility to contact the instructor before the exam. Make-up exams will be given only if arranged in writing with the instructor at least one week before the date of the exam. Make-up exams after the official exam date will be given at the discretion of the instructor and only in cases of absence due to emergency (travel/vacation plans do not count as emergencies). Petition for a make-up exam due to emergency must be made in writing and provide official documentation as soon after the missed exam date as possible. Students have **7 calendar days** to make up a missed exam. Students should not assume their excuse will be accepted.
- **Absence Excuses** – It is up to the discretion of the instructor to decide if an absence/assignment excuse is acceptable.

## Detailed Schedule of Classes and Assignments:

### **Week One (February 24 – March 2, 2019):**

- Unit 1 – Syllabus/Course Overview
  - Text Reading: - Part 1 Introduction, pgs. 3-5
- Unit 2 – Americas Before Europeans
  - Text Reading: Chapter 1: The Collision of Cultures, pgs. 7-17

#### **Assignments:**

- Assessment Quiz #1 & #2 – Due Saturday @11:59pm CST
- Bonus Syllabus Quiz – Due Saturday @11:59pm CST
- Bonus Introduction Discussion – Due Saturday @11:59pm CST
- **Book Sign Up Begins**

### **Week Two (March 3 – March 9, 2019):**

- Unit 3 – Age of Exploration: Spanish Exploration and Conquest
  - Text Reading: Chapter 1: The Collision of Cultures, pg. 17-39
- Unit 4 – New World Challengers
  - Text Reading: Chapter 2: England and Its American Colonies & Chapter 4: From Colonies to States “New France” pgs. 109-113
- **Assignments:**
  - Assessment Quiz #3 & #4 – Due Saturday @11:59pm CST
  - Primary Source Discussion #1 – Due Saturday @11:59pm CST
  - Book Sign Up – Due Saturday @11:59pm CST!!!

### ***SPRING BREAK – MARCH 10 – 16***

### **Week Three (March 17 – March 23, 2019):**

- Unit 5 – British North America
  - Text Reading: Chapter 3: Colonial Ways of Life & Chapter 4: From Colonies to States, “The British System through The Glorious Revolution” pgs. 113-117
- Unit 6 – The Great War for Empire
  - Text Reading: Chapter 4: From Colonies to States, “The French and Indian War,” pgs. 117-125
- **Assignments:**
  - Assessment Quiz #5 & #6 – Due Saturday @11:59pm CST
  - What I learned in U.S History Blog Entry #1 - Due Saturday @11:59pm CST
  - Book Sign Up Due

### **Week Four (March 24 – March 30, 2019):**

- Skype Review Sessions will be hosted online from 7-8pm CST – Tuesday Night!!!!
- Assignments
  - Primary Source Discussion #2 – Initial Post Due by Friday, Response Posts due Saturday @11:59pm CST.
  - Headline History #1
    - Assignment as initial post due Wednesday @11:59pm CST
    - Responses Posts due Saturday @11:59pm CST
  - **Exam #1 – Due Saturday @11:59pm CST**

### **Week Five (March 31 – April 6, 2019):**

- Unit 7 – The Imperial Crisis
  - Text Reading: Chapter 4: From Colonies to States, “Tightening Control over the Colonies” to “Bold Talk of War” pgs. 125-137
- Unit 8 – The War for Independence
  - Text Reading: Chapter 4: “Lexington and Concord” to “We Always had Governed Ourselves” pgs. 133-140 & Chapter 5: The American Revolution
- **Assignments:**
  - Assessment Quiz #7 & #8 – Due Saturday @11:59pm CST
  - What I learned in U.S History Blog Entry #2 - Due Saturday @11:59pm CST
  - Thinking Like a Historian: Debating the Origins of the American Revolution (pg. 148) – BONUS OPPORTUNITY – Due Saturday @11:59pm CST

**Week Six (April 7 – April 13, 2019):**

- Unit 9 – The Origins of the Constitution
  - Text Reading: Chapter 6: Creating a “More Perfect Union” pgs. 191-209
- Unit 10 – The Rise of the First Party System
  - Text Reading: Chapter 6: Creating a “More Perfect Union: The Federalist Era –The War At Home” pgs. 209-225
- **Assignments:**
  - Assessment Quiz #9 & #10 – Due Saturday @11:59pm CST
  - Primary Source Discussion #3 – Initial Post Due Friday, Due Saturday @11:59pm CST

**Week Seven (April 14 – April 20, 2019):**

- Unit 11 – Election of 1800
  - Text Reading: Chapter 6 pgs. 225 “A Republican Victory,” & Chapter 7: The Early Republic, pgs. 229-247
- Unit 12 – War of 1812
  - Text Reading: Chapter 7: The Early Republic: The War of 1812, pgs. 247-261
- **Assignments:**
  - Assessment Quiz #11 & #12 – Due Saturday @11:59pm CST
  - What I learned in U.S History Blog Entry #3 - Due Saturday @11:59pm CST
  - Thinking Like a Historian: Thomas Jefferson and Slavery (pg. 264) – BONUS OPPORTUNITY – Due Saturday @11:59pm CST

**Week Eight (April 21 – April 27, 2019):**

- Unit 13 – The Maturing of the American Nation
  - Text Reading: Chapter 8: The Emergence of a Market Economy & Chapter 9 “Nationalism & Sectionalism” pgs. 299-313.
- **Assignments:**
  - Assessment Quiz #13 – Due Saturday @11:59pm CST
  - Primary Source Journal #4 – Initial Post Due Friday, Due Saturday @11:59pm CST
  - Headline History Entry #2
    - Assignment as your initial post due Wednesday @11:59pm CST
    - Responses Posts due Saturday @11:59pm CST
- **EXAM 2 (UNITS 7-12)** – Due Saturday @11:59pm CST!!

**Week Nine (April 28 – May 4, 2019):**

- Unit 14 – The Rise of Democracy & Andrew Jackson
  - Text Reading: Chapter 9 pgs. 314 - 321 & Chapter 10: The Jacksonian Era
- Unit 15 – Antebellum America: North & South
  - Text Reading: Chapter 11: The South and Slavery & Chapter 12: Religion, Romanticism, and Reform
- **Assignments:**



- Assessment Quiz #14 & #15 – Due Saturday @11:59pm CST
- What I learned in U.S History Blog Entry #4 - Due Saturday @11:59pm CST
- Thinking Like a Historian: Debating Separate Spheres (pg. 422) – Bonus Opportunity – Due Saturday @11:59pm CST
- Book Assignments:
  - Analysis – Wednesday
  - Discussion Board Initial Post Due Thursday; Responses due Saturday @11:59pm CST

**Week Ten (May 5 – May 11, 2019):**

- Unit 16 – Expansion & Sectional Crisis
  - Text Reading: Chapter 13: Western Expansion & Southern Secession
- Unit 17 – The Civil War
  - Text Reading: Chapter 14: The War of the Union
- Assignments:
  - Assessment Quiz #16 & #17 – Due Saturday @11:59pm CST
  - Primary Source Discussion #5 – Due Saturday @11:59pm CST
  - Headline History Entry #3
    - Assignment as your initial post due Wednesday @11:59pm CST!!
    - Responses Posts due Saturday @11:59pm

**Week Eleven (May 12 – May 17, 2019):**

- Unit 18 – Southern Reconstruction
  - Text Reading: Chapter 15: Reconstruction
- Assignments
  - Assessment Quiz #18 – Due Wednesday @11:59pm CS
  - What I learned in U.S History Blog Entry #5 - Due Wednesday @11:59pm CST
  - Thinking Like a Historian: Debating Reconstruction (pg. 566) – Bonus Opportunity due Saturday @11:59pm CST
  - Cumulative Class Review
    - PowerPoint Presentation Assignment due Wednesday @11:59pm CST
    - Peer Critique Posts – Due Friday @11:59pm CST
  - **Exam 3 (Units 13-18)** – Due Friday @11:59pm CST