HIS 161: US HISTORY TO 1877
ANDERSON UNIVERSITY – SOUTH CAROLINA

I.   Course Information

HIS 161 OA1: U.S. History to 1877
Credit hours: 3.0
Prerequisites: None
Target student audience: Open to both History and non-History majors.
Class meeting times and place(s): Online

Online Time Expectations:

In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 14-week class, you should expect to work on your course for a minimum of 9 hours each week. **For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.**

This is a fully online course. The due dates for assignments, papers, and discussions will be posted on Canvas, so make sure to check in and participate in our course site regularly. To make sure that you receive all relevant course information, you should ideally log into the course one time per day.

Learner Expectations:

In your online and blended courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date.

Do not hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using the LMS well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.

Getting started:

All reading assignments, quizzes and relevant course material are listed on the main course navigation page in Canvas.

II.   **Course Purpose, Student Learning Outcomes, and Course Learning Goals**

The study of American political and social development from the colonial period through the Reconstruction Era.

Student Learning Outcomes:

The purpose of HIS 161 is to present the complex story of our country from its very beginnings through Reconstruction. Students will also be given an opportunity to learn the craft of historians. They will be asked to critically read material, to analyze the historical periods we study, and to produce history themselves in the form of a critically researched term paper.

Course Learning Goals:

Upon completion of this course, the student should be able to:
1. Demonstrate a factual knowledge of American history.
2. Demonstrate competence in evaluating historical claims.
3. Distinguish between historical causation and contingency
3. Distinguish between primary and secondary sources.

IDEA Course Evaluation Objectives:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
2. Learning how to find, evaluate, and use resources to explore a topic in depth.
3. Learning to analyze and critically evaluate ideas, arguments, and points of view.

II.   **Method(s) Of Instruction / General Operating Procedures**

Except for the course textbook, students will access all materials relevant to this class through Canvas. Learning will take place through readings from the textbook and any other instruction medium posted on Canvas. Your basic duty in this class is to read all the assigned materials and participate by completing assigned work and exams.

IV.   **Content Outline**

- Classify the key characteristics and groupings of Native Americans.
- Compare and contrast early colonial settlements, their beliefs, and economic

activities.
- Examine the causes, course, and outcome of the American Revolution.
- Explore the political and economic issues of the Early Republic.
- Sketch the character and conflicts of the Age of Jackson.
- Identify the numerous northern reform movements in the antebellum era.
- Summarize the issue of sectional conflict before the Civil War.
- Explain the lead-up to the Civil War and its outcome, as well as Reconstruction.

V. **Assignments; Method(s) of Assessing Achievement of Student Learning Outcomes; Student Feedback and Grading Policies and Procedures**

Online Quizzes

Each week the student will take four online quizzes (two for each chapter) for 65% of the course grade. Two chapters of material will be covered each week. Since this is a seven-week course, these quizzes will cover fourteen chapters. Through these quizzes, students will demonstrate mastery of the course material. The quizzes comprise multiple choice items. They will be available on the course website on Canvas for specific time periods. You must log on during those times, complete the entire exam and submit it, all in one setting. You may not begin an exam, log-out and return later. You may attempt each exam one time only.

Paper Assignment

There will be a paper of seven of minimum seven (7) pages due at the end of the course on a topic of the instructor's choosing. This paper will be submitted through Canvas and be properly formatted per the instructions laid out in the course. This writing assignments should be in the student's own words, using citations from the text or other resources to support the work. This assignment will comprise 35% of the student's grade and will also be submitted online using Turnitin, to check for originality. See the course website for further instructions.

Grade Breakdown
Quizzes	**65%**
Paper	**35%**
TOTAL	**100%**

Students can expect the instructor to respond to emails with 24 hours. Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas gradebook within 7-10 days after the due date (depends upon scope and nature of the assignment as well as length of course). Students can access grades by logging into Canvas.

VI. Computer and Information Technology Use

Technology Expectation:
Students should have a reliable computer and Internet to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

University Email:
All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse.

Technical Support:
If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

Help Desk Website: https://helpdesk.andersonuniversity.edu
Help Desk Phone: (864) 231-2859

Course Related Support:
If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:
- An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

CIDL Website: http://www.aucidl.com
CIDL Phone: (864) 231-2199

VII. Course Policies

Disabilities and Academic Adjustments Policy:
If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the Coordinator of Accessibility Services in the Center for Student Success,

who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Academic adjustments are intended to "level the playing field" so that students with disabilities can demonstrate their true abilities in their courses. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

Academic Honesty:
Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties for academic dishonesty are described in the Student Handbook. (Excerpt from AU Catalog)

Participation Policy:

Late Work Policy: No late assignments will be accepted.

VIII. Other Learning Facilities Resources Pertinent to Course

Thrift Library
Hours are posted at https://www.andersonuniversity.edu/library (Closed on all university holidays.)

Bunton Lab
Located in Thrift Library, 2nd floor.

The Writing and Multi-Media Center
Located in Thrift Library, 2nd floor. For drop-in hours and appointment-based tutoring for all your writing needs, see https://www.andersonuniversity.edu/writing-center. Schedule an appointment by visiting https://anderson.mywconline.com. If you are an Online or University Center student, or unable to make it to the physical writing center, please feel free to make an online appointment by selecting the option that reads "online appointment". Instructions for setting up an account are provided on the page.

The Center for Student Success
Located in in Thrift Library, 2nd floor. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at http://www.andersonuniversity.edu/student-success.