



**Listening**–By following verbal directions and delivering appropriate comments in the classroom during instructor/student interaction

**Critical Thinking** –By analyzing and critiquing an issue in essays, term papers, or projects.

**Computer Skills** –By handing in word-processed papers or research projects with at least one source from an internet source.

## 7. Perspectives

- Showing respect for other cultures and in gender issues by using utmost caution and being sensitive to such issues while presenting opinions on issues in History
- Accomplishing assignments on time, cooperating with group assignments, and attending classes for the full time period.
- Using technology in the presentation of class assignments, exploring the wide variety of information on History issues available through the use of technology, and using technology properly such as turning off cell phones and observing copyright laws when using technology.
- Demonstrating ethical behavior through active group participation, avoidance of plagiarism and cheating by copying and distributing other students' work or instructors' exams or assignments.
- Displaying aesthetic judgment by presentation of organized and typed written assignments in properly prepared formats.
- Exhibiting problem solving ability through critical thinking and self-evaluation on homework and other class assignments.
- Confirming the importance of interdisciplinary skills by using written communication (English), language arts (Communication), philosophical analysis (Philosophy), historical events (History), government issues (Government), word processing (Computer Science), and sociological theories (Sociology) to complete homework assignments, to participate in classroom discuss, and to respond to examination questions.

## Instructor Outcomes:

All homework and readings is designed to allow an in depth discussion and is mandatory. Note taking, Levels of Questioning Activities, Quizzes, and Exams will be used to assess work both through Blackboard and in-class. Participation and discussion will also factor in considerably.

**Cheating** is in no way tolerated in this course. If you are caught cheating, administrative action will be taken. The same policy holds true for homework and group assignments. Doing work together should not be confused with copying work from one another. Use group work to help and teach each other. Plagiarism on any writing assignment constitutes cheating. (Copy/Paste) This policy includes improper use of the Internet. To discourage plagiarism, all written (typed) assignments must be submitted through the SafeAssign portal in Blackboard.

**Late Work:** All assignments must be turned in on the date specified on your course outline or on the date announced in class. Late work will not be accepted except in case of a medical absence. All of the work is designed to help you gain a greater understanding of the content.

**Attendance:** Attendance is essential to success. Be prepared for lengthy and long-term assignments (Reading assignments and assessment). In this class students are expected to be responsible for some of their own learning. Late work in case of absence follows the general policy of the institution. It is the student's responsibility to check in and find out what was missed or to turn in work if they missed a deadline due to sickness/family emergency.

If a student misses class on the day of a test, it is imperative that the student makes up the test within two days of their return to class. History 1301 moves at an extremely fast pace, therefore, it actually hurts the student if they wait too long to take any outstanding tests. Under extreme cases, a test may be missed and the following test will count as double to compensate for a missing test grade.

## Department Course Requirements:

**Blackboard:** As a hybrid course, Blackboard will be used to introduce, present, discuss, and assess covered material. Participation with the Course Homepage on Blackboard is MANDATORY. During the first two weeks you are required to login to the homepage and post on the discussion board. If you do not know how to do this, ask the instructor. All Blackboard elements *can* be done from the free computer labs on campus, from any public library computer, and from your personal device.

**Discussion Board:** You will be required to post and respond to discussions on Blackboard on a weekly basis. Discussion topics will be posted every Monday. You are required to submit a minimum 150-word comment by noon Thursday, after

which, you are asked to review classmates' posts and respond to two comments with a minimum 80-word reply. It is important to remember that this will be a "safe space" where tolerance is expected and personal views respected.

**Assessments:** Online quizzes and assessments will be done through Blackboard. The survey textbook is divided into five units, each consisting of three chapters. You will take a quiz weekly and an assessment every third week. In order to take quizzes/assessments you must download the Lockdown Browser. It will restrict navigation on your computer while testing. Quizzes and Assessments will only be accessible using this software. It can be downloaded from STC Homepage by searching "Lockdown Browser."

**Grading:**

Unit Exams	50%	Quizzes	15%	Blackboard Discussion	5%
Final Exam	20%	Final Paper/Project	10%	<b>Total:</b>	<b>100%</b>

**Evaluation:**

- Evaluation method for exemplary educational objectives
- Grading criteria

**Required Textbook:**

- Created Equal: A History of the United States, Combined Volumes, 3<sup>rd</sup> or 5<sup>th</sup> ed.

**Supplemental Readings:**

- Files uploaded through BlackBoard by the Instructor.
- Holton, Woody. *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*.
- Morgan, Edmund. *American Slavery, American Freedom*.
- Remini, Robert V. *The Life of Andrew Jackson*
- Fredrick Douglas. *Slave Narrative*
- Catherine Clinton and Nina Silber, ed. *Divided Houses*

**Developmental Studies Policy Statement:** *The College's Developmental Education Plan requires TSI Liable students who have not met the college readiness or exemption standards in reading, writing, and/or mathematics to enroll in Developmental Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.*

**Equal Education and Equal Employment Opportunity:** South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This policy extends to individuals seeking employment with and admission to the College.

**Title IX Statement:** *Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. More information on Title IX policy and procedures can be found at <http://www.southtexascollege.edu/about/notices/titleix.html>. Questions regarding Title IX or concerns about accommodations, including complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to our Conflict Resolution Center at 956-872-2180 or [crc@southtexascollege.edu](mailto:crc@southtexascollege.edu).*

**Pregnant and Parenting Students:** *South Texas College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Pregnant or parenting students seeking accommodations should contact the Conflict Resolution Center immediately at 956-872-2180 or [crc@southtexascollege.edu](mailto:crc@southtexascollege.edu).*

**Alternative Format Statement:** *This document is available in an alternative format upon request by calling (956)872-2094.*

**ADA Statement:** *Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at (956) 872-2173.*

**Veterans Statement:** The STC Office of Veterans Affairs provides support services to our military veterans and their dependents, and assists them in applying for and obtaining their educational benefits. Contact the Office of Veterans Affairs at 956-872-6723 for questions or to set an appointment.

**Sharyland I.S.D. Policies and Procedures:** All grading weights and make-up procedures will follow Sharyland I.S.D. District Grading Policies and Procedures. Final grade may vary from STC final grade.

**Office hours:** Monday-Friday from 7:40-8:00am and Thursday 4-5pm or by appointment.

# ***Calendar for Dual Enrollment United States History: 2016-2017***

## **Fall Semester 2016**

### **Aug 22-26**

Chp 1: First Founders

### **Aug 29-Sep 2 (1<sup>st</sup> Day-STC)**

Chp 2: European Footholds in North America

*Off-Sep 5*

### **Sep 6-9 (End PR 1)**

Chp 3: Controlling the Edges of the Continent

Exam over Chapters 1-3

### **Sep 12-16 (12<sup>th</sup> Day: Census Day-Sep 14)**

Chp 4: African Enslavement: The Terrible Transformation

- ✓ Edmund Morgan's *American Slavery, American Freedom* will be used to detail the differences in social stratification that motivated Bacon's Rebellion and the establishment of slavery as the dominate form of labor in the Southern colonies.

### **Sep 19-23**

Chp 5: Colonial Diversity

### **Sep 26-30 (End PR 2)**

Chp 6: The Limits of Imperial Control

- ✓ Woody Holton's *Forced Founders: Indians, Debtors, Slaves* as a case study of Virginia and the applicability to the newly formed United States.

Exam over Chapters 4-6

### **Oct 3-7**

Chp 7: Revolutionaries at War

- ✓ Thomas Paine's *Common Sense* as a primary documents. Discuss how Paine's pamphlet led to Richard Henry Lee's proposal of declaring independence.
- ✓ *The Declaration of Independence* Analyze the purpose for declaring independence

*Off-Oct 10*

### **Oct 11-14 (End of Term 1)**

Chp 8: New Beginnings

- ✓ Select articles from *The Federalist Papers*.

### **Oct 17-21**

Chp 9: Revolutionary Legacies

Exam over Chapters 7-9

### **Oct 24-28**

Chp 10: Defending and Expanding the New Nation

### **Oct 31-Nov 4 (End PR 3)**

Chp 11: Society and Politics in the "Age of the Common Man"

- ✓ Robert V. Remini's *The Life of Andrew Jackson* will be introduced into the discussion to understand the character of Jackson that defined the "Era of the Common Man."

### **Nov 7-11**

#### Chp 12: Peoples in Motion

- ✓ Primary document reading: Declaration of Sentiments and Resolutions; Women's Rights Convention, Seneca Falls, 19-20 July 1848.
- ✓ Primary article of John Louis O'Sullivan, *Annexation* in The United States Magazine and Democratic Review 17 (July 1845): 5-10 where he mentions "manifest destiny."

Exam over Chapters 10-12

### **Nov 14-18 (STC Last day to withdraw-Nov 18)**

#### Chp 13: The Crisis over Slavery

- ✓ Articles found in *Divided Houses* by Catherine Clinton and Nina Silber, ed. "Narratives of Union Women Spies" and "Confederate Women and Narratives of War."
- ✓ Fredrick Douglas' *Slave Narrative* prepares student to understand the conditions of slavery and the position many Northerners took against it.

### **Thanksgiving Break: Nov 21-25**

### **Nov 28-Dec 2 (End PR 4)**

#### Chp 14: "To Fight to Gain a Country": The Civil War

### **Dec 5-9**

#### Chp 15: Consolidating a Triumphant Union

Exam over Chapters 13-15

### **Dec 12-16 (STC Finals Week: Grades Due 12/19)**

- ❖ *Comprehensive Exam—Fall Semester Final over Chapters 1-15 (Essay and Multiple Choice Questions)*  
Semester Exam \_\_\_\_\_

### **Dec 19-21 (End of Term 2)**

Current Events Discussion and Debate

## **\*\*\*\*\*Spring Semester 2017\*\*\*\*\***

### **Jan 9-13**

#### Chp 16: Standardizing the Nation: Innovations in Technology, Business, and Culture

### **Jan 16-20 (1<sup>st</sup> Day STC-Jan 17)**

#### Chp 17: Challenges to Government and Corporate Power

### **Jan 23-27 (End PR 5)**

#### Chp 18: Political and Cultural Conflict in a Decade of Depression and War

- ✓ Frederick Turner's *The Significance of the Frontier in American History* shows the changing cultural life of the United States.
- ✓ Booker T. Washington's *Up From Slavery* and W.E.B. Dubois' *The Soul of Black People* will show the different means to improve Civil Rights for Blacks.

Exam over Chapters 16-18

### **Jan 30-Feb 3 (12<sup>th</sup> Day: Census Day-Feb 1)**

#### Chp 19: Visions of the Modern Nation: The Progressive Era

### **Feb 6-10**

#### Chp 20: War and Revolution

### **Feb 13-17 (End PR 6)**

#### Chp 21: All That Jazz

- ✓ Jacob Riis' *How the Other Half Lives* demonstrates the poor conditions urbanization brought at the cost of Industrialization and economic gain.

Exam over Chapters 19-21

*Off-Feb 20*

**Feb 21-24**

Chp 22: Hardship and Hope: The Great Depression of the 1930s

- ✓ Select articles from Studs Terkel's *Hard Times: An Oral History of the Great Depression*.

**Feb 27-Mar 3**

Chp 23: Global Conflict: WWII

**Mar 6-10 (End of Term 3)**

Chp 24: Cold War and Hot War

Exam over Chapters 22-24

**Spring Break: Mar 13-17**

**Mar 20-24**

Chp 25: Domestic Dreams and Atomic Nightmares

**Mar 27-31**

Chp 26: The Nation Divides: The Vietnam War and Social Conflict

- ✓ President Harry S Truman's Speech to Congress, March 12, 1947.
- ✓ Select speeches from Martin Luther King, Jr.
- ✓ Robert Kennedy's speech following MLK's assassination.

**April 3-7 (End PR 7)**

Chp 27: Reconsidering National Priorities

- ✓ Introduce Literature arising from the Chicano Movement

Exam over Chapters 25-27

**April 10-13**

Chp 28: The Cold War Returns—and Ends

*Off-April 14-17*

**April 18-21 (STC Last Day to Withdraw-April 18)**

Chp 29: Post-Cold War America

**April 24-28 (End PR 8)**

Chp 30: A Global Nation in the New Millennium

Exam over Chapters 28-30

**May 1-5 (APUSH Exam 5/5/17)**

Semester Exam Review

**May 8-12 (STC Finals Week-5/5-5/11: Grades Due 5/15)**

- ❖ *Comprehensive Exam—Fall Semester Final over Chapters 16-30 (Essay and Multiple Choice Questions)*
- Semester Exam \_\_\_\_\_

**May 15-19**

Current Events Discussion and Debate

**May 22-25 (End of Term 4)**

Current Events Discussion and Debate

**End of 2016-2017 School Year!**