

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 not tolerated in this course. **If you are caught cheating, you will receive an automatic F in the course.** 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. 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. A missed exam due to absence will not be made up as the lowest exam grade will be dropped. Under instructor discretion, **student(s) with more than 3 absences will be dropped** from the course.

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	10%	2 Critical Reviews	5% each
Final Exam	15%	Paper/Presentation	15%	Total:	100%

Evaluation:

- Evaluation method for exemplary educational objectives
- Grading criteria

Required Textbook:

- Created Equal: A History of the United States, Combined Volumes, 3rd or 4th 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.*

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.*

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. Updated 20-17-2018 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 2017**

Aug 28-Sep 1 (1st Day-STC)

Intro/Syllabus Review

Chp 1: First Founders and Chp 2: European Footholds in North America

Sep 4-8

Continue Chp 2 and complete Chp 3: Controlling the Edges of the Continent

Blackboard Exam over Chapters 1-3

Sep 11-15 (End PR 1) & (12th Day: Census Day-Sep 13)

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 18-22

Chp 5: Colonial Diversity

Sep 25-29

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 2-6 (End PR 2)

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

Oct 10-13 Off-Oct 9

Chp 8: New Beginnings

- ✓ Select articles from *The Federalist Papers*.

Oct 16-20 (End of Term 1)

Chp 9: Revolutionary Legacies

Exam over Chapters 7-9

Oct 23-27

Chp 10: Defending and Expanding the New Nation

Oct 30-Nov 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 6-10 (End PR 3)

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 13-17 (STC Last day to withdraw-Nov 17)

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 27-Dec 1

Chp 14: “To Fight to Gain a Country”: The Civil War

Dec 4-8 (End PR 4)

Chp 15: Consolidating a Triumphant Union

Exam over Chapters 13-15

Dec 11-17 (STC Finals Week: Grades Due 12/18)

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

Dec 19-21 (End of Term 2)