# COURSE SYLLABUS

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# History 1301: US History to 1877 (on line version)

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> Brazosport College Autumn 2016

#### **Syllabus Description**

This syllabus is intended to provide the student with a *full description of the course* and its requirements. **Students are responsible** for being familiar with the information in this syllabus—most particularly in knowing where and how to look for *information* in the syllabus <u>as the student needs it</u> during the semester— and taking appropriate action based upon that knowledge.

If you have any questions about the syllabus at any time, ask the instructor for clarification as soon as possible. A file of the syllabus will always be available on the class D2L site.

#### **On History**

In the words of the American Historical Association, "History is a never-ending process whereby people seek to understand the past and its many meanings." While names and dates are important ingredients for historians, "history is a process of living inquiry, not an inert collection of accepted facts." Facts, by themselves, are inarticulate. For facts to speak to us of the past — to provide us with knowledge of the past — we must use our judgment and organize those facts, place them in context, and identify

connections and relationships between them. It is only from these processes — the processes of history — that human beings can discern meaning from the "facts" of the past.

Doing this work, engaging in the historical process, is not just an academic exercise. Being versed in both historical literacy **and** in the processes of history enriches our lives as individuals, as communities, and as a nation. As the AHA notes, as individuals, history "is among our most fundamental tools for understanding ourselves and the world around us," and, as citizens and members of communities, both small and large, "interpreting the past is so vital to democratic debate and civic life."<sup>1</sup>

It is this spirit – that history is a living process that enriches our lives today and facilitates our capacity to shape our own future – that drives this course.

"Our duty is to preserve what the past had to say for itself, and to say for ourselves what shall be true for the future."

John RUSKIN

#### **Course Description**

American History 1301 is a lecture-based course covering the history of the United States of America from the pre-colonial period to 1877. The body of the course can be seen as composed of two interwoven, interdependent structures:

a **narrative** portion which addresses the who, what, when, and where of the story of the past

#### and

an analytical portion which explores the how and why aspects of the story of the past.

The narrative component is intended to provide students with a solid foundation of *historical literacy*. The analytical component is intended to provide the student with *practical cognitive skills*, some specialized to the field of history and others more generalized that can be used to advantage in many contexts. The degree to which these two aspects of the course will be blended will vary throughout the course.

The narrative components and the analytical components will call upon you to use different types of cognitive skills. Much of the narrative requirement involves learning material at the knowledge and comprehension levels (these are the simplest levels of Bloom's taxonomy of learning). But a significant degree of <u>higher order thinking skills</u> (at Bloom's application, analysis, assessment, and synthesis levels) are required to understand the analytical requirement.

Both the narrative and the analytical components will be of use to you in your future lives after college. Your knowledge of events from the past (historical literacy) will provide you with the background information to better understand events of your own lives and to anticipate the possible future course of events. Your ability to think analytically will allow you to see beyond the surface of things and perceive the substance of what's going on.

These skills will help you as citizens, as professionals, and as individuals. For example, in a 2009 survey, employers were asked what skills they wanted most from new employees who were college graduates. The top three answers from these employers were:

1) Depth of Knowledge and Broad Skills

<sup>&</sup>lt;sup>1</sup> Quotes from AHA, *Statement on Standards of Professional Conduct* (Washington, D.C.: American Historical Association, 2009) pages 1, 11, 1, & 12

- 2) Ability to Apply Learning to "Real World" Problems
- 3) Ability to Research, Analyze, and Evaluate Situations

This course gives you the opportunity to enhance yourself in all three of these areas.

Employer requirements have remained fairly consistent over the recent past. In a May 2012 survey, for example, employers said *the top three skill sets they are looking for* in new employees are:

Communication Skills (98% of respondents),

Positive Attitude (97%),

and Adaptability to Change (92%).

These were also the top three skill sets employers said that they had a hard time finding in new applicants. Three-fourths of companies (78%, to be exact) also said that they desire, but have a hard time finding, applicants with "Strategic Thinking & Analytical Skills."

Finally, regarding the college majors that companies are looking for, the top category in this 2012 survey was engineering and computer information graduates (34% of companies were looking for these degree holders). Liberal arts majors (which includes history majors) placed a close second at 30% while the group that included finance, business, and accounting majors was far behind at only 18%.

Initially, students may feel uncertain about the best ways to use their higher order thinking skills in this class. But, as the semester progresses, students are required to become more adept at using these skills, most notably in the use of the various theoretical tools incorporated into the course. Students will then have the opportunity to demonstrate their proficiency in this area on the measurements.

"How can we live without our lives? How can we know it's us without our past?." John STEINBECK

#### **Course Goals/Learning Objectives**

As a result of attending lecture, engaging with the course content, participating in class, taking notes, studying, and completing measurements, the student will:

1) **Acquire** a significant level of **knowledge** concerning the history of the United States of America and be able to demonstrate that knowledge in both written and oral mediums.

2) Acquire the ability to **apply** a **knowledge** of history and historical theory to current and future events (political, economic, military, social, and cultural) in such a way to augment understanding of those events.

3) Develop and refine **information processing methodologies** for substantive amounts of qualitative data in such a way that the student will be able to both recall specifics and thematically organize smaller pieces of data into larger "pictures" that are coherent and intellectually transportable.

4) Become aware of varying historical perspectives, interpretations, and theories and use that awareness to **critically analyze** information presented in the media, in books and articles, in political speeches, and in day-to-day conversation.

5) Improve analytical **thinking** and logical **reasoning skills** in such a way that the students improve their intellectual performance in disciplines outside history.

6) Practice the skill **of dealing with ambiguity**: making assessments and decisions when the information you have available is both incomplete and not 100% verifiable.

7) Demonstrate the ability to **effectively communicate** their understanding of history using both the spoken word and the written word.

8) Finally, in terms of **overall life skills** after college, you should be more effective and valuable in the workplace, more aware and beneficial in the public arena, and be more engaged with the world you live in.

"The history of every country begins in the heart of a man or a woman.."

Willa CATHER

#### **Civility Policy**

When communicating with other students and the class as a whole, students will maintain a cordial level of civility. Rude, obnoxious, and otherwise personally disrespectful communications will be censored from class communication sites. Open discussion is a vital part of the academic process, but such discussion must be respectful of others and civil at all times.

"People are trapped in history and history is trapped in them.."

James BALDWIN

"The past isn't dead. It isn't even past.."

William FAULKNER

#### Making the Class a Success

You, as the student, have the power to determine whether or not this class is a success.

Individually, the work you put into mastering the course material will determine how well you do obtain mastery. Collectively, the students of any class are the ones whose choices and actions determine how positive any classroom experience is.

The key to both individual and collective success is respect:

do students respect themselves?

do they respect one another?

do they respect why they are in the class and what the class experience has to

offer them?

Individually, what you get out of this class (as with any class) is primarily determined by what you put into the class. Students who sustain the effort to understand the material (rather than just remember it) and who pursue mastery primarily to satisfy themselves (rather than obtain some extrinsic rewards such as grades) can expect to have a positively enriching experience. An ideal class is both meaningful and enjoyable. <u>You control that</u>. The class will be meaningful for you if you make it meaningful and enjoyable for you if you make it enjoyable. And the way to make it enjoyable is to make it meaningful.

On the other hand, "bulimic learners" (students who study solely to take exams and then clear out their memories and are primarily focused on what grades they earn) are likely to learn little to nothing of permanent value in this class and the course will likely be distasteful waste of time for them. Likewise, students who believe the best classes are those in which they can remain functionally invisible while requiring a minimum of mental effort ("dodge ball learners") can also expect this class to be a waste of their time. Since you are here right now, *it doesn't seem to make much sense to choose to make the experience a waste of your time.* 

#### **Resources for Success**

For advise and counsel on how to succeed in this class from students who took this class in previous semesters, see APPENDIX A.

For information on a variety of resources that BC has created to promote student success, see APPENDIX B.

If you wish to push yourself beyond the specific requirements of this course and achieve above and beyond academically, you should consider entering into an Honors Contract during this course. Information on this can be found in APPENDIX C.

#### If You Are NOT Succeeding

How you succeed as an individual in this class depends on you and the effort you make. Students who fail to earn a passing grade in this class, as in any college class, fail because they are either unable or unwilling to make the effort necessary to be successful. Virtually all college students, at some point along their academic journey, find themselves in a class or classes where they are unable to make the effort necessary to be successful. This can be due to unexpected health issues, family responsibilities, work responsibilities, or simply not yet having the skill set needed to master the course material. When you find yourself in such a situation, or if you are simply unwilling to put in the necessary effort to master the

## PEOPLE DON'T DROWN BECAUSE THEY FALL IN WATER. THEY DROWN BECAUSE THEY ARE EITHER UNABLE OR UNWILLING TO SWIM.

# course material, then the rational course of action is to drop the

**COUISE**. Then, in a year or two, when life is not quite so demanding and after you have acquired more academic skills, you take the class again. The changed circumstances of the second time around should allow you to be successful where you had previously stumbled.

"The historian is a prophet in reverse." Friedrich von SCHLEGEL

#### **Fairness in Assessment**

After you have attended class and engaged with the course material and with your fellow students; after you have done the scholarly work of reading, researching and studying; after you have allowed your undermind to engage in productive periods of C-Mode thinking; you want to be able to accurately demonstrate the mastery of the topic you have achieved on the various measurements in the course (in our case, exams, quizzes, the oral presentation, and active-learning exercises). BC wants accurate

measurements as well. Sometimes, antiformalist factors can get in the way of such accurate measurements. That's where BC's Special Populations Counselor Mr. Phil ROBERTSON comes in.

Brazosport College is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software. <u>These services are offered to BC students with both short-term disabilities and long-term</u> <u>disabilities</u>. Please contact Phil Robertson, Special Populations Counselor, 979-230-3236 for further information.

Since the paramount goal of all measurements is to gain an accurate assessment of the degree each student has mastered the course material, any disabilities (whether short term or long term) that may result in inaccurate assessment must be addressed. To fairly and adequately deal with such issues, Brazosport College follows guidelines promulgated by the Americans with Disabilities Act (ADA).

Students with disabilities, whether temporary (like a broken arm) or long term (like dyslexia) need to request modifications to the way their course mastery is measured. The person they need to see is Special Populations Counselor (SPC) Phil ROBERTSON and he may be contacted at (979) 230-3236. His e-mail address is Phil.Robertson@brazosport.edu and his office number is E-109.

Do not hesitate to consult with Mr. ROBERTSON if you may need special services in order to accurately convey what you have learned on the measurements. The purpose of the measurements is to measure what you have learned, not to measure how well you take tests. However, without authorization from Mr. ROBERTSON, no special services can be provided. The requirement for SPC authorization of special services applies both to short term disabilities and long term disabilities. In either case, please contact Mr. ROBERTSON as soon as possible.

Once authorized, measurements will be modified to optimize how accurately they assess an individual's learning of the course material. If possible, the modified measurement will be administered in the classroom at the scheduled exam time. If the modifications to the measurement prohibit administration in the classroom, the student will take the measurement at the Brazosport College Learning Services (LServ) (preferably on the same day as the exam is given in the classroom).

## MAKE SURE YOUR EXAM RESULTS SHOW HOW WELL YOU MASTERED THE MATERIAL *NOT* HOW WELL YOU TAKES EXAMS

The LServ is located on the first floor of the Main Building here at BC and it adjoins (and kind of shares space with) the BC Library. The LServ is open Monday through Thursday from 7:30 a.m. to 9:30 p.m. and on Friday's from 7:30 a.m. to noon. Their web page is located at www.brazosport.edu/~lac.

"The whole history of the progress of human liberty shows that all concessions yet made to her august claims have been born of earnest struggle, ... If there is no struggle, there is no progress. Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without plowing up the ground.."

Frederick DOUGLASS

#### **Officially Terminating Your Attendance**

If you are unable to complete this course, <u>it is your responsibility to take all of the administrative steps</u> to complete the official process of withdrawal. The last day that you can drop the course is **Thursday 3** 

If you do not complete the administrative withdrawal process, you will be assigned a grade of zero for each exam you did not take. A course grade will then be calculated and reported for you using the grades you earned on the exam(s) you did take and the zero scores.

"Want of foresight, unwillingness to act when action would be simple and effective, lack of clear thinking, confusion of counsel when the emergency comes, until self-preservation strikes its jarring gong—these are the features which constitute the endless repetition of history." Winston CHURCHILL

#### **OPTIONAL Textbook**

No textbook is required for this course. All of the material that will be tested comes from lecture, the CD-Rs, D2L, and supplemental handouts. Students may, however, choose to purchase and use a textbook to supplement their learning of the material covered in lecture. If you wish to use a textbook on your own, you should be able to obtain one at the Brazosport College bookstore. Students who choose to use a textbook are responsible for matching up material presented in the textbook with material covered in class.

If a textbook were required, the following statement would apply to this class: "Required course materials are available at the Brazosport College bookstore, on campus or online at http://www.brazosport.edu/bookstore. A student of this institution is not under any obligation to purchase a textbook from the college bookstore. The same textbook is/may also be available from an independent retailer, including an online retailer." BUT <u>NO TEXTBOOK is required</u> for this particular class.

"What experience and history teach is this—that people and governments never have learned anything from history, or acted on principles deduced from it.."

Georg HEGEL

#### Lecture Materials

Lecture is accompanied by various forms of visual support material. The core component of this support material is the text "slides." These lecture presentations are available to you via D2L as voiced over PowerPoint presentations. **They constitute the course material they you are responsible for learning and upon which you will be tested**. The course is divided into 11 sections and each section (except Section 11) has two or three units of lecture. Each lecture unit is broken down into components (typically 5 or 6 per lecture unit). These components vary from 8-20 minutes in length, with a total length per lecture unit of 75-90 minutes. *Watching these components is how you will receive the course material*.

The course materials on D2L are divided into three groups, based upon exam. Within each Exam set, materials are sorted by which lecture they are from. Within each lecture module, are modules for the video presentation and modules for various support materials. Each voiced-over PowerPoint video component will be available in at least two formats (mp4 and wmv; time-permitting, mov formatted versions will also be added). Use the format that works best for you.

Sets of the visuals for each unit of lecture is available on D2L in three different versions: only the overheads with text, a mix of text and some of the graphic support overheads, and in outline form (which only contains the text). *Each version covers the same material*; the material is presented in different versions so that students may choose the version that works best with their individual learning style.

Each of the three versions discussed in the paragraph above is available in multiple formats. Each .pptx file is also available as a .ppt file and as a PDF. Each .docx file is also available as a .rtf file and as a PDF. The content of these alternate formats is the same (for example, the Text Only overhead set for Unit 3.1 Afroeurasian World contains the same information in the .pptx, .ppt, PDF, .docx, and .rtf file formats).

The assortment of versions and file formats is intended to provide students with choices, allowing you to use <u>whichever version and whichever format works best for you</u> on whatever computer, tablet, smart phone, or other device you use.

For some students it may be advantageous to print-out hard copy (in one format or another) of these text slide sets and use them in conjunction with note-taking while watching the lecture components on D2L. If you download the files on to a computer, you can then tune them to best suit your own learning needs (for example, change the font type or size in Word file). You also have different print options (PowerPoint, for example, allows you to print 1, 2, 3, 4, 6, or 9 slides per page and also allows you to print color slides in greyscale (which is less expensive than printing them in color)).

The instructor may work on certain lectures during the semester. This can take the form of adding material, deleting material, correcting material, updating material, rearranging material, or other changes. When this occurs, of course, there will be discrepancies between the Lecture Materials on D2L and the voiced-over lecture components. In most cases these changes will be relatively minor in scale. In any case, however, **students have the responsibility** of making the necessary adjustments to their notes.

"I had no idea that history was being made. I was just tired of giving in." Rosa PARKS

#### Learning Methodology

The course materials are building materials. By themselves, they do not create anything. It takes builders to turn bricks and lumber and shingles into a house. In class, you are the builder. Students are expected to use and keep up with all course material. The following are specific areas that contribute to student success in using the course materials to build knowledge:

- 1) Time Management
- 2) Deferring Non-Academic Gratification
- 3) Understanding the Syllabus Requirements
- 4) Attending Lecture both Physically & Mentally
- Engaging with the Lecture Material During Lecture 20% of students surveyed identified this as a key reason for their success in this class
- 6) Communicating with the Instructor
- 7) Study Quantity: Spending Enough Hours Studying
- 8) Study Quality: Studying Smart as Well as Hard 58.3% of students surveyed identified these last two items as <u>key reasons</u> for their success in this class

The general rule of thumb for success in a college course is to spend three hours of study outside the classroom for every hour of lecture. Since this class does not require significant outside reading, that rule

can be trimmed down to **two hours of study for each hour of lecture**. That roughly equates to five quality hours of study per week.

Our exams typically cover eight units of lecture and therefore students who wish to be successful on the measurements <u>should spend about 18 hours studying for each exam</u>. This is just a general rule of thumb. Some students may require more, some less.



Time spent by itself is also an insufficient gauge of readiness: the <u>quality</u> of the time spent creates the value, not the quantity of time spent. In short, while logging five hours of study per week is a prudent measure to take, it does not automatically guarantee superior results on the measurements.

On the plus side, once you have found a system that works for you in this class, your efficiency in studying should allow you to spend somewhat less time preparing without negatively impacting the effectiveness of your preparations.

The course materials provided on D2L are the **basic starting point** for preparing both for lecture and for the measurements (both quizzes and exams). In an Autumn 2009 survey of students who took this class, 75.8% of respondents reported that they found the lecture materials on D2L "VERY Helpful" to them in the course while an additional 18.1% found them "SOMEWHAT Helpful." In that survey:

- 23% reported using only or primarily the lecture material files with words only,
- 38.5% favored the graphics and words version, and
- 36.9% reported using both versions of the lecture materials.

In addition to the lecture material, each disc also has files of Self-Tests. The questions on the **Self-Tests** are formatted identical to the questions in Sections I and II of the Exams, so they provide practical experience at the ways your knowledge of the course material will be tested in Sections I and II. In the Autumn 2009 survey, <u>half of all respondents</u> singled out use of the Self-Tests as a **key to** the **success** they had in the course.

The Self-Tests do include some material that will appear verbatim on the exams and quizzes (60% of the questions in Section I will come directly from the Self Tests, as well as all of the Short Essay questions). But some of the questions on the Self-Tests do not appear on the measurements and, on the exams, at least 35% of the multiple choice questions on each exam do NOT appear on the Self-Tests.

You do NOT turn your Self Tests in nor are answer sets for the Self Tests provided on the disc nor will they be provided in any formal way in class. A large part of the value that students derive from the Self Tests comes for them identifying the answers themselves. As a general rule, finding the answers to the knowledge and comprehension levels questions on the Self Tests will be easy to do with the lecture materials.

In the past, many students have had success with forming group to go over Self Test answers collectively. This can even be done in the classroom after class is over. A key to using the Self Tests effectively is to take care in making sure that you get the answers correct when you go over them the first time. Students who rush through the questions tend to make mistakes and when they then use their flawed answers to study, they end up studying wrong answers. Remember, as with most of life, it is more important to be effective in using the Self Tests than to be efficient.

If a student has gone over the Self Tests and still has a few questions about the correctness of the answers they have come up with, those questions can be discussed with the instructor individually.

In order to have a chance at earning an A or B in the course the student needs to both attend lecture and take good notes. There are a variety of ways to take good notes: the student needs to come up with a system that works for them individually.



#### Measurements

This course has three exams (plus a Final and a Term Paper), all with an identical format. Students will take the exams for this course on campus at BC in Learning Services. Each exam will be open for eight days: students may take the exam at any time during those eight days that LServ has a seat available in its testing area.

Each exam will have the same four-section format:

#### I) A multiple choice section

The multiple choice section will consist of 70 questions. Students will be presented with a question or statement and then be required to select the best available answer (or answers) to satisfy the question component.

#### II) A short essay section

Three short essay questions will appear on each exam and the test taker will choose 1 of these 3 to answer.

#### III) The Take Home Quiz section

This section is done outside the classroom before the exam takes place. To satisfy the minimum requirement for this section, students must complete AT LEAST TWO (2) take Home Quizzes.

#### IV) A map identification section

The map identification section will require students to, with both precision and accuracy, identify the location of 20 geo-spatial features. This section will present one outline map and a list of 25 geo-spatial features. Student will locate where 20 of those 25 features are located.

In sum, there will be 93 questions per exam (counting the two THQs). Students will have 2 hours to complete the exams during the semester. Students will also have 2 hours for the optional Final (which is formatted differently than the semester exams; more on this in a bit).

In any given exam, each class might be taking one, two, three, or four different versions of the exam. Multiple versions are used when circumstances warrant reducing the opportunity for students to give in to weakness and engage in acts of academic dishonesty. *When more than one version of an exam is given to one class, each version is designed to be of the same difficulty level.* If the results indicate that a section in one version is significantly more challenging than the same section in another version, then the Academic Equity Curve will be used to raise the score of the lower-scoring section to make them comparable with class means. (For more on grading, see the "Grading the Measurements" section later in this syllabus).

For a synopsis of which units will be covered on which exams, see APPENDIX I.

Before the first exam, a handout containing examples of each type of question, in the format in which they will appear on the exam, will be available on D2L. This hand out should be redundant for all students for Sections I and II, because of the familiarity with the exam format they obtain from working with the Self Tests. Indeed, the examples used in the format handouts will come directly from the Self Tests.

Additionally, before each exam (including the final) a handout will be made available on D2L that will list the names of people from the lecture who are testable AND a copy of two outline maps, one of which will appear in Section IV. The handout will include a list of 30 features to locate for each of the two maps. Then, on the exam itself, one of the two maps will be used and 25 of the 30 features in the handout will be included in the exam. The student will be required to locate 20 of the listed 25.

THE EXAMS ARE INTENDED TO BE BOTH EASY AND HARD: IF YOU ARE PREPARED, THEY SHOULD SEEM EASY, IF YOU ARE NOT PREPARED, THEY SHOULD SEEM HARD

The exam questions measure material from lecture, handouts, and the course D2L site (and, when applicable, class readings). None of the exams <u>during the semester</u> are **cumulative** in specifics, but they do include items that are cumulative in broader ways. First, there is a cumulative aspect in the application of theoretical approaches, which will be used throughout the course. Second, there will be some items that require you to compare events across time and elucidate similarities and differences between them.

The optional *Final Exam, on the other hand,* <u>is cumulative</u> and will include THREE sections. These three sections will be the same format as Sections I, II, and IV on the exams taken during the semester.

<u>Multiple Choice Section</u>: This section will consist of 70 questions. 21 will come directly from the questions used in Exam 1, 21 directly from Exam 2, 21 directly from Exam 3, and 7 from the Self Tests for the units covered in class AFTER Exam 3.

<u>Short Essay Section</u>: This section will present students with 7 short essay questions (2 from the material covered by Exam 1, 2 from the material covered by Exam 2, 2 from the material covered by Exam 3, and 1 from the material covered after Exam 3.) Students will choose TWO of these 7 questions to answer for the Final, with the proviso that the two they select CANNOT both be from the same exam set.

<u>Map Section</u>: This section will consist of 2 maps each of which requires identification of 10 features (20 features total). One map will come from either Exam 1 or Exam 2, the other map will come from either Exam 2 or Exam 3.

There will, therefore, be a total of 92 questions on the Final Exam and you will have 2 hours (120 minutes) to answer them all. Of the 90 questions in the Multiple Choice and Map Sections, 21 (+10 if the X1 map is used) will come directly from the first exam you took in class, 21 (+10 if the X2 map is used) directly from Exam 2, 21 (+10 if the X3 map is used) directly from Exam 3, and 7 directly from the Self Tests for the units covered in class after Exam 3.

In other words, you will have the opportunity (provided you took all three exams during the semester and the handout with the list of short essay questions eligible for inclusion on the Final) to go over every single question that will appear on the Final Exam BEFORE you take the Final Exam.

Students are required to bring a writing implement (pen, pencil, felt-tip marker, Sharpie, basically anything you can write legibly with) with them on exam days. Students may use a highlighter or marker (like a Sharpie) or like item to fill in the multiple choice answer sheet. Answer sheets (along with the exams themselves) will be provided.

"History is the witness that testifies to the passing of time; it illuminates reality, vitalizes memory, provides guidance in daily life, and brings us tidings of antiquity."

CICERO

#### Contacting LServ to Take the Exams

Students are responsible for scheduling their exams. The student must go in person to the LServ or call the LServ at 230-3253 and schedules an appointment (M-Th 8 am, 10am, 1 pm, 5pm, or 7pm; Friday 8am or 10am) to take each exam.

The windows for taking the exams are as follows:

EXAM 1: Tuesday 27 September through Tuesday 4 October

EXAM 2: Thursday 27 October through Thursday 3 November

EXAM 3: Monday 28 November through Monday 5 December

Students must take the exams during these time periods.

**NOTE:** In order to take an exam at the LServ, a valid student ID bearing a photo of the student as well as their name must be presented as identification (the LServ does NOT accept a driver's license as ID). Dual credit students may use their high school ID. BC students who have lost their ID must get a replacement in order to take a make-up at the LServ (replacement cost is \$20).

"History is a clock that people use to tell their time of day. It is a compass they use to find themselves on the map of human geography. It tells them where they are and what they are." John CLARKE

#### On-line Quizzes

There will be twelve online quizzes during the semester. You will take these quizzes on D2L. Each quiz will consist of 10 questions. If you get seven or more questions correct, you will earn a PASS for that quiz.

#### The Take Home Quiz REQUIREMENT

Each Student is required to turn in <u>at least two</u> THQs for each exam (these will be from the set of THQs for each exam)

Students have complete freedom of choice in selecting which THQs within each required set.

Each student can turn in up to FOUR (4) THQs for each exam.

The THQ Component of each exam (Section III) is worth 20% of the exam grade. Each THQ can earn up to 10 points. These points will be added directly to the Section III component of the exam grade.

If a student turns in three (3) THQs, the scores of all three will be summed to generate the Section III score, with a maximum score of 25 (out of 20)

If a student turns in four (4) THQs, the scores of all four will be summed to generate the Section III score, with a maximum score of 30 (out of 20)

The THQs are intended, for the most part, to push students intellectually. If they are doing the job they are intended to do, then students should feel challenged as they work on them. If you are not sure what the reading is saying, not sure what the questions in the THQ expect from you, and are not sure how the reading and the THQ questions relate to one another, then the THQs are doing their job. You should feel a bit out of your depth.

The purpose of these measurements is to push you to think in ways that you may not be used to thinking in on a regular basis. That's how mental skills are developed. It's like if you go to a gym to improve your physical health: you need to run faster and farther than you are used to in order to improve cardio-vascularly and you need to lift heavier weights than you are comfortable with to improve muscularly; likewise with your brain: you need to think in challenging ways to improve cognitively. That's the primary benefit you will get if you make an honest effort at answering the questions in the THQs.

The BC Writing Center can help you figure out how to approach and accomplish the THQs. *If* you go to the Writing Center for assistance AND fill out a WC Reflection form (which describes what you did and how the WC helped you out) and attach the form to your THQ (or turn it in separately if you submit your THQ via D2L), then one (1) point will be added to whatever score you earn on that THQ.

In addition to the THQs that are required for each exam, you may also choose to do additional THQs and turn them in towards your EP score.

#### The Term Paper

Each student will write a term paper for this course. The appear is worth 21% of the course grade. The term paper will be about the events that take place in a specific year (and hence is called a Year Paper).

Students will be given a list of about 5 different years to pick from: they will choose one year for their paper. The paper needs to be thematic, emphasizing two or three or four things/events/ideas/people/etc. that are most significant. Significance is determined by the focus the student chooses for their Year Paper. For example, if one's focus is science and technology, then political events may be mentioned to provided some context but the events that are focused on will be in the science and technology realms.

The paper is NOT an annals paper: you are NOT going to simply list things, one after another, in the chronological order in which they appeared.

After choosing their year and initiating their research, students will submit an outline of their paper which will be graded on a good/fair/bad scale. After completing the bulk of their research, students will write a rough draft, which will also be submitted for a grade. The student will then take into account the instructor feedback on the rough draft when they write their final draft.

Sources for the Year paper MUST include:

- 1) At least three primary sources
- 2) At least two journal articles
- 3) At least one government document
- 4) At least four monograph sources (published books that are written about a specific topic)
- 5) At least two encyclopedia sources
- 6) At least five on-line sources
- 7) At least two sources that were specifically recommended to you by a BC librarian
- 8) At least one source that is a work of fiction (novel, poetry, epic, etc.)
- 9) At least three sources that are not written in words (music, maps, paintings, photographs, etc.)

Here are the suspences for the Year Paper:

Outline due: Week of 3-7 October

First Draft due: Week of 14-18 November

Final Draft due: Week of 5-9 December

#### Grading the Measurements

Quizzes will be graded for either accuracy of information (if they are at the knowledge level) or for cogency of argument (if they measure higher order thinking skills).

Team activities will be assessed based upon how well team members demonstrate that they came to class prepared AND upon the quality of the cognitive processes they demonstrate during the discussion.

On the Exams, the criteria for grading individual questions is based upon question type:

For multiple choice questions, the student is required to select the best possible answer (or answers if the question requires more than one response) from the alternatives provided. In some cases this means rejecting alternatives that are partially correct in order to select alternatives that are predominantly correct.

The short essay will be measured according to several criteria: clarity, logical organization, effective use of evidence, soundness of argument, felicity of writing style, authorial voice, and factual accuracy.

For the THQs, grading will be based on evidence of having read the material and created meaning from it, evidence of having grappled with the issues raised by the questions, cohesiveness of argument, clarity of writing, presence of an authorial voice, and, overall, historical thoughtfulness.

For the map identification section, answers need to be **accurate** (regarding the location of features) and **precise** (<u>minimal ambiguity</u> about which feature is being identified).

For the first 20 fully correct answers, students will receive 0.5 points each (so a "100%" score would be a 10).

If a student *fully and correctly identifies more than 20* of the 25 features included in the question, they will receive 0.4 points for each extra feature identified (for a maximum of 2 extra points on this question).

For **each answer** that is wholly **incorrect**, 0.2 points will be <u>subtracted</u> from the students score for Section IV.

For a more detailed layout, with examples, of how the exam sections will be graded, see APPENDIX M.

The exam grades will be graded on the standard scale:

A = 90 - 100 B = 80 - 89.99 C = 70 - 79.99 D = 60 - 69.99F = 0 - 59.99

After the initial grading of each set of exams, several procedures may take place.

One of these is question analysis. For more on this process, see APPENDIX O.

In the event that the results of the initial grading reveal that there were systematic equity issues in one or more sections of a specific exam or between different variants of the exam, action will be taken to

# mathematically correct for these faults in the exam. Individuals whose performances were adversely affected by these faults, will have their grades

**adjusted upward** using an academic equity curve (presented in more detail in APPENDIX P)

It is important to note that this use of a curve will only be used in cases where systematic flaws in an exam have been detrimental to individual students.

In cases where a majority of students fail a fair exam because they had not mastered the material, those students will receive the failing grades that they have earned.



#### Calculating the Course Grade

The **course grade** will be calculated in ONE of TWO ways, depending on whether or not the student takes the Final Exam.

If a student is satisfied with the course grade they have earned with their three required exams, their quiz score, and their Year Paper score; then that student does NOT need to take the Final Exam. Their grade will be calculated using their Exam 1, Exam 2, Exam 3, quiz, and Year Paper scores.

On the other hand, if a student is NOT happy with their course grade based upon Exam 1, Exam 2, Exam 3, quiz, and Year Paper scores, they can take the Final Exam and their Final Exam score will replace their low Exam score OR their Year paper score (if it is lowest).

It should be born in mind that the Final Exam is CUMULATIVE **but** in such a way that it retests students using the exact same questions they have already seen on Exams 1, 2, and 3 (and on the Self Tests for the units covered after Exam 3 is administered).

The proportional value for each component of the course grade for students who do NOT take the Final Exam is as follows:

Exam 1 Exam 2 Exam 3	23% 23% 23%
Year Paper	21%
Quizzes	10%
TOTAL:	100%

The proportional value for each component of the course grade for students who TAKE the Final Exam to replace a low exam score is essentially the same:

Highest Semester Exam	23%
Second Highest Semester Exam	23%
Final Exam	23%
Year Paper	21%
Quizzes	10%
TOTAL:	100%

The same is true for the proportional value for each component of the course grade for students who TAKE the Final Exam to replace their Year Paper score:

Exam 1	23%
Exam 2	23%
Exam 3	23%
Final Exam	21%
Quizzes	10%
TOTAL:	100%

Course grades will then be assigned in accordance with the standard scale:

 $\begin{array}{l} \mathsf{A} = 90.00 - 100 \\ \mathsf{B} = 80.00 - 89.99 \\ \mathsf{C} = 70.00 - 79.99 \\ \mathsf{D} = 60.00 - 69.99 \\ \mathsf{F} = 0 - 59.99 \end{array}$ 

**SPECIAL NOTE FOR DUAL CREDIT/CONCURRENT STUDENTS:** the procedures for reporting your 6 Week Pass/Fail "grade" are described in APPENDIX S.

"With reference to the narrative of events, far from permitting myself to derive it from the first source that came to hand, I did not even trust my own impressions, but it rests partly on what I saw myself, partly on what others saw for me, the accuracy of the report being always tried by the most severe and detailed tests possible. ... The absence of romance from my history will, I fear, detract somewhat from its interest; but I shall be content if it is judged useful by those inquirers who desire an exact knowledge of the past as an aid to interpretation of the future, which in the course of human things must resemble if it does not reflect it. My history has been composed to be an everlasting possession, not the showpiece of an hour."

#### THUCYDIDES

#### **BC's Academic Dishonesty Policy**

Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the Brazosport College Student Guide for more information. This is available online at http://www.brazosport.edu.

Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may, at a minimum, result in the penalties specified on page 40 and 41 of this syllabus for this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

Please refer to the *Brazosport College Student Guide* for more information on BC-wide policy. This is available online at http://www.brazosport.edu by clicking on the "CATALOGS AND SCHEDULES" link under the heading "STUDENTS." It is also available in hard copy.

Dual credit/concurrent students will, in addition to all of the BC procedures, be reported to the counseling department of their high school. Any and all actions that their high school requests be taken as a result will be submitted to BC's Dean of Student Services and, if the Dean approves, be implemented in addition to sanctions imposed on the BC side.

#### A Few Additional Notes on Academic Dishonesty

Academic dishonesty can take various forms. In the humanities, its primary form is plagiarism. The essence of plagiarism is presenting someone else's work as your own. Every time you turn in an exam, a quiz, a paper, or any item that has your name on it, either directly or implicitly, you are making the statement: "This is my work, I created this." When you place your name on another's work, you are making the claim that that person's work is your work and that is plagiarism.

The product you create, whether it be an answered quiz or a paper or a presentation, is the end result of a scholarly process. For exams, for example, the process that precedes the taking of the exam is studying. The portions of the process that <u>precede</u> creation can often benefit from collaborative work. For example, if you have a take-home quiz, you might benefit from discussing the nature of questions on the quiz with classmates. If the quiz focuses upon a reading, you might benefit from sharing your understanding of what you read with a classmate who can offer you what their understanding is. *This type of collaborative scholarly work is acceptable and, in many ways, desirable.* 

You do need, however, to be careful to avoid plagiarism. When discussing what a question requires, for example, an acceptable form of collaboration would be to say that you think the answer would require some explanation of why a certain event occurred. An unacceptable form of collaboration would be to agree that "Cause A" needs to be in the answer to explain why a certain event occurred.

#### IT IS ESSENTIAL THAT YOU AVOID DISCUSSING THE SPECIFIC CONTENT OF ANSWERS.

Each student has to formulate the specifics of their answer on their own.

It is also important that you avoid participating in collusion. For academic purposes, if you make any of your work available to another student and they plagiarize your work, whether you were aware that they were going to do so or not, <u>you have committed collusion and you are guilty of an act of academic dishonesty</u>. Helping friends and colleagues learn is a very good thing; helping them to get a better grade without learning is academic dishonesty.

If you do discuss the readings and or the Take Home Quiz questions with classmates, DO NOT write down your answers immediately after collaborating. When you discuss what readings or questions mean with others, you are engaging in deliberative mode (D-mode) thinking. The answers that you come up with for the various quiz questions need to come from you thinking in contemplative mode (C-mode). You need to take some time on your own to come up with answers that are uniquely your own.

When you sit down to actually put your thoughts on paper, you must do so on your own. This way, you avoid the temptation to copy another's ideas or words and, instead, create your own work. The creation of your work, whether it be an exam answer, an essay, or an oral presentation, must be your work and your work alone.

In a similar way, when you are working in groups, the product that the group creates must be the creation of that group, not a copy of another group's or individual's work. Everyone who participated in the group puts their name on the work that the group creates, and thereby asserts creative ownership of that work.

You should note that it is possible to commit plagiarism accidentally. If you have discussed answers with another student, when you sit down to write down your own answers you may not be consciously aware that you are actually writing down that other student's ideas and/or words.

#### Plagiarism committed accidentally is still plagiarism and is still an act of

<u>academic dishonesty</u>. Think of shooting and killing someone with a gun: if you do it deliberately and intentionally it is murder, if you do it through negligence rather than intent, it is manslaughter: either way a person is dead and either way you have committed a felony.

Academic dishonesty is abhorrent. Cheating, by definition, is a process whereby students sacrifice something meaningful—their integrity—in order to obtain something largely meaningless: a letter written on a sheet of paper. Don't give in to the temptation to take short cuts and thereby sacrifice your integrity. Don't be weak and do something that sacrifices both your own self-respect and jeopardizes the respect that you are held in by your peers and by members of the BC community.

Jumping over a scale, cheaters also sacrifice one of their finite opportunities to grow and learn in order to, instead, maintain their ignorance (and indulge their laziness). The single biggest reason not to cheat is self-respect: don't shame yourself, don't belittle yourself, don't degrade yourself by cheating.

Nonetheless, cheating does occur and BC has a procedure to deal with it. The initial response will be as follows:

During the taking of the Exams: Any act of academic dishonesty on the exams will result in a zero score for that exam.

On the Take Home Quizzes:

First Incidence of plagiarism or other form of academic dishonesty: The Section III grade for that exam will be assigned a score of zero (0).

Second Incidence of plagiarism or other form of academic dishonesty: All of the Section III grades for every exam will be assigned a score of zero (0)

Additionally, if an act of academic dishonesty is significant enough, or if a <u>pattern of academic dishonesty</u> <u>is established</u>, students will receive a failing grade <u>for the course</u>.

To reiterate BC's policy on these matters, students who engage in academic dishonesty will be reported to the office of the Dean of Student Services for further action. This process involves entering the student onto a list whereby all other BC professors can be aware of the history of academic dishonesty and possible administrative action by BC.

Finally, students reported for academic dishonesty have the right to appeal any penalties imposed upon them. The process of adjudication and appeal for such cases is described in the *Student Guide*.

"What the people want is very simple. They want an America as good as its promise." Barbara JORDAN

#### Contacting the Instructor

Contact information is available at the beginning of this syllabus. E-mail is probably the single best way to communicate, because it provides a clear record of the topic under consideration. I will try and respond to e-mails in as timely a fashion as possible.

There will also normally be a bit of time either before or after class (or both) for quick exchanges of information.

For individual meetings, appointments are best. The meeting can then take place in my office (B.242) or down in the library. With appointments it is always advisable to make sure that the instructor has written down the date, time, and place of the meeting. It is always advisable, when applicable, to send an e-mail reminder note.

During office hours my office door will be open (except when my office hours are held in the Student Success Center) and students may walk in without an appointment (when doing so, it would be advisable to identify yourself by name and class right off the bat). Making an appointment increases the chances I'll actually be in my office when you show up (it is inevitable that I will miss some of my office hours during the semester when I am summoned elsewhere).

I will also be in my office at times when office hours are not scheduled. If you find me during those times, we can meet provided that there is nothing else currently going on that out-prioritizes you. If you come to the office and I am not there, the office door has a small corkboard to which you may tack notes and there is also a letter cubby adjoining the door where you can leave a note (there is enough space under the door for sliding a few pages through, too).

NOTE: The general rule of thumb amongst professional communicators is that, if you want someone to remember what you told them, you need to tell them FOUR SEPARATE TIMES. This rule is particular true for middle-aged, occasionally absent-minded history instructors. If you really want me to remember what you tell me: **tell me FOUR times** (it also helps if you encourage me to write it down).

If you wish to contact my boss directly, he is Professor Wayne Pryor, the Chair of the Division of Social Sciences and Business. His office is B.245A, his e-mail is wayne.pryor@brazosport.edu, and his office phone number is (979) 230-3222. You can also contact the Divisional Secretary, Ms. Susie Kalenda (B-245; susie.kalenda@brazosport.edu; (979) 230-3226). If you have something to drop off and do not want to leave it at my office, you can give it to Ms. Kalenda in B-245 and she will make sure that it gets to me.



A full schedule for the semester is located in APPENDIX W.

The lecture sequence for the course may be found in APPENDIX X.

# APPENDICES to the COURSE SYLLABUS

# APPENDIX A

#### Advise from Students Who Took this Course in 2015 & 2016

The following question appeared in an end of course feedback form for this class: QUESTION: If a student were to come up to you and say they had just registered to take this class, what advise would you give them?

#### ANSWERS (from Spring 2016 Students):

Do everything ahead of time; it is better to just be ready than struggling

Pay attention and study for test // Listen, print notes, do Self Tests

There is a lot of material to cover but learning the material well from the beginning makes you able to learn the latter material easier

Go to CLASS, don't skip cause you're TIRED! // Study hard

Everything to know for this course is given to you, it just depends how much effort you're going to put in it to pass

Be prepared to study course material outside the classroom

Stay on top of the THQs and always come to class

The harder you work the more it will pay off // Go to D2L a lot. Don't slack.

Use all the material that is given for the exam: take home quizzes, hand out, SELF TESTS

Do as many THQs as possible, study the Self Tests, and be engaged in class

I would tell them that the lecture style is different and confusing AT FIRS T. After a couple they will figure it out. Take notes. Print out all Self tests and do every single one of them. Do  $\underline{4}$  THQs. Study both maps. Put names on note cards and study them.

You made a good choice. Just access your course material and you're good. You can get a good grade if you follow the instructions.

Let everything that happens happen // Study hard // Study // STUDY!

Make sure your studying time is committed 100% // Pay attention

Study the Self Tests, print them out before class, fill them out during lecture

Do the Self Tests and get ahead on the Take Home Quizzes

Study, and be prepared to do a lot of singing and Self Tests

You're gonna love it. Use the Self Tests. // Study the Self Tests

Study a lot, pay attention, and have fun! // Do the Self Tests

Use all of the resources that there are // Study, study, study!

Don't procrastinate! Be ready for an interesting and exciting class.

Come to every class / stay involved / use the CD-R / do 4 THQs / do the Self tests

Do the Self Tests and read the pamphlets // Study hard and you will pass

Take the course, it's fun and interesting // Study for the exams

To study when the test materials are given or even before. Prepare your vocal chords and dancing shoes as well :)

Study more than you think you should // Take it, this class is awesome!

I would say that the class is great and you shouldn't have a problem with it

Do and study Self Tests; Take your time to read and understand Take Home Quizzes; Learn your maps: find a system that works for you; Read your pamphlets

Make sure to complete and study the Self Tests! // Self Tests

Study for exams ahead of time and do your Self Tests

Take your time; Study A LOT for the first exam; Do at least 3 THQs for each exam

Put in the effort you need for a good result // Study your butt off

Do the Self tests and take your time on the Take Home Quizzes. Also, take notes because they help you retain information.

To do the Take Home Quizzes and study, study, study // Study

Get ready to work and study outside class, but it is worth it

To pay attention and do Self Tests and study // Study hard & do the THQs

Good class, just A LOT of studying; professor is cool

Do your best and put in 110% no matter what! // Don't Procrastinate!

Be active and involved during class // Study for the tests really well

Study and start THQs early; DON'T WAIT: you don't have as much time as you think you do

They made a great choice and will do fine if they study

Start studying as soon as he goes over Unit 1.1 // Study for the exams

It's not hard but it's not easy: just do your work and turn it in on time and study and you'll be fine

Make a schedule and study as much as you can // Do the SELF TESTS

Pay attention during class, study hard, don't procrastinate

This is a good course as long as you study // Be prepared to study!

At first it will be hard, but if you keep working it will get easier along the way

Study Study Study Study Study // Print out the Self Tests and study them

Be ready to study and make time to do classwork // Take good notes

It's hard: do your Self Tests and show up for every class

It is a very rewarding class and easy to understand // Do not be absent

Get your hand ready to write // I would say it is a great class and you will love it

Pay attention and study the course material (slides). Have confidence when writing. Effort goes far: if you push yourself, you can do it

# APPENDIX B

#### Student Resources at BC

In addition to what you do collectively as a class and individually outside of the classroom, there are other resources available to you to help make this course a success. Assistance with improving your academic skills is available from a number of on-campus resources.

#### Learning Services (LServ)

Brazosport College **Learning Services** (LServ), for example, has both handouts and on-line tutorials (www.brazosport.edu/~lac) designed to improve study skills. The LServ, located on the first floor conjoined with the BC Library also has study/conference rooms that can be reserved for group study as well as a great many computers dedicated to student use.

#### Student Success Center (StuSu)

No-fee tutoring is offered at the **Student Success Center** (StuSu ["stew sue"]) located on the second floor of the main building above the counseling and registration office. Tutors are available both by appointment and, during certain time periods, on a drop-in basis. Check the tutoring schedule at the StuSu for further information (or call the BC Counselors desk at 230-3040). On-line tutoring is also available.

#### **BC Writing Center (WC)**

The **Brazosport College Writing Center** is also located within the StuSu. The Writing Center provides drop-in tutoring Monday – Thursday 9 am – 8 pm and Friday 9 am – noon. Online tutoring and other times are available by appointment. The Writing Center can assist with brainstorming, organizing and developing paragraphs, understanding professors' directions, learning about the University of Chicago citation standards (and other styles as well), learning how to avoid plagiarism, improving mechanics, using Microsoft Word, becoming an even stronger writer, and more. You can also check out their growing collection of handouts, videos, and other online resources. For questions, contact Dr. April Julier at 979-230-3174 or april.julier@brazosport.edu

**NOTE:** Students who use the Writing Center to assist them with the Take Home Quizzes will earn *an extra credit point* for that quiz. There is a Writing Center form to document each visit to the Writing Center.

#### **BC Library**

Another on campus resource that can be of use to students of history is the **BC Library**. The library has both human and non-human resources available to you. The librarians are trained and experienced at assisting students find the information they need for various assignments and you should not hesitate to ask a librarian for assistance with any academic needs that you have. On the non-human side, the Library offers a vast array of hard-copy and electronic resources that can augment your understanding of material covered in this course. For our class, **library resources may be most valuable for students working on the group oral presentation**.

Library hours are Monday-Thursday 7:30 a.m. to 9:30 p.m. and Fridays from 7:30 a.m. to noon. The library also has a variety of resources that you can access on-line. These include databases as well as e-books. Additionally, the library has recently added a service whereby students can text a question to a reference librarian and get an answer back on their phone (you should stop by the library to pick up specifics on how to use this service).

#### Student Success Mentoring Program

A final resource you might consider is the **Student Success Mentoring Program**. This program offers several options for BC students. For students new to Brazosport College (fewer than 12 transferable credit hours of coursework), the mentor program can pair up individual students with individual mentors who will share the skills that have made them successful here at BC. To use a military analogy, the mentors are like battle-hardened sergeants who take rookie soldiers under their wing to help them both stay alive in combat and become warriors in their own right.

In addition, the mentors offer a variety of less structured, more informal support for all students here at BC. If you are looking for someone to talk with about class issues, other school matters, or just anything in general, you can stop by the mentors office and talk. The mentors may be able to direct you to other resources here at BC or offer some advice directly or, barring either of those, at least offer an empathetic ear.

You can find out more about the Mentoring Program by going on-line to the BC home page, pulling down the menu "Current Students", and clicking on "Student Mentors" listed under the "Support" heading. From there you can follow links to learn more about the program and the individual mentors.

If you are new here at BC and looking to maximize your chances of success, contact the mentors and see if the program might work for you. They can be contacted by phone at (979) 230-3439; by e-mail at bcmentoringprogram@brazosport.edu; or in person in their office (E.213), which is located in the StuSu.

#### **Counseling Center**

The Brazosport Counseling Center is a resource available to all BC students. It is located in the E-Wing from 8 a.m. to 6:30 p.m. In addition to advisement for registration and career counseling, the Counseling Center also offers assistance for dealing with unforeseen crisis, both big and small. For example, if you found that your schedule of classes, work, family, and life was proving more demanding than you'd anticipated at the beginning of the semester, counseling services are confidential. You can visit in person or call: LaTanya Miles (E-117; (979) 230-3429), Mary Suttle (E-110; (979) 230-3238, & Lana Walters (E-119; (979) 230-3240).

# APPENDIX C

#### Honors Credit

Any student may enter into an Honors Contract with this class and earn Honors credit upon successfully completing the course (with a grade of A or B) and completing the terms of their contract.

The Honors Contract will require the student to complete an independent research project on a topic related to the course. Throughout the project, the student will be supervised by the instructor (this will entail biweekly "progress meetings"). At the end of the semester, the student will turn in to the instructor the findings of their research. This is typically a research paper, but it can take other forms (depending on what the student and the instructor had worked out at the beginning of the semester. As alternatives to a written paper, students could present their findings in the form of a video or a comic book, for

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example. Other examples are performance (if, say, you research some aspect of the history of music) or building a version of what you studied (this lends itself to projects involving the history of technology))).

The student must also make an oral presentation of their findings to a gathering of other Honors students. This presentation can also take several forms, but the preferred form for this class focuses on process rather than product; in other words, tell us about your experiences doing the research and analyzing it.

Conducting a research project can be endlessly fascinating and a lot of fun, but it will also be demanding of a good deal of time, attention, and mental energy. No student, whatever their aptitude for doing a research project, should attempt an Honors Contract unless they have enough time, energy, and flexibility in their schedule during the semester to make the dedicated effort necessary to complete the contract.

Additionally, students are responsible for not only doing the work necessary but <u>also deciding what work</u> <u>is required</u> (this is the standard way that graduate students in history work on their theses (Master's degree) and dissertations (Doctor's degrees)). To successfully complete an Honors Contract, therefore, requires that you can work comfortably with a considerable amount of independence.

If a student begins an Honors Contract but then finds, for whatever reason, that they cannot complete the contract, they can cancel their contract without any penalty. Sometimes even the best of intentions are foiled by life, so there is no stigma about not completing a contract.

Students who are interested in doing an Honors Contract should contact their instructor and discuss the possibilities. You may also contact the Honors Program to find out more:

In person by visiting the Honors Atrium located inside on the second floor of BC's Main Building between the J and L wing. Feel free to talk with Professor Carrie PRITCHETT, Director of the Honors Program, in her office in the Honors Atrium (H-201) on the second floor of BC's main building;

On-line by visiting the Honors Program pages which you can find by way of the BC home page OR by e-mailing Professor PRITCHETT, at carrie.pritchett@brazosport.edu

By phone, by calling Professor PRITCHETT at (979) 230-3538 or Ms. Sophia TREVINO, the Honors Program Office Specialist, at (979) 230-3436).

There is paperwork involved and students who enter into a contract are responsible for seeing to it that all of the paperwork is taken care of. The instructor can also speak with students individually about the research aspect of the process.

# APPENDIX E

#### BC Campus -wide Emergency Policies

Brazosport College is, of course, concerned about the physical safety and wellbeing of all its students. Consequently, whenever it is believed likely that a weather or other emergency will adversely impact the Brazosport area, BC closes down. If we face the probable arrival of, for example, a hurricane or an ice storm, students should check the BC web site to see if the college is going to be open for business or will be closed. In general, when BC closes for a weather event, both the closing date and time **AND** the projected reopening date and time will be posted to the web site. Additionally, inasmuch as it will be technologically possible to do so, the professor will send out messages pertaining to the closure and re-opening of BC using the class e-mail distro list in D2L. These messages would, among other things, give you a heads up on how the lecture schedule **and exam schedule** may or will be modified as a result of BC's temporary closure.

In the event of an unanticipated emergency that occurs while classes are in session and that effects the campus (which could include such events as a chemical spill, fire, accidental or intentional explosions, or a live shooter on campus), we should be notified in our classroom by the campus security system (this incorporates both a campus-wide alarm network and individual classroom notification through the speaker on the classroom telephone).

If the emergency calls for *a lock-down response*, we will remain in the classroom until notified to do otherwise. If possible, the instructor or a student will lock the door (it locks from the inside with a twist of the round switch on the door knob itself). If necessary, we will barricade the door with the desks and chairs. In an active shooter situation, we will then turn off the lights and move to a corner of the room that is not visible through the exterior window. ALL CELL PHONES SHOULD BE TURNED OFF. When notified by authorities, we will either return to normal college mode or leave the room as instructed by law enforcement or campus officers. We may be required to leave with our hands clasped over our heads (in part so that we are less likely to be identified as threats by law enforcement snipers) and we may be subject to a physical search upon leaving.

In the event of an emergency that calls for us to *Shelter in place*, we will follow the general rules of the lock-down only without locking/barricading the door. In addition, we may be called upon to attempt to seal the edges around the door [this would be to minimize the ability of toxic gases or harmful airborne particulates and/or chemicals to contaminating the air we breathe inside the classroom] with whatever tape is available in the classroom.

If the emergency calls for *an evacuation response*, we will leave the room as calmly and as quickly as possible. We will travel as a group along the designated evacuation route into parking lot adjoining the Administrative Offices in the C Wing (or elsewhere, if instructed by campus or officials or first responders). We will then wait for instruction (either to return to class or to go home or to report somewhere else). In an actual evacuation, we will leave the room **unlocked** (to allow responders free access to check the classroom). So, when evacuating, bring your stuff with you (unless we are instructed to evacuate hurriedly, in which case remind yourself: "My life is worth more than any and all of the stuff I brought to class.")

*BC conducts periodic drills* of all three of these emergency procedures, so everyone needs to know the basics of all three. Each classroom is equipped with a brochure (normally posted near the door) that provides a quick review of the procedures. We need to be ready to respond both to any actual emergency and also to any and all drills that BC conducts.

# APPENDIX F

#### Individual Emergency Situations

In an individual or small group emergency, such as a student falling down stairs and injuring themself, call 911 as quickly as possible. 911 calls made using campus phones will automatically notify both BC security and the local 911 response center. If you use a cell phone to call 911, notify Campus Security immediately following your 911 call (or have someone else on the scene do so). The Campus Security office is located in D.206 and they can be contacted at (979) 236-3959 (or by dialing 0 on a campus phone).

If you become aware of a situation that seems likely to lead to an emergency, you can report that via the BC Tip Share program. **Tip Share** allows you to report (anonymously, if you wish; always confidentially) any safety hazard on campus, potentially threatening situation, criminal activity, or anything that makes you uneasy. You can access the Tip Share reporting page various ways through BC's home page (such as the A-Z directory and via the "Students" pull down menu). Tip Share gives you the opportunity, if you need it, to help keep your campus safer and more hospitable.

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# APPENDIX G

#### D2L Connection Procedures

- 1) Go to the Brazosport College home page AND click on "Students" in the bar near the top of the page
- 2) Click on "Virtual Campus" in the menu under "Support"
- 3) LOG IN by entering your Brazosport College username and password
- 4) Click on HIST 1301 under the "My Courses" menu
- 5) To access the files that have been loaded, click on "content" in the menu bar

6) The Drop Box for submitting materials (like Take Home Quizzes) on-line is available by going to pulldown menu triangle/arrow next to "assessments" on the menu bar

7) To access your grades that have been posted to D2L, go to the pull-down menu triangle/arrow next to "assessments" on the menu bar and select grades. NOTE: **Ignore** any calculations that D2L makes of your course grade: the grading system for our class is incompatible with D2L's grading calculator. The **ONLY valid numbers** that appear in this section are the <u>specific grades for specific measurements</u> (such as exam grades and points for specific segments of the Engagement Portion score.

8) To send an e-mail via D2L, click on the "communication" button and then select "e-mail" in the drop down menu that appears. The only way that the instructor can communicate with you about your grades via e-mail is through D2L (the only other way is live and in person; federal laws (specifically a law known as FERPA) prohibit instructors from talking about student's grades via telephone).

# APPENDIX H

#### D2L Module Organization

The files are sorted into modules (which are like folders); here is the modular architecture for our course's D2L Contents section:

LECTURE MATERIALS

OVERHEADS CWith Text & Graphics CCCCSeparate module for each of the Lecture Units (U1.1 through U10.4) 27

☐ Just Texts

CCCSeparate module for each of the Lecture Units (U1.1 through U10.4)

#### COutline Format

⑦⑦⑦Separate module for each of the Lecture Units (U1.1 through U10.4)

## VOICED OVER VIDEO COMPONENTS

#### mp4 format

② ② ② Separate module for each of the Lecture Units (U1.1 through U10.4)

#### Wmv format

⑦⑦⑦Separate module for each of the Lecture Units (U1.1 through U10.4)

# SELF TESTS

它它它Separate module for each of the Lecture Units (U1.1 through U10.4)

# CLASS HANDOUTS

## PAMPHLETS/BROCHURES

CCSeparate module for each of the Lecture Units (U1.1 through U10.4)

#### OTHER LEARNING AIDS

⑦⑦⑦ Separate module for each of the Lecture Units (U1.1 through U10.4)

# TAKE HOME QUIZZES

EXAM 1 THO SET

一合合的 Separate module for each THQ

EXAM 2 THO SET

合合了Separate module for each THQ

ETEXAM 3 THO SET

Separate module for each THQ

# EXAM PREP HANDOUTS

EXAM 1

Format Review

#### 🗁 Maps

Blueline

#### EXAM 2

Format Review

∕⊂∕Maps

Blueline

#### 🗁 EXAM 3

Format Review



The actual files or links are located within the last sub-module in each chain of modules: for example, the files with the outline format of the lecture material for UNIT 2.1 would be found by opening, in order, the following modules:  $\bigcirc$  LECTURE MATERIAL  $\Rightarrow$   $\bigcirc$  OVERHEADS  $\Rightarrow$   $\bigcirc$  Outline Format  $\Rightarrow$   $\bigcirc$  UNIT 2.1

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The files for Lecture Materials, Self-Tests, and Take Home Quiz Sets exist in multiple formats (.docx Word documents, for example, will also be available in RTF and PDF formats) so that students can pick the format that works best for them. The links to the voiced over PowerPoint presentations (with each Lecture Unit divided into multiple components) will also eventually be available in two formats (mp4 and wmv) so that students may choose which format works best for them.

# APPENDIX I

Exam Synopsis (online)

Exam 1: Covers Units 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, & 4.2 (8 units) Time period covered by this material: prehistory – 1630s.

Exam 2: Covers Units 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, & 7.2 (8 units) Time period covered by this material: 1580s - 1786.

Exam 3: Covers Units 7.3, 8, 9.1, 9.2, 9.3, 10.1, 10.2, & 10.3 (8 units) Time period covered by this material: 1787 - 1865

Optional Cumulative Final: Covers Units 1.1 through 10.3 & & 10.4 Time period covered by this material: prehistory – 1877.

# APPENDIX M

How the Exams are Graded

#### Section I / Multiple Choice

Each exam will have 50 multiple choice questions. However, since each question may have as many as four answers, the total number of answers will vary from exam to exam. Most exams will have between 65 and 75 answers.

It is the answers that are graded in this section, not the questions. Your raw score for this section is the number of answers you got correct. That raw score is then divided by the total number of answers and then that number is multiplied times 45 (because Section I is worth 45% of the total exam score) to obtain the number of exam points you have earned from Section I.

Here are two examples to show you how it works.

Example 2. Suppose there are 73 answers in Section I (of the 50 Qs, 28 require 1 answer, 13 require 2 answers, 5 require 3 answers, and one requires 4 answers) and you get 55 answers correct on the exam. The amount of exam points you would have earned from section I would be

(55/73)\*45=33.904 (which rounds to 33.9)

#### Section II / Short Essay

Each exam will require students to write out 1 short essay (students will pick from three options in the exam).

For section grading purposes, the short essay can earn up to a 100, with the standard letter grade division (90-100=A, 80-89.9=B, etc.). For exam grading purposes, the grade for the short essay will be divided by 100 and then multiplied by 25, since Section II is worth 25% of the exam score.

Here are two examples to show you how it works.



Example 2. Suppose a student does not complete the short essay but the part they do get done earns them a 37. The amount of exam points you would have earned from section II would then be

(37/100)\*25=9.25 (which rounds to 9.3)

#### Section III / THQs

Each exam requires that you complete at least two Take Home Quizzes which constitute your score for Part III of the exam. You will do the THQs at home and either bring in a hard copy of your answers to turn in with the exam or submit electronic copies of your answers via D2L. If you submit a hardcopy, it may be handwritten or prepared on a computer or, if you want to go really old school and can find a machine that works, you can type it out on a typewriter. If you submit electronically, you may submit a .docx file, a .doc File, a .rtf file, a PDF, or any type of file that D2L will accept. Bear in mind that D2L can be cranky.

Each THQ consists of a reading portion and a set of questions related to the reading portion. Some THQs have longer readings than others; some have more involved questions than others.

The two over-riding criteria for grading your THQs are:

- 1) Is there evidence in your answers that you actually read the readings
- 2) Is there evidence that you grappled with the issues raised by the questions

Evidence that you actually did the readings could include discussing particular points brought up in the readings, whether in the narrative or the argument; engagement with ideas brought up in the reading; confusion about what you read expressed in specifics; and/or a strong response to the reading (whether that response be intellectual, emotional, psychological, etc.)

Evidence that you grappled with the issues raised by the questions could include a clear expression of what those issues were; a reiteration of the definitions of theoretical approaches raised by the questions; answers that connect specifics of evidence from the reading portion with the focal point of a question; and or a strong response to the issues raised by the questions (again, that response could be intellectual, emotional, psychological, etc.)

You may have trouble understanding key components of some of the readings. If so, go to the **Writing Center** for help. Likewise, you may have trouble understanding what issues the questions are dealing with; the Writing Center can help here to. You can also ask your instructor before class, after class, during office hours, or via e-mail. It is acceptable to answer some questions with a proviso like this: "I didn't fully understand what the question was asking but as near as I could tell it was asking [write out your interpretation of the question here]"; and then answer your understanding of the question. Here are two examples to show you how it works.



Good answers to THQs are not bad answers. Bad answers tend to be perfunctory (saying very little), generic (making no identifiable reference to the reading or the question or either), and generally vague (citing little to no specifics of evidence to support their argument, if they even have an argument). **Good answers** tend to:

demonstrate an accurate grasp of theoretical elements,

be concise,

be logically presented,

be clearly stated,

(and) be well supported with specifics of evidence.

Very good answers may earn an extra point. Also, students who use the Writing Center and document that with a WC Reflection sheet will earn an extra1 point added to their THQ score. (both of these bonuses appear in Example 2)

#### Section IV / Map

Each exam will require students to identify, with precision and accuracy, the location of 20 features on a map. The map will be one of the two included in the format handout provided for each exam. In the format handout, each of the two maps will have 30 features. On the exam, 25 of those 30 features will be included and students must locate, with precision and accuracy, 20 of those 25.

The map section is worth 10 points (and since Section IV is worth 10% of the total exam grade the map points add directly to the exam score). For the 20 required features identified, each one is worth up to 0.5 points. If an answer is annotated without satisfactory precision and/or accuracy but is not entirely incorrect, it will earn 0.1, 0.2, 0.3, or 0.4 points. Precision is how specific the annotation is; an example of poor precision would be writing "Portugal" on the map so that the "Por" portion was over the depiction of Portugal while the "ugal" portion was written over Spain. Accuracy is the preciseness of the annotation; an example of poor accuracy would be writing "Harper's Ferry" but then have the associated arrow pointing at Antietam.

There is a penalty for wrong answers in this section. For every feature that is incorrectly identified, 0.2 points will be subtracted from the section score. This penalty bottoms out at zero, even if all of the features are incorrectly identified, the section score will not be a negative number; it will be zero (0).

There is the possibility of earning up to 2 extra points in this section. If you correctly identify the locations of more than 20 of the 25 features included in the exam, each extra feature you identify can earn up to 0.4 points. Again, the beyond 20 features can earn 0.1, 0.2, or 0.3 points if there are problems with accuracy and/or precision.

Here are two examples to show you how it works.



# APPENDIX N

#### Proportional Value of Exam Sections

Exam 1, Exam 2, & Exam 3

Section	l:	45%
Section	11:	25%
Section	111	: 20%
Section	IV:	10%

**Optional Final Exam** 

Section I: 50% Section II: 25% Section IV: 25%

# APPENDIX O

#### **Question Analysis**

After the initial grading, the instructor will, when possible, conduct question analysis on the exam.

Both high miss questions and near high miss questions will be evaluated. High miss questions are those where 50% or more of the students taking the exam got the answer incorrect. Near high miss questions are where 40-50% of test takers missed the correct answer. Any questions in either category will be looked at to see if there was a flaw in the question or the presentation of the material that led to incorrect answers being selected. If a flaw is determined to have caused the problem, the criteria for grading the question will be changed to correct for the error.

For example, if 20 of 30 test takers missed a multiple choice question (high miss) and it was determined that ambiguity between two lectures led 17 students to select a non-keyed answer, then those 17 students will be given credit for getting the question correct.

# APPENDIX P

#### Academic Equity Curve

In the rare event that the overall class average, after question analysis, is catastrophically low, the following formula may be applied to raise the class mean score to a non-catastrophic level (normally 65%):

This formula will be applied to sections or sub-sections, as needed. It is designed to adjust scores in a way that maximizes equity: students who performed poorly will benefit grade-wise but not at the expense of students who performed well. The need to use this formula is projected to be very remote (although it is fun to use).

This formula allows adjusting individual scores so that the entire set of scores will have a specified mean and a specified maximum individual score while simultaneously maintaining the relative position of individual grades (consequently the skew value of the unadjusted set is identical to the skew value of the adjusted set).

# **APPENDIX S**

#### **Dual Credit/Concurrent Students**

Dual credit/Concurrent students and non-dual credit/concurrent students will be treated as interchangeable entities in the classroom and all students are subject to the same measurement and behavior criteria.

The only distinction between the two groups is that dual credit students have two extra grade reporting steps: the reporting of six-week pass/fail grades and the reporting of the final grade as a numerical score as well as a letter grade.

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The two six-week reporting dates during the Autumn 2016 semester are projected to be Friday 7 October and Friday 18 November. NOTE: in order for BISD to have 6-week reporting grades in their hands on these dates, BISD requires that BC report grades several days EARLIER than the Official Reporting Date.

# The grade that will determine whether or not a student is considered passing (70%+) for the 7 October reporting date will be your Exam1 score and ONLY the Exam 1 score.

The grade that will determine whether or not the student is passing for the 18 November reporting date will be either the Exam 1 OR Exam 2 grade, *whichever is higher*. (The high score will be used because the lowest of the three non-final-exam scores can be replaced by the score earned on the optional final).

The numerical grade reported as the course grade will be the numerical score the student earned in the course. Dual Credit/Concurrent Students should be aware that if they earn a 69 for the course that a 69 will be reported as their course grade.

In response to feedback from parents of dual credit/concurrent students, every effort will be made to make sure that every dual credit/concurrent student whose standing course grade is 69.99 or lower is actually reported as FAILING for the course on the Six Week Reporting form.

# APPENDIX T Exam Self Evaluation (Yes/No questions)

- \_\_\_\_\_ Was I attentive during class?
- \_\_\_\_\_ Did I take notes during class?
- \_\_\_\_\_ Did I use the lecture materials available on the CD-R and on D2L before each class?
- \_\_\_\_\_ Did I use the lecture materials available on the CD-R and on D2L during each class?
- \_\_\_\_\_ Did I use the lecture materials available on the CD-R and on D2L after each class?
- \_\_\_\_\_ Did I go answer the Self Tests?
- \_\_\_\_\_ Did I study the answers I came up with for the Self Tests?
- \_\_\_\_\_ Did I use blank Self Tests to assess how much information I was retaining?
- \_\_\_\_\_ Did I create flash cards or any other type of study aid?
- \_\_\_\_\_ Did I use the study aids I created?
- \_\_\_\_\_ Did I use the Blue Line to assess how well I have mastered the course material?
- \_\_\_\_\_ Did I study the maps?
  - \_ Did I practice the map questions in the way I would be tested (using copies of the blank sides of the map and the list of features from the format handout)?

 Did I study the testable names included in the format handout?
 Did I complete and turn in at least TWO Take Home Quizzes for Section III of the exam?
 Did I begin focused studying at least two days before the exam?
 Did I get in <i>at least</i> 15 <b>quality</b> hours of studying for the exam?

If you answered at least 12 of these questions with a YES and still failed the exam you should visit with the professor AND also consider the option of dropping the course.

# APPENDIX U

#### Grabbing Hold By Letting Go

The focus of studying for an exam is to master the material by both understanding it and remembering it. In the days and, hopefully, weeks of study you have done before any exam, your primary mission has been internalizing the material. But academic measurements are **not** a measure of **how much** mastery you have internalized; they are, instead, a measure of **how well** you can communicate your internalized mastery.

There are a number of things that you can do to make sure that you fully communicate the level of mastery that you have achieved. One of these is to study the way you are going to be tested and incorporate micro simulations of being tested. For example, you take a break from studying and, when you return, you take ten minutes or so to see how well you can answer a set of test questions WITHOUT reference to any outside material (thereby simulating actual test conditions); you can use print outs of the Self Tests to do this (or answer them on your computer screen).

Once you are on campus and there are only 20 or 30 minutes remaining before the exam begins, the temptation is to spend the last minutes cramming. This is often a mistake. Exams are stressful enough, without making a personal effort to stress yourself even more.

Many, probably most, students actually perform worse the more stressed they are beginning an exam. The stress functions as a barrier that prevents students from accessing the material that they had so diligently mastered by long hours of study. Stress stimulates your conscious mind in such a way that your undermind can be wholly eclipsed. Trusting your undermind and allowing your undermind to do what it does best are the two keys for turning the investment of robust studying into the reward of good grades on measurements.

Breaking down, or at least diminishing, the barrier of stress is, therefore, something much to be desired.

One way that some students can free themselves from stress is by a relatively simple breathing exercise. This micro-regimen can be done in the classroom, just before arriving at the classroom, and even during an exam itself. The basic idea is to focus your mind, however momentarily and artificially, on something simple and something other than the exam or the course. If you can do this, even marginally, you stand a good chance of increasing your ability to use your undermind during the exam. In other words, you can hang on better by letting go.

1) (About a minute or a minute-and-a-half) Find a place where you can sit comfortably (laying down is also good, but may not be practical on campus). Close your eyes and relax your arms and shoulders. Listen to the ambient sounds around you, then shift your attention to your breathing. Try and pay attention to your breathe, without consciously altering your breathing pattern.

2) (About a minute and a half) At this point, with your eyes still closed, if you are not already doing so, switch to breathing through your nose. Focus your attention to your inhalation and how it feels flowing in through your nose. As you exhale, focus your attention on how the exhalation feels flowing out of your nose. Take deliberately longer breathes, each time paying attention to how the air feels as it flows in and as it flows out. Imagine how that feeling of inhalation and exhalation comes from the passage of countless molecules of air, the beneficial oxygen molecules (O<sub>2</sub>) tumbling in, the unneeded carbon dioxide molecules (CO<sub>2</sub>) flowing out. Feel the rhythm of your deep breathing.

3) (About a minute and a half) Continuing to keep your eyes closed and to breathe through your nose, make your longer breathes deliberately deeper now: consciously move the center of your breathing from your chest down into your gut. Be aware of your stomach rising and falling with each cycle of breathe. Notice the synchronization of your nose and your body, how they act in rhythm as you breathe. With your awareness focused, now take brief pauses, just a couple of seconds or so, at the end of each exhalation and at the end of each inhalation. Focus on how these pauses subtly change your bodies breathing rhythm, subtly change the feeling of the air flowing in and out of your nose. Do about six cycles of breathe with the pauses.

4) (About a minute) To conclude this regimen, first stop taking the pauses and take a few long breathes. Then, with your eyes still closed, allow your body to move from consciously long breathes to a more natural breathing pattern. To do this, focus your attention on the feeling of the air as it enters and leaves your nose. Ignore the rate of your breathing by consciously paying attention only to what the sensations your are getting from your nose. Ideally, once your natural rhythm has returned your mind will wander and, when you become aware of that wandering, open your eyes. You should feel refreshed and ready for the exam.

If you have the time, doubling the times suggested here for each step should enhance the stress-reducing effects of this breathing exercise. Some people find that the benefits of this regimen are easier to obtain if they do the exercise in quieter and/or darker spaces. These may be difficult to find on campus near enough to the classroom to be practical. Breathing exercises also don't work for everyone and even among people who do benefit from them the magnitude of the benefit can vary. It might be useful to you, though, but you can only find out by trying it.

# APPENDIX V

#### Five by Five by Five

During the exam itself, another physiological technique you can use to help center yourself is Five by Five by Five breathing. This technique is simple and can be done anywhere; the objective is to settle your conscious mind (and thereby free your undermind) and to steady your heart rate. The process is very basic:

- 1) Breath in through your nose for 5 counts
- 2) Hold that breath for 5 counts
- 3) Breath out through your mouth for 5 counts
- 4) Repeat

As you breath in and out, be consciously aware of the act of breathing, of how it feels to inhale and exhale. If you keep a steady count and focus on your breathing, this technique should calm and center you after a few repetitions.

# APPENDIX W

Monday 29 August BC's 1<sup>st</sup> Day of Class for the Autumn 2016 Term

Monday 5 September Labor. Day (BC closed)

## Tuesday 27 September to Tuesday 4 October Window for **EXAM 1**

#### Week of 3-7 October

# Window for turning in Year Paper Outline

Friday 7 October

project ted 1<sup>st</sup> Six Weeks Reporting Date (Dual Credit)

Thursday 27 October to Thursday 3 November Window for **EXAM 2** 

Thursday 3 November Last Day to Withdraw from Classes

#### Week of 14-18 November

# Window for turning in Year Paper 1<sup>st</sup> Draft

Friday 18 November projected 2<sup>nd</sup> Six Weeks Reporting Date (Dual Credit)

Noon on Tuesday 22 November through Friday 25 November THANKSGIVING Break (BC closed)

Monday 28 November to Monday 5 December Window for **EXAM 3** 

#### Week of 5-9 December

# Window for turning in Year Paper Final Draft

Monday 12 December @ midnight

deadline for turning in work

Monday 12 December through Thursday 15 December BC's Final Exam Period

# Thursday 8 December to Wednesday 14 December Window for **Optional FINAL**

Friday 16 December (10 a.m.) Course grades due in to registrar

# APPENDIX X

#### US I Lecture Sequence

UNIT 0: Introduction (1 Lecture) Classroom policies, syllabus, pretests

UNIT 1: Theories (2 Lecture)

Historical Tools and Methodology

Lecture 1: Basic Tool Kit

Definition of theory & ideology; classical liberalism and classical republicanism; Polybian theory; government ideas; agency, formalism, and antiformalism; ideas about civilization and nationalism; themes of the course; & the three basic narratives of the course

Lecture 2: Thinking Like a Historian

Levels of Cognition (Mind vs. Undermind vs. Subconscious); Brainscape Thinking (C-mode, D-mode, & I-mode) & Wordscape Thinking; Reading: Decoding vs. Creating Meaning; Types of Historical Sources; Evaluating Historical Sources; Thinking Like a Historian

UNIT 2: The Land & First Americans, B.C. Era – early 1500s (2 Lectures) Physical Setting and Native-American History to 1491 Lecture 1: Old Land, New Arrivals

Physical setting of the Americas; arrival of humankind and mechanics of cultural formation; subsistence systems; how HK learned about the America's animal, mineral, and vegetable resources; early nations

Lecture 2: First American Nations

Native-American life ways: economic, political, social, and cultural; representative nations: Anasazi, Cahokia, Iroquois, Powhatan, Pueblo, & Mexica

UNIT 3: The Americas Colonized I: Beginnings, 221 B.C. – 1598 (2 Lectures) Afroeurasian history prior to 1492; dynamics of exploration; creation of Spanish America and Portuguese America

Lecture 1: The Afro-Eurasian World Afroeurasian world economy; technology of exploration; Portugal and the Canary Islands; Christopher COLOMBUS

Lecture 2: Iberian America

First contacts; Portuguese America; establishing Spanish America; life in Spanish America (institutions, achievements, & demography)

UNIT 4: The Americas Colonized II: Proliferation,

1480s - 1694 (2 Lecs)

The initial involvements of France, Holland, Sweden, and England in the Americas and the Unrest of the 17<sup>th</sup> Century

Lecture 1: The Atlantic World

The arc of Spanish power; establishment of French America; Dutch-Americas; Swedish America

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Lecture 2: A Century of Turmoil

England's initial ventures in the Americas; Europe's religious wars; 17<sup>th</sup> Century chaos in England; Unrest and rebellions in the Americas in the last half of the 1600s

UNIT 5: The Americas Colonized III: Empires,

1680s – 1763 (3 Lectures)

The maturation of European empires in the Americas and various social and geopolitical consequences of that maturation Lecture 1: Imperial America

Development of the mercantilist ideology; snapshot of the Americas in 1689; Colonial Wars: King William's War, Queen Anne's War, & King George's War

Lecture 2: New Ways of Life

Slavery's demographic, socio-cultural, and economic evolution between 1600 and 1750; ideas about race, freedom, and slavery; Anglicization; technological revolutions in the interior of North America; the emergence of the Comanche and the Sioux

Lecture 3: The Great War for Empire

Mid-18<sup>th</sup> Century European *realpolitik*; snapshot of the Americas in 1754; beginnings of the Great War for Empire (GWE); the course of the GWE; England's victory and its consequences

UNIT 6: Towards Independence,

1760-1783 (3 Lectures) How a certain group of English colonists become American and what they do about it

Lecture 1: Discontented Englishmen England's post-GWE imperialist and tax policies; Pontiac's War and the Proclamation Line of 1763; East-West divisions; the Stamp Act Crisis

Lecture 2: English or American?

Townshend Act Crisis; The Issue of Sovereignty; Quartering Act Crises & Violence; Tea Act Crisis & Tea Parties; First Continental Congress & Its Actions; Rebellion Declared

Lecture 3: The American Revolutionary War Snapshot of the Americas in 1775; the Rebel/Patriots' declare independence; strengths and weaknesses of England and of the Rebel/Patriots; course of the American Revolutionary War; independence achieved

UNIT 7: Founding the Republic, 1777-1801 (3 Lectures) The new United States establishes itself

Lecture 1: The Articles of Confederation

Creation of the Articles of Confederation; achievements of the

Confederation government; weaknesses under the Articles; crises faced by the U.S. under the Confederation; initial steps towards the Constitution

Lecture 2: The Constitution Intellectual background; Constitutional Convention; the components of the Constitution; ratifying: Federalists & Anti-Federalists

#### 

Lecture 3: A New Nation Tested: The 1790s George WASHINGTON as President; crises of the early republic:

Miami Alliance, Whiskey Rebellion, & undeclared naval wars; the creation of political parties; Revolution of 1800

#### UNIT 8: National Growth, 1793-1847 (1 Lecture)

Lecture: From JEFFERSON to JACKSON Defining events in the administrations of JEFFERSON (Marbury v.

Madison), MADISON (War of 1812), MONROE (Monroe Doctrine); Industrial Revolution and Market Revolution; TECUMSEH

#### UNIT 9: National Division,

1810-1860 (3 Lectures)

The Road to the American Civil War

Lecture 1: Slavery Becomes Divisive

Cotton and the evolution of slavery after 1800; Three Souths, Two Norths, and the emergence of North/South regionalism; Slaverycentered crises: Missouri, Nullification, Nat TURNER, and the Gag Rule

Lecture 2: Roads West

Mexican independence and Texian Independence; Manifest Destiny ideology; annexation of Texas and the Mexican-American War (MAW); consequences of the MAW: land, Wilmot Proviso, & California; hardliners: abolitionists and perpetualists

Lecture 3: Things Fall Apart: The 1850s

Compromise of 1850; Bleeding Kansas; the free soil ideology and its parties; Dred SCOTT; John BROWN & Harper's Ferry; the election of 1860

UNIT 10: The American Civil War and Aftermath, 1860-1877 (4 Lectures) The course of the American Civil War (ACW) and its Immediate Consequences

Lecture 1: The Ordeal Begins

Strengths and weaknesses of the United States and of the Confederate States; Theories: JOMINI & Anaconda; Theaters: East, West, Sea, & Home; Fort Sumter and the Upper South; the Border South; the ACW from 1<sup>st</sup> Bull Run to Shiloh

Lecture 2: Antietam

Principles of war; Robert E. LEE as a Jominian; the invasion of Maryland; the battle of Antietam; Consequences of the United States' victory at Antietam: Emancipation, Diplomacy, and Pickett's Charge

Lecture 3: War & Peace

How the ACW became a moral crusade against slavery; 1863: Gettysburg & Vicksburg; SHERMAN's victory in the West; GRANT's victory in the EAST; Reasons for the U.S. victory

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Lecture 4: Reconstructions

The 13<sup>th</sup>, 14<sup>th</sup>, & 15<sup>th</sup> amendments; Canada, Mexico, and the ACW; reconstructing the South; reconstructing the North; reconstructing the West