

# COURSE SYLLABUS

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

Mr. D. A. SYSMA

Office: B.242

History Instructor

Office Hours:

- On Campus Office Hours: Thursdays 0900-1100
- Zoom Office Hours: Fridays 1000-1130
- Scheduled Supplemental Class Zoom Meetings  
Function as *de facto* Office Hours<sup>1</sup>
- Individual Office Hours by Appointment

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Brazosport College Autumn 2020

### 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 as the student needs it during the semester— and taking appropriate action based upon that knowledge.

If you have any questions about the syllabus at any time, e-mail the instructor for clarification as soon as possible.

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<sup>1</sup> See the Class Section Zoom meeting Schedule on page x for details.

## 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>2</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.

“History is fundamentally and inescapably narrative in its basic structure, even when it is not reported in narrative form. Time is one of the essential dimensions that distinguishes history from other studies of human behavior... In history something is always developing, breaking down, emerging, transforming, growing, or declining.”

Tom HOLT

## Course Description

American History 1301 is a lecture-based course covering the history of the United States of America from prehistory 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 interpretive 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 interpretive component is intended to provide the student with *practical cognitive skills*, some

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<sup>2</sup> Quotes from AHA, *Statement on Standards of Professional Conduct* (Washington, D.C.: American Historical Association, 2009) pages 1, 11, 1, & 12

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 interpretive 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 higher order thinking skills (at Bloom's application, analysis, assessment, and synthesis levels) are required to understand the interpretive requirement.

Both the narrative and the interpretive 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.

"We historians keep our distance from the past, from the stories we tell, knowing that facts may be uncovered that will change our stories, other viewpoints may turn us away from what we now think is relevant, and other ways of understanding may make us reconsider everything."

Bernard BAILYN

### Life Skills & HIST 1301

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) Grasp that history is a process by applying various aspects of **historical methodology**.
- 3) Cultivate an **appreciation** for the **value of history** as a tool for better understanding the world we live in and as a tool for making decisions about the world we will live in.
- 4) 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.
- 5) 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.

- 6) 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.
- 7) Improve analytical **thinking** and logical **reasoning skills** in such a way that the students improve their intellectual performance in disciplines outside history.
- 8) Practice the skill **of dealing with ambiguity**: making assessments and decisions when the information you have available is both incomplete and not 100% verifiable.
- 9) Demonstrate the ability to **effectively communicate** their understanding of history using both the spoken word and the written word.
- 10) Finally, in terms of **overall life skills**, increase your self-awareness and the value of a positive work ethic so that (along with the other skills enumerated), 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.

“History is the study of the human past as it is interpreted using artifacts, written evidence, and oral traditions. It requires empathy for historical actors, respect for interpretive debate, and the trained use of an evolving set of practices and tools.

As an inquiry into human experience, history demands that we consider the diversity of human experience across time and place.

As a public pursuit, history requires effective communication to make the past accessible; it informs and preserves collective memory; it is essential to active citizenship.”

American Historical Association<sup>3</sup>

### History Classes and Employable Skills

After completing your college education, it is unlikely that knowing which president served before Andrew JACKSON and which served after him will be crucial for success in your chosen career. The **skills** you learn in history class, however, as well as the skills you learn in each of your classes, will be crucial. In his book *10 Things Employers Want You to Learn in College*, Bill COPLIN breaks those skills out into ten sets. Here is a synopsis::

#### 1) TAKING RESPONSIBILITY

Self-motivation, Being Ethical, & Time management

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<sup>3</sup> AHA (Julia Brookins and Sarah Fenton, editors) *Careers for History Majors* (Washington, D.C.: AHA, 2018) 12.,

- 2) PHYSICAL SKILLS  
Being healthy, Keyboarding, & Writing Legibly
- 3) VERBAL COMMUNICATION  
Conversing One-on-One, Presenting to Groups, & Using Visual Support
- 4) WRITTEN COMMUNICATION  
Writing clearly, editing and proofing, & Word Processing Familiarity
- 5) WORKING WITH OTHERS  
Building Relationships, Working as Part of a Team, & Teaching Others
- 6) INFLUENCING PEOPLE  
Managing Effectively, Politicking Wisely, & Leadership
- 7) GATHERING INFORMATION  
Gleaning the Web & Libraries, Understanding Data, & Record Keeping
- 8) USING QUANTITATIVE TOOLS  
Facility with Numbers, Using Tables, Understanding Graphs
- 9) QUESTIONING SKILLS  
B.S. Detecting, Attention to Detail, Applying Ideas, & Evaluation Skills
- 10) PROBLEM SOLVING  
Analyzing Problems, Developing Solutions, & Implementing Solutions

If you choose to apply yourself, you can develop and hone most of these skills in this history class. And increasing your strength and capabilities in these skill areas is important. 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
- 2) Ability to Apply Learning to “Real World” Problems
- 3) Ability to Research, Analyze, and Evaluate Situations

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.

“How can we live without our lives? How can we know it’s us without our past?”

John STEINBECK

### Student Learning Outcomes

This course has three Student Learning Outcomes (SLOs) mandated by the State of Texas’ Academic Course Guide Manual (ACGM). They are presented below, broken out into secondary and tertiary Learning Outcomes (LOs). The LOs have been adopted specifically for American History classes at Brazosport College.

TWO GENERAL RULES FOR SUCCESS:  
I. OBSERVATION IS OFTEN MORE VALUABLE THAN DEDICATION  
II. A FOCUS ON PROCESS IS OFTEN MORE VALUABLE THAN  
A FOCUS ON OUTCOMES

### **ACGM Learning Outcome 2:** Analyze and interpret primary and secondary sources.

LO 2.1: FOUNDATION SKILLS: Build Historical Literacy.

**LO 2.1.1: Develop a body of historical knowledge that combines breadth of time and place with a sufficiency of detail so that student can describe the historical context for a given event/idea/etc.**

**LO 2.1.2: Recognize that the process of history requires non-definitive answers, embracing complexity, comfort with**

**ambiguity, empathy for people who are different from ourselves, and awareness of contingency**

**LO 2.1.3: Use the fundamental notion that humans both shape history and are shaped by it as a tool to augment understanding of the past**

**LO 2.1.4: Define and categorize 1° and 2° sources**

**LO 2.2: CRITICAL THINKING SKILLS: Evaluate the utility of primary & secondary sources**

**LO 2.2.1: Identify how 1° and 2° sources are used**

**LO 2.2.2: Analyze the strengths and weaknesses of individual 1° and 2° sources and assess how those characteristics define the usefulness of the source**

**ACGM Learning Outcome 1: Create an argument through the use of historical evidence.**

**LO 1.1: CRITICAL THINKING SKILLS: Articulate a basic understanding of history as a process of interpretation**

**LO 1.1.1: Understand that history is about interpretation and that various interpretations exist**

**LO 1.1.2: Identify and articulate others' interpretations**

**LO 1.1.3: Analyze the strengths and weaknesses of others' interpretations**

**LO 1.1.4: Create interpretations based upon the historical record that are themselves logical and lucid and that are also well-supported by an evidence dense narrative**

**LO 1.2: COMMUNICATION SKILLS: Create and present a historical interpretation**

**LO 1.2.1: Distinguish the argument and the narrative components of a historical interpretation**

**LO 1.2.2: Formulate an argument to augment understanding of a specific historical event/idea/etc.**

**LO 1.2.3: Assemble a narrative that provides specifics of evidence to support the argument you formulated in LO 1.2.2**

**LO 1.2.4: Create a historical interpretation (written/oral /visual/etc.) integrating argument and narrative**

**ACGM Learning Outcome 3:** Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**LO 3.1: CRITICAL THINKING SKILLS:** Evaluate cause/effect elements in history.

**LO 3.1.1: Explain how different historical phenomena relate to one another**

**LO 3.1.2: Make an argument about the compound causes and/or effects that encompasses multiple and even contradictory perspectives**

**LO 3.1.3: Apply knowledge of historical literacy, an understanding of history as a process, and an appreciation for the nature of historical interpretations to your understanding of contemporary issues**

**LO3.2: ETHICAL THINKING SKILLS:** Apply the concepts of social Responsibility and personal responsibility.

**LO 3.2.1: Understand how studying the past allows one to be more personally Responsible**

**LO 3.2.2: Understand how studying the past allows for greater social responsibility.**

“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

### **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. The key to success is respect: do students respect themselves? do they respect



**why** they are in the class and **what** the class experience has to offer them? Do they respect their future and how the process of taking any class contributes to that future?

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. You control that. 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, students who study solely to take exams and then clear out their memories (“bulimic learners”) 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 make much sense to choose to make the experience a waste of your time.*

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

Willa CATHER

#### **Student Obligations Under the Student Code of Contact Regarding Public Safety and Social Responsibility**

Students are expected to be aware of and follow the Brazosport College Student Code of Conduct. Students have violated the Code if they “fail to comply with any lawful directions, verbal or written, of any official at BC.” Lawful directions include precautions and requirements taken to prevent the spread of COVID-19 (or any communicable pathogen) at Brazosport College. Students who do not follow safety requirements, including the wearing of a mask, may be removed from class by their instructor and referred to the Dean of Student Services.

#### **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

PEOPLE DONT DROWN BECAUSE THEY FALL IN WATER.  
THEY DROWN BECAUSE THEY ARE EITHER UNABLE OR  
UNWILLING TO SWIM.

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

### Officially Terminating Your Attendance

If you are unable or unwilling to complete this course, it is your responsibility to take all of the administrative steps to terminate your enrollment.

The last day to terminate your enrollment in this class and receive a *100% refund* on tuition and fees is **Wednesday 9 SEPTEMBER**.

The last day to terminate your participation in the class and have a “W” *automatically reported* instead of a graded is **Monday 2 NOVEMBER**.

NOTE: If you are absent for an extended period or if you stop coming to class entirely the professor will NOT drop you from the class. In this course, the only withdrawals are those that are self-initiated by the student AND completed administratively by the student. **If you do not complete the administrative process to terminate your official enrollment, you will be assigned a grade of zero for each measurement you did not take.** A course grade will then be calculated and reported for you using the grades you earned on the measurements you did take and the zero scores accumulated for those you did not take.

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

### Fairness in Assessment

After you have engaged with the course material via D2L; after you have done the scholarly work of thinking 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, graded quizzes and the Avatar writing assignment). 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.

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.

“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community ~ and this nation. Preservation of one's own culture does not require contempt or disrespect for other cultures.”

Cesar CHAVEZ

“It is possible to become discouraged about the injustice we see everywhere. But God did not promise us that the world would be humane and just. He gives us the gift of life and allows us to choose the way we will use our limited time on earth. It is an awesome opportunity.”

--Cesar CHAVEZ

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 quizzes. 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 (such as a cast on a broken wrist) and long term disabilities (such as dyslexia). 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. For an entirely on-line class, modifications would normally include such things as more time to take the quizzes and/or more chances to take a given quiz.

To Summarize: 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 to assist students with special needs. For student to receive any

accommodation, documentation must be completed in the Office of Disability Services. Please contact Phil Robertson, Special Populations Counselor at 979-230-3236 for further information.

### **Title IX Statement**

Brazosport College faculty and staff are committed to supporting students and upholding the College District's non-discrimination policy. Under Title IX and Brazosport College's policy FFDA (Local), discrimination based on sex, gender, sexual orientation, gender identity, and gender expression is prohibited. **If you experience an incident of discrimination, we encourage you to report it.** While you may talk to a faculty or staff member at BC, please understand that they are "Responsible Employees" and must report what you tell them to college officials.

You can also contact the Title IX Coordinators directly by using the contact information below:

Kelli Forde Spiers, Director, Student Life and Title IX Coordinator  
Office J-117D; 979-230-3355; [kelli.fordespiers@brazosport.edu](mailto:kelli.fordespiers@brazosport.edu)

Mareille Rolon, HR Coordinator and Deputy Title IX Coordinator  
Office C-114; 979-230-3303; [mareille.rolon@brazosport.edu](mailto:mareille.rolon@brazosport.edu)

Additional information is found on the Sexual Misconduct webpage at [www.brazosport.edu/sexualmisconduct](http://www.brazosport.edu/sexualmisconduct).

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

### **OPTIONAL Textbook**

No textbook is required for this course. All of the material that will be tested is available via D2L. Students may, however, choose to purchase and use a textbook to supplement their learning. If you wish to use a textbook on your own, you may 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, other books, or any other material were required (none are required), the following statement would apply:

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.

## 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 10 lecture sections and each section has two or three lecture units. 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.*

Within each D2L lecture module, are sub-modules for the video presentation and sub-modules for various support materials. Each voiced-over PowerPoint video component will be available in mp4 format. The servers that students go through to access D2L for BC classes are designed to optimize the mp4 files for streaming on whatever device you are using (keep your fingers crossed that it works).

Sets of the visuals for each unit of lecture is available on D2L in three different versions:

- ① only the overheads with text,
- ② a mix of text and some of the graphic support overheads, and
- ③ 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 2.2 First American nations 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 whichever version and whichever format works best for you 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.

BEING COMMITTED TO DOING WELL  
DOES NOT RESULT IN ACADEMIC SUCCESS

ACTING ON YOUR COMMITMENT  
AND THEREBY BEING PREPARED TO DO WELL  
DOES RESULT IN ACADEMIC SUCCESS

### Zoom Meetings

A characteristic of crises, like the one we are now in, is that unanticipated change occurs more frequently than in non-crisis times. This may happen to you during this term. This arrangement for our required meetings anticipates those possible disruptions by allowing you the flexibility to keep working on the class and satisfying the requirements even if you are unable to do so at the times scheduled for the class.

If you do not attend the Zoom meetings the only points you will lose are possible bonus points that function like extra credit and the only course material you will miss will be whatever topics come up in discussion. All of the material that you will need to satisfactorily complete all of the measurements exist outside of the Zoom meeting sessions.

“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

Even though you are not absolutely required to attend your sub-section’s Zoom meeting, you ARE REQUIRED to submit a Pre-Meeting Comment (for details on the form the comment needs to be in, see below). For now, it is important to note that the Pre-Meeting Comment is your pass-key to attend the Zoom meetings. Each week you are required to submit a comment. If you do NOT turn in a comment, you will receive a zero grade for the comment assignment that week **AND** you will not be allowed to attend the Zoom meeting. Students need to be prepared for discussion time to be meaningful and this provision is intended to optimize that preparedness.

The Zoom meetings for this course will be discussion sections. You will be accessing the lecture materials on your own on D2L (they are in mp4 files). The class will be divided into two sub-sections (B and C, for Brazosport College). Each sub-section is scheduled for one Zoom meeting per week, during our scheduled class time (for details, see the schedule below). The official meeting will last for 40 minutes.

Ten minutes after the official meeting ends, a 25 minute supplemental meeting is scheduled. The supplemental meeting is entirely voluntary and students are invited to participate regardless of their section or sub-section; in effect, the supplemental Zoom meetings function as Zoom office hours.

For the format of this course, BC requires that students log in at the appointed class time. Here is how that will work for our class:

Option 1: On the day of your scheduled Zoom meeting, you log into the official meeting. The supplemental meeting that follows is entirely voluntary.

Option 2: Instead of attending your sub-sections scheduled Zoom meeting, you may log into D2L to work on the class on your own. Each time a student logs into D2L and goes into the class' Content area, D2L records data about what they did and how long they were active. While this data does not include the time of day that each student logged in, this data will be used to track student participation. In fact, there is a Participation Component to the course grade that is based on this data (details are provided below).

Option 3: On days when the class officially meets but your sub-section is not scheduled for a Zoom meeting you may either log directly into D2L OR join the Zoom meeting (even though it is not your sub-section). As mentioned in Option 2, D2L will record data on your log in.

The purpose of the Zoom meetings is to give you the opportunity to discuss the course material, seek elaboration, ask questions for clarification, etc. You should only join the Zoom meetings if you are ready, willing, and able to participate. If you are having an off day or scheduling factors resulted in you not being ready or you just don't feel like participating, then you should not join the Zoom meeting for your sub-section. Jump on to D2L instead.

“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

Since participation in Zoom meetings is not absolutely required, there is no grade *per se* for participating. However, since participating should be valuable to you, there is the possibility of earning up to 0.5 (as in ½) bonus points each week for participating

Meeting Schedule for Section 42, Synchronous Schedule Mondays & Wednesdays 0939-1045

	Monday	Wednesday
Official Meeting 0930-1010	<b>B shift</b>	<b>C shift</b>
Supplemental Meeting 1020-1045	All optional	All optional

Meeting Schedule for Section 47, Synchronous Schedule Thursdays 1800-2100

	<b>B Shift</b>	<b>C Shift</b>
Official Meeting	1800- 1840	1930- 2010
Supplemental Meeting	1850- 1915	2020- 2045

The Zoom Meetings will be posted in the Content Section of D2L, with whatever information you need to access them. If any additional information needs to be disseminated, it will appear in the News section of the course's D2L home page.

“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

### 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: you are that 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) *Engaging with the Lecture Material During Lecture*

20% of students surveyed identified this as a **key reason** for their success in this class

5) Communicating with the Instructor

6) **Study Quantity: Spending Enough Hours Studying**

7) **Study Quality: Studying Smart as Well as Hard**

58.3% of students surveyed identified these last two items as key reasons for their success in this class

The graded quizzes in this class usually cover two lecture units (sometimes just one). This entails approximately 3 hours of viewing the material on line. Students who wish to be successful on the measurements should spend an additional 6 hours studying for each quiz. 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 quality of the time spent means more than just the quantity. In short, while logging 12-15 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. This benefit is minimized during a Summer session because of the abbreviated amount of time the term lasts.

The course materials provided on the CD 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 “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, the course also has files of Self-Tests. The multiple choice questions on the **Self-Tests** are formatted identical to the questions on the graded quizzes, so they provide practical experience at the ways your knowledge of the course material will be measured. In the Autumn 2009 survey, half of all respondents 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 quizzes (typically, 60% of the questions on any given quiz come directly from the Self Tests). But some of the questions on the Self-Tests do not appear on the quizzes and some of the graded quiz questions do NOT appear on the Self-Tests.

You do NOT turn your Self Tests in nor are answer sets for the Self Tests provided in any formal way in class. A large part of the value that students derive from the Self Tests comes for the student 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.

YOUR ACADEMIC SUCCESS  
DOES NOT DEPEND ON YOUR ABILITY;  
IT DOES NOT DEPEND ON YOUR APTITUDE

IT DEPENDS UPON YOUR BEHAVIOR;  
IT DEPENDS ON YOUR CHOICES  
AND HOW YOU CARRY THEM OUT IN ACTIONS

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 via e-mail.

“You don’t have to burn books to destroy a culture. Just get people to stop reading them.”  
– Ray BRADBURY

“In the case of good books, the point is not to see how many of them you can get through, but rather how many can get through to you.”  
Mortimer J. Adler

### The Writing Center

The Brazosport College Writing Center (BC WC) can help you with any writing, speaking, or reading assignment for this class and others. The BC WC offers one-on-one sessions with a trained, professional writing consultant through a synchronous, online tutoring platform. BC WC Consultants will work with you in real-time to help you understand your reading, brainstorm topics for an assignment, develop ideas, maintain your focus, establish a clear structure, and so much more. You may schedule an appointment for a face-to-face or online session by visiting the [Schedule an Appointment](#) page.

#### We offer two modalities for online sessions:

- **Online Tutoring-Writing** is our normal Whiteboard session, which is best for folks who prefer text-based chat. Whiteboard sessions are ideal for getting feedback on a draft.
- **Online Tutoring-ZOOM** is our Zoom-assisted session, which is best for folks who prefer speech to text. Zoom sessions are ideal for brainstorming, reading, and speech sessions.

Online appointment hours are 8am-8pm MTWR and 8am-12pm on Friday. All sessions are 50 minutes long, and they can be scheduled up to two hours in advance. This means, you can schedule a couple weeks ahead of time or on the same day, provided we have consultants available.

## **Measurements**

This course has five categories of measurements: Graded Quizzes, the Avatar Writing Assignment, the Participation Component, the Weekly Pre-Meeting Comment, and the Final.

### **I) Graded Quizzes**

There are 14 Graded Quizzes that you will take on-line via D2L. Each of these quizzes will cover one or two lecture units. Each quiz will have 12 multiple choice questions. Each time a student takes a Graded Quiz, D2L will create the quiz by randomly selecting 12 questions from a pool that consists of 30 questions. D2L will also randomize the order in which the questions appear and will randomize the order in which the answer options appear. For the first four GQs, students will have 9 minutes to answer all 12 questions. That time drops to 8 minutes for the next four, 7 minutes for the following three, and 6 minutes for the last three GQs. Students will be able to take each graded quiz up to three times, with their highest score counting towards their course grade.

Each Graded Quiz will also have a corresponding practice quiz. The practice quizzes will cover the same material but will consist of only 8 multiple choice questions and you will have only 6 minutes to complete each one. Students may take each practice quiz up to 10 times. The scores earned on the practice quizzes do not count towards the course grade but taking practice quizzes is a part of the Participation Grade.

### **II) Avatar Writing Assignment**

Each student will write **nine** entries covering the course of their avatar's life, with the last being an obituary for their avatar (just as all the avatars are born in 1763, they each will die in 1865).

On Friday 18 September, the assignment process for the Avatar Writing Assignment will begin. All of the avatars are born in 1763, but all of their other particulars will be unique to each given avatar. Students will be given a small amount of birth certificate information and family background information. From this starting point, the student will name their avatar and then write journal entries about how different aspects of the history we are covering in class interacts with the life of their avatar.

The purpose of this assignment is to allow students to explore how history interacts with the lives of average people and, by so doing, develop a greater understanding of history itself and its relevance to life today. Additionally, by creating/following and documenting the life of their avatar, each student will develop empathy for lives that are not their own, explore how contingency works in history, and gain insights into the strengths, weaknesses, and limitations of historical documents.

This is not a traditional writing assignment for a history class in that it does not require any outside research (everything you need to understand your avatar's life is available in the lectures), documentation or citation (while grounded in history, your avatar's life is a work of fiction), a thesis statement, nor any of the structural formalities of academic writing. The value of this assignment comes primarily from the experience of doing it. The idea is that each student will learn by participating in the process.

This assignment has its own how-to handout, which describes what you will be doing in detail and also contains the 40 Avatars that students will be choosing from. Feel free to read through this handout before the 18<sup>th</sup>, if you want to give your undermind a head start (which is probably a good idea).

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

### III) Participation Component

D2L keeps records on each student's use of the site. For the Participation Component, each student will have a grade generated from this data. Specifically, the PC will be generated by using information on:

- How much time the student spent in the Content section of the course
- How many practice quizzes they took
- How many files they opened in the Content section
- How many days they accessed the course

Three check-points will be used as measurement points: Wednesday 16 SEPTEMBER at noon, Wednesday 21 October at noon, and Saturday 5 December at noon. Data will be recorded at each check-point for each of the four categories. Consequently, the Participation Grade as a whole will be aggregated from those 12 data points. The grading scale is calibrated from student performances on earlier on-line versions of the course. Students who are committed to themselves and work diligently can expect to earn an A or B level grade in this section as a natural side effect of their diligent work.

On the other hand, by having four different measurements (along with quiz results), data points can be used to validate other data points. For example, a student who logs in and leaves their log in open all day even though they didn't do anything once logged in would be revealed by the discrepancy between the number of hours logged in versus the number of files opened (and also possibly the number of days logged in); such invalid hours would not count towards the Participation Component.

Additionally, this course is arranged to allow students to finish the course work ahead of schedule, if they so desire (all of the measurements have due dates with the opening date for each pegged at three weeks before the due date). If a student

finishes, say, by Thanksgiving Day, a validation check will be made of their Participation Component data. If that check indicates that the student was both speedy **and** diligent, their PC score will reflect that diligence. On the other hand, if the validation check indicates that the student rushed through *without being diligent*, then that student's PC score will reflect the absence of diligence.

#### **IV) The Weekly Pre-Meeting Comment**

The class will be broken out into sub-sections for a weekly Zoom meeting. 24 hours prior to that Zoom meeting each student will submit a comment, via the course drop box here on D2L, that comes from their viewing the mp4 files with the lecture material for that week. The comment can take a number of forms: it can be a statement about which part of the lecture the student found most interesting or surprising. It can be a query about a section of the lecture that the student would like to know more about. It can be a request for clarification over a section of the lecture that the student feels they have not fully grasped. There are lots of possibilities. These comments will form the basis for the discussion during the Zoom meeting.

#### **V) The Final**

The Final will be a short (2-3 page) reflective essay that centers upon your writing for the Avatar assignment. The specifics of the assignment will be posted on the class page in D2L on Monday 23 November.

#### **Breakdown of Graded Quizzes by Lecture Unit**

The quiz questions measure material from lecture and applicable handouts (which are available in their own module here on D2L).

Graded Quiz 1: Covers Lecture Units 1.1 and 1.2

Graded Quiz 2: Covers Lecture Units 2.1 and 2.2

Graded Quiz 3: Covers Lecture Units 3.1 and 3.2

Graded Quiz 4: Covers Lecture Units 4.1 and 4.2

Graded Quiz 5: Covers Lecture Units 5.1 and 5.3

Graded Quiz 6: Covers Lecture Unit 5.2

Graded Quiz 7: Covers Lecture Units 6.1 and 6.2

Graded Quiz 8: Covers Lecture Unit 6.3

Graded Quiz 9: Covers Lecture Units 7.1 and 7.2

Graded Quiz 10: Covers Lecture Units 7.3 and 8

Graded Quiz 11: Covers Lecture Units 9.1 and 9.2

Graded Quiz 12: Covers Lecture Units 9.3 and 10.1

Graded Quiz 13: Covers Lecture Units 10.2 and 10.3

Graded Quiz 14: Covers Lecture Units 10.4

“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

### Grading the Measurements

**Graded Quizzes:** D2L will automatically grade your quiz and let you know how you did as soon as you finish the quiz. Each of the 12 questions is worth one point, so each quiz grade is out of 12. For multiple choice questions that require you to provide 2 or 3 or 4 correct answers, D2L will subtract the value of any wrong answers from the net value of correct answers to calculate a score for that question. For example, if the question required three responses and only two of the student responses were correct, D2L would grade that question as a 0.333 (2 correct responses, each worth one-third of a point, minus the one-third value of the incorrect response).

**Avatar Writing Assignment:** Each entry, including the obituary, will be graded on a 20 point scale:

- 5 points for addressing specific historical events/ideas/individuals/etc.

- 4 points for capturing a sense of the purpose of the assignment

- 3 points for demonstrating empathy and/or contingency

- 3 points for writing skills

- 3 points for meeting/exceeding 500 word threshold

- 2 points for overall quality

- Possibility of +1.5 bonus points for creativity

Students may also, if they are so inclined and have the resources to do so, do some independent research and reading concerning the life experiences of their avatar.

### Participation Component:

The chart below shows the “100% Values” for each of the four parts of the Participation Component for each of the three reporting periods. The Time in Content Section and the Practice Quizzes Taken section are each worth 3 points, the other two sections are each worth 2 points (consequently, each student can earn up to 10 PC points for each of the time periods). Students who meet (or exceed) the thresholds shown in the chart will earn the full value of that part. Students whose tallies fall below the 100% threshold, will earn a fraction of the maximum. At the end of the semester all three of the Reporting Period grades will be added together (with the maximum total possible 30 points).

	Reporting Period 1 (ends 16 Sept)	Reporting Period 2 (ends 21 Octo)	Reporting Period 3 (ends 5 Dece)
Time in Content Section	13.33 Hours	11.66 Hours	12.5 Hours
Practice Quizzes Taken	36	32	30
Number of Files Accessed	75	60	75
Number of Days Logged In	15	20	20

### Calculating the Course Grade

Of the 14 Graded Quizzes, the 12 with the highest scores will count towards the course grade. Each GQ that counts contributes 3% to the course grade. Altogether, the Graded Quizzes account for 36% of the course grade.

Each of the 9 Avatar writing assignments counts for 3 points toward the course grade. Altogether the Avatar writing accounts for 27% of the course grade.

Each of the 3 Participation Component Reporting Periods is worth 10 points, so the maximum total possible is 30 points. The Participation component counts for 18% of your course grade (hence each Reporting Period counts 6%).

Each Pre-Meeting Comment is worth up to 1% of your course grade. Thirteen of these comments are required, so the total portion of the course grade is 13%.

The Final Exam will count as 6% of your course grade.

### In Summary:

Graded Quizzes	36% of Course Grade
Avatar Writing Assignment	27% of Course Grade
Participation Component	18% of Course Grade
Pre-Meeting Comment	13% of Course Grade
<u>Final Exam</u>	<u>6% of Course Grade</u>
<b>TOTAL</b>	<b>100%</b>

You also have the possibility of earning bonus points towards your course grade during the weekly Zoom discussion sessions. Quality participation in each discussion session is worth up to 0.5 points towards your course grade. With 13 sessions scheduled, that means a student could earn up to 6.5 bonus points.

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

A = 90.00 – 100  
 B = 80.00 – 89.99  
 C = 70.00 – 79.99  
 D = 60.00 – 69.99  
 F = 0 – 59.99

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

$$X_c = X_r + (X_{\max} - X_r) * \left[ \frac{(\overline{X}_c - C_f) - \overline{X}_r}{X_{\max} - \overline{X}_r} \right] + C_f$$

Where  $X_c$  = Adjusted Score

$X_r$  = Raw Score

$X_{\max}$  = Max. Value of X in  $X_r$  Set

$\overline{X}_c$  = Target Mean for  $X_c$  Set

$\overline{X}_r$  = Mean for  $X_r$  Set

$C_f$  = “100%” Target Score minus  $X_{\max}$

This formula will be applied 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).

### 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. 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 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 via Zoom. 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.

*“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

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 also deciding what work is required (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:

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](mailto:carrie.pritchett@brazosport.edu)

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. all forms will be available online at <http://www.brazosport.edu/programs/academics/honors>.

## **Brazosport College'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 zero scores and/or point deductions in this course. (Details of these penalties are specified in the “A Few Additional Notes on Academic Dishonesty” section immediately below) 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.

“The question Whether one generation of men has a right to bind another, seems never to have been started either on this or our side of the water. . . . I set out on this ground, which I suppose to be self evident ‘*that the earth belongs in usufruct to the living*.’ that the dead have neither powers nor rights over it.”

Thomas JEFFERSON

### **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 precede 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, you have committed collusion and you are guilty of an act of academic dishonesty. 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 academic dishonesty. 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.

“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

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:

**Graded Quizzes:** If the data from D2L suggests that a student has been cheating, they will be referred to the Dean of Student Services to have the possibility investigated. If they are found to be in violation of BC’s Code of Student Conduct and/or have engaged in any act of academic dishonesty, they will have that GQ score recorded as a zero and have 10 points subtracted from their course grade at the end of the term. A second instance will result in that GQ reported as a zero and the next GQ as well and 25 points subtracted from their course grade.

**Avatar Writing Assignment:** If a student’s submissions suggest the writing is not their own, they will be reported to the Dean of Student Services for investigation. If they are found to have perpetrated an act of academic dishonesty and/or in any other way violated the Code of Student Conduct, their Avatar score will be capped at 9 (out of 15) and 10 points will be subtracted from their course grade. A second instance will result in a zero for the Avatar assignment and 25 points subtracted from their course grade.

**Participation Component:** If a student’s data suggests they have been manipulating D2L in unscrupulous ways, they will be reported to the Dean of Student Services for investigation. If they are found to have perpetrated an act of academic dishonesty and/or in any other way

violated the Code of Student Conduct, their Participation will be capped at 20 (out of 30) and 10 points will be subtracted from their course grade. A second instance will result in a 10 point cap for the Participation Component and 25 points subtracted from their course grade.

**Pre-Meeting Comment:** If a student's submissions suggest the writing is not their own, they will be reported to the Dean of Student Services for investigation. If they are found to have perpetrated an act of academic dishonesty and/or in any other way violated the Code of Student Conduct, their Comment score will be capped at 6.5 (out of 13). A second instance will result in a zero for the Comment assignment and 25 points subtracted from their course grade..

**Final:** If a student's submissions suggest the writing is not their own, they will be reported to the Dean of Student Services for investigation. If they are found to have perpetrated an act of academic dishonesty and/or in any other way violated the Code of Student Conduct, their Final score will be a zero and 30 points will be subtracted from their course grade.

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

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

### **Campus Closure Statement**

Brazosport College is committed to the health and safety of all students, staff, and faculty and adheres to all federal and state guidelines. The College intends to stay open for the duration of the semester, and provide access to classes and support services on campus in the safest way possible. The College will also comply with lawful orders given by applicable authorities, including the Governor of Texas, up to and including campus closure. It is possible that on campus activities may be moved online and/or postponed if such orders are given.

"Professor Johnston often said that if you didn't know history, you didn't know anything. You were a leaf that didn't know it was part of a tree."

Michael CRICHTON

## Contacting the Instructor

Contact information is available at the beginning of this syllabus. E-mail is the 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.

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).

## Notable Dates

Monday 24 August	courses begin
Thursday 27 August	11:30 p.m. Deadline for Graded Quiz 1

Zoom meetings begin on Monday 31 August, students are required to have submitted their comment at least 24 hours **BEFORE** their official Zoom meeting time (which is based upon the sub-section they belong to). This requirement will then be repeated every week (except Thanksgiving Week) through the last week of meetings which is the week of 30 November – 4 December.

Thursday 3 September	11:30 p.m. Deadline for Graded Quiz 2
Wednesday 9 September	Last Day to Terminate Enrollment with 100% Refund
Thursday 10 September	11:30 p.m. Deadline for Graded Quiz 3
Wednesday 16 September at noon	Participation Reporting Period 1 Closes
Thursday 17 September	11:30 p.m. Deadline for Graded Quiz 4
Friday 18 September	Avatar Selection Process Opens
Tuesday 22 September	Avatar Assignment Day
Thursday 24 September	11:30 p.m. Deadline for Graded Quiz 5
Thursday 1 October	11:30 p.m. Deadline for Graded Quiz 6
Friday 2 October	11:30 p.m. Deadline for Avatar Entry #1
Thursday 8 October	11:30 p.m. Deadline for Graded Quiz 7

Friday 9 October	11:30 p.m. Deadline for Avatar Entry #2
Thursday 15 October	11:30 p.m. Deadline for Graded Quiz 8
Friday 16 October	11:30 p.m. Deadline for Avatar Entry #3
Wednesday 21 October at noon	Participation Reporting Period 2 Closes
Thursday 22 October	11:30 p.m. Deadline for Graded Quiz 9
Friday 23 October	11:30 p.m. Deadline for Avatar Entry #4
Thursday 29 October	11:30 p.m. Deadline for Graded Quiz 10
Friday 30 October	11:30 p.m. Deadline for Avatar Entry #5
Monday 2 November	Last Day to Terminate Participation with Automatic "W"
Thursday 5 November	11:30 p.m. Deadline for Graded Quiz 11
Friday 6 November	11:30 p.m. Deadline for Avatar Entry #6
Thursday 12 November	11:30 p.m. Deadline for Graded Quiz 12
Friday 13 November	11:30 p.m. Deadline for Avatar Entry #7
Thursday 19 November	11:30 p.m. Deadline for Graded Quiz 13
Friday 20 November	11:30 p.m. Deadline for Avatar Entry #8
Week of 22-28 November	Thanksgiving Week
Thursday 3 December	11:30 p.m. Deadline for Graded Quiz 14
Friday 4 December	11:30 p.m. Deadline for Avatar Entry #9 (obituary)
Wednesday 9 December	Noon Deadline for submitting Final
Friday 11 December	Course grades to registrar NLT 1000 hours

# US I Lecture Sequence

## 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, & Mexico

## 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 Lectures)

*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; the Netherlands and the Americas; Swedish America

**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; Quartering Act Crises; Tea Act Crisis; First Continental Congress; 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: A New Nation Grows

Defining events in the administrations of JEFFERSON (Marbury v. Madison), MADISON (War of 1812), MONROE (Monroe Doctrine); Industrial Revolution and Market Revolution; TECUMSEH, Creek, and Seminole Homeland Defense

## 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; Slavery-centered 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

**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