



**PRAIRIE VIEW
A&M UNIVERSITY**

SYLLABUS

HIST 1323, US History, 1876 to the Present Fall 2018

Instructor: Dr. Marco Robinson
Section # and CRN: Z02, 12601
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Email Address: mtrobinson@pvamu.edu
Office Hours: Tues. and Thurs., 7:30 am - 9:30am, 2:30 pm-5:30 pm or by appointment
Mode of Instruction: Online
Course Location: N/A
Class Days & Times: N/A
Catalog Description: Surveys modern American development: the industrial nation and its problems; expansionist and muckraker; the First Crusade, Normalcy and Reaction, Depression, and the New Deal; and the Second World War and after. Lectures, special readings, discussion, supervised study, and tests.

Prerequisites: RDNG 0131.
Co-requisites: N/A

Required Texts: US: A Narrative History, Volume 2: since 1865 (Paperback) by James West Davidson, Brian DeLay, Christine Leigh Heyrman, Mark Lytl, Michael Stoff (ISBN 978-0077368326).

James Baldwin, *The Fire Next Time* ***(*PDF of Book Emailed to you via ecourses*)***

Articles and Selected Book Chapters:

Color Complex: The Politics of Skin Color among African Americans (Chapter Two and Three), Kathy Russell, Midge Wilson, and Ronald Hall

"Guilt by Association: Women as Participants and Victims of Lynchings", Marilyn Lovett

"Black Ideals of Womanhood in the late Victorian Era", Shirley Carlson

White Man Listen, Richard Wright

"A World to Win: The International Dimension of the Black Freedom Movement", Kevin Gaines

"Would African Americans have been better off without Brown v. Board of Education?", Jack Balkin

Post Black: How a Generation is Redefining African American Identity, Ytasha Womack

Rock My Soul: Black People and Self-esteem, Bell Hooks

**Recommended
Texts:** N/A

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Learn basic facts of American history;	1	Critical Thinking
2	Be better able to think critically, recognize change over time, and demonstrate an understanding how actions have consequences;	2	Critical Thinking
3	Relate present-day issues and experiences to those of the past, in order to provide a better basis for personal responsibilities, appreciating challenges, and possibilities of contemporary times;	3	Communications
4	Supplement knowledge of sources and methods of learning American history;	4	Personal Responsibility
5	Develop global perspective and social responsibility by recognizing and remarking upon relationships between domestic and foreign affairs.	5	Social Responsibility

Major Course Requirements

Method of Determining Final Course Grade

Tests= 80% **Discussion Posts= 10%** **Book Precis= 10%**

Course Grade Requirement	Value	Total
1) Exam 1	20%	100
2) Mid-term	20%	100
3) Exam 3	20%	100
4) Final Exam	20%	100
5) Book Precis	10%	100
6) Critical Discussion Post	10%	100
Total:	100%	600 pts

Weekly Discussion Forums

Weekly discussion forums are an intricate part of this course. Discussion forums provide you with an opportunity to explore the subject matter covered (you read and saw on video) in the chapters, engage in an on-line dialogue with classmates and your instructor, and think critically about and write on issues related to American history from 1876 to the present.

*****Weekly Attendance***** in this course is based on your submitting the discussion. **All discussions are not graded! (SEE UNIVERSITY ATTENDANCE POLICIES-DO APPLY)** The weekly **regular discussions** are necessary for preparing you for tests/writing assignments,

making sure that you understand the materials being covered and again for attendance purposes. **Please take these opportunities seriously for the aforementioned reasons.**

There is one **comprehensive discussion response worth 100 pts** assigned to provide the instructor with an opportunity to evaluate your understanding of the information being analyzed, your articulation of the materials being covered, and your abilities to connect the information to contemporary times and issues impacting American society. Specific instructions for composing and an example of the comprehensive discussion response will be provided to you via ecourses (prior to the first submission date).

Tests

Tests in this course are composed of various question types including **multiple choice, short answer, true and false, fill in the blank and essay**. The number of questions on the exam will range from a minimum of **50** to **100** questions on each exam. It is important that you stay organized, take notes, and underline important information in your textbook and on worksheets in preparation for the exams (**participate in the discussion forums too**). If you experience any difficulties please contact me and we can meet face to face. I am here to assist you and make sure that you are prepared and have the best opportunity to be successful.

Additional Readings and Worksheets

***** Worksheets for the assigned readings in this class are resources to help you prepare for class discussion responses, other writing assignments and tests. The worksheets do not factor into your overall grade. I strongly encourage you to complete them in order to be successful on the aforementioned assignments. *****

Grading Criteria and Conversion:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59-0

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description	Due Dates (All Times are CMT)
Exam 1	Chapters 17-20	Friday Sept. 21, 2018 (by 5:00 pm)
Mid-term	Chapters 21-25	Friday Oct. 19, 2018 (by 5:00 pm)

Exam 3	Chapters 26-29	Friday Nov. 16, 2018 (by 5:00 pm)
Final Exam	Chapters 30-32	Final Exams Dec. 5-11 (TBA)
Written Assignment	Book review/assessment	Wednesday Nov. 21, 2018 (12:00 noon)
Weekly Discussions		***Are due weekly by Sundays at 5:00 pm***
Critical Response	Chapters 17-25	Friday Oct. 12, 2018 by 5:00 pm CMT

Course Procedures or Additional Instructor Policies

Make-up Policy: You will only be allowed to make up an exam or assignment if you have a valid excuse. Valid excuses include *documented* illness, school or business trips, or family crises. Without proper documentation, there will be no makeup assignments. **If granted a make-up, you have a period of seven days to schedule your make-up assignment or exam. After that point, the grade becomes a zero.** Please provide written documentation for why you need to make up an assignment from a university official, doctor, police officer, or coach. Student athletes must notify me **BEFORE** they attend an event to represent the school and **MUST** be proactive in getting their assignments completed. Make up exams may be an essay/short answer test or a modified version of the original exam. Any assigned extra credit cannot be made up.

Grade Groveling Policy: Students concerned about their grades should endeavor to attend all class sessions and complete all work to the best of their ability. Students **earn** high grades, based on demonstrating mastery of the subject matter and not based on what they want or need for their overall GPA. Therefore, no grade groveling will be entertained and no “do-overs” allowed.

Attendance Policy:

Weekly Attendance in this course is based on your submitting the discussion or major assignment due at the designated time. If you do not submit the discussion you will be counted absent for the week. There may be weeks where there is no discussion due, but you will be responsible for submitting an exam or writing assignment to be counted present for the week.

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you

can visit Taskstream via the link in eCourses. The assignment below will be submitted via taskstream.

Book Précis – For this assignment, you'll write a précis on the required readings (book and articles) used in this course. A précis is a summary and critical evaluation of scholarly works (In this case a book and at minimum three articles). It will typically take the following form:

- A. Full bibliographic citation in Chicago of Style Manual format of the book.
- B. First paragraph: an objective summary or abstract of the publication. This paragraph should present the information as objectively as possible. You'll have a chance to critique the argument in the second part of your précis. You should **not** use the abstract published for the book. The first paragraph should contain the following information:
 - 1. The overall argument that the author is making, including the author's thesis, the logical thread of the argument, the kinds of support provided, and so forth. If the author invents or uses special terms to argue the case, mention and define them.
 - 2. The context for the argument. What critics or points of view is the author attempting to refute? Where does the author's argument fit into the larger critical discussion of the issue? Is the author attempting to overturn certain assumptions about the work, and, if so, what are those assumptions?
- C. Second and third paragraphs: a critical analysis of the publication. In this paragraph, you'll assess the strengths and weaknesses of the article and discuss the implications of its reasoning for future study of the work. These questions may help you get started:
 - 1. What parts of the book/articles were especially strong or insightful, and why?
 - 2. In what parts of the scholarly works (if any) did the author make claims that were not supported by the evidence? Were there any flaws in the logic of the piece?
 - 3. In what ways is this book useful for understanding the historical topic covered? How significant is it?
- D. You may use more paragraphs if you need to, but you should follow this basic format.
- E. Length: Approximately 2 typed, double-spaced pages
 - 1. Late submittals will be penalized a letter grade or more.

Chicago Manual of Style Format:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Semester Calendar

Note: All students are expected to set aside time to complete work in this course. To help you maintain a schedule the calendar below is provided allotting for two days out the week where you commit to completing the work outlined.

Keys to Success- (1) Follow the course calendar for upcoming chapters and supplementary readings (2) Make sure that you READ and TAKE NOTES from those readings in preparation for tests and discussion responses. (3) Communicate any issues you are facing with the instructor. (4) Make sure that you follow the instructions outlined in the syllabus closely to insure your success.

Week One: Introductions and Chapter 17

Readings: Tues., Aug. 28- Chapter 17
Thurs., Aug. 30- Chapters 17 and 18

Supplementary Reading(s): Begin reading *The Fire Next Time*, Discussion Due Sunday

Week Two: Chapters 18 and 19

Readings: Tues, Sept. 4 - Chapter 18
Thurs., Sept. 6- Chapter 19

Supplementary Reading(s): Con. Reading *The Fire Next Time*, Discussion Due Sunday

Week Three: Chapter 19 and Chapter 20

Readings: Tues, Sept. 11- Chapter 19
Thurs., Sept. 13 - Chapter 20

Supplementary Reading(s): *The Color Complex* and Con. Reading *The Fire Next Time*, Discussion Due Sunday

Week Four: Chapter 20

Readings: Tues, Sept. 18- Chapter 20- *****EXAM ONE Due- 9/21 Friday by 5:00 pm*****
Thurs., Sept. 20- Chapter 2 con.

Supplementary Reading(s): *Ideals of Black Womanhood* and Con. Reading *The Fire Next Time*, Discussion Due Sunday

Week Five: Chapter 21

Readings: Tues, Sept. 25- Chapter 21
Thurs., Sept. 27- Chapter 21

Supplementary Reading(s): Con. Reading *The Fire Next Time*, Discussion Due Sunday

Week Six: Chapter 22

Readings: Tues, Oct. 2- Chapter 22
Thurs., Oct. 4-

Supplementary Reading(s): *What Democracy means to me* and Con. Reading *The Fire Next Time*, Discussion Due Sunday

Week Seven: Chapter 23

Readings: Tues, Oct. 9- Chapter 23
Thurs., Oct. 11- Chapter 23 and 24

Supplementary Reading(s): Con. Reading *The Fire Next Time*, Discussion Due Sunday
*****Critical Review Due Friday October 12, 2018 by 5:00 pm CMT*****

Week Eight: Chapter 24

Readings: Tues, Oct. 16 - Chapter 24

Thurs., Oct. 18- *****MID-TERM EXAM is to be completed by Friday October 19, 2018 5:00 pm CMT*****

Supplementary Reading(s): Con. Reading The Fire Next Time, Discussion Due Sunday

Week Nine: Chapter 25

Readings: Tues, Oct. 23 - Read Chapter 25
Thurs., Oct. 25- Read Chapter 25

Supplementary Reading(s): Finalize Reading The Fire Next Time, Discussion Due Sunday

Week Ten: Chapter 26

Readings: Tues, Oct. 30- Chapter 26
Thurs., Nov. 1- Chapter 26

Supplementary Reading(s): finalize Reading The Fire Next Time, Begin Draft of Book Precis, and Discussion Due Sunday, Chapter 13 Reading and Balkin article

Week Eleven: Chapter 27

Readings: Tues, Nov. 6- Chapter 27
Thurs., Nov. 8- Chapter 27

Supplementary Reading(s): Balkin and Chapter 13, Begin Final Draft of Book Precis

Week Twelve: Chapter 28

Readings: Tues, Nov. 13- Chapter 28
Thurs., Nov. 15 – con.

Supplementary Reading(s): Finalize Draft of Book Precis, *****TEST THREE DUE BY FRIDAY NOVEMBER 16, 2018 5:00 pm CMT*****

Week Thirteen: Chapter 29- THANKSGIVING BREAK!!!!

Readings: *****Wed., Nov. 21 – Book Precis due by 12:00 noon*****

Supplementary Reading(s): Black Sexual Politics

Week Fourteen: Chapters 30 and 31

Readings: Tues., Nov. 27- Chapters 30 and 31
Thurs., Nov. 29- con.

Supplementary Reading(s): Black Sexual Politics

Week Fifteen: Chapter 32

Readings: Tues, Dec. 4- Chapter 32 and Final Review
Thurs., *****Dec. 5-11 – Final Exam Review/ Final Exams begin*****
Supplementary Reading(s): TBA

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or

on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software

- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.