



## History 1301-P03 Fall 2023

### General Course Information

| Information Item               | Information  |
|--------------------------------|--|
| <b>Instructor:</b>             | Dr. John W. Gorman   |
| <b>Section # and CRN:</b>      | History 1301-P03- 12546  |
| <b>Office Location:</b>        | WOOL 204C  |
| <b>Office Phone:</b>           | 936-261-2554   |
| <b>Email Address:</b>          | jwgorman@pvamu.edu   |
| <b>Office Hours:</b>           | 9:00AM – 9:30AM Tuesday & Thursday F2F in Office.<br>11:00AM – 11:00PM Tuesday & Thursday F2F in Office.<br>Virtual Zoom Meeting Room (See Zoom Course Module on Canvas) by appointment set up using Calendly. (Link below)<br><a href="https://calendly.com/jwgormanofficehours">https://calendly.com/jwgormanofficehours</a>   |
| <b>Mode of Instruction:</b>    | F2F  |
| <b>Course Location:</b>        | Juvenile Justice & Psyc Bldg 336   |
| <b>Class Days &amp; Times:</b> | TTH 12:30pm - 1:50pm   |
| <b>Catalog Description:</b>    | <b>This course covers American development from the era of discovery to the close of the Civil War. This course includes modules on the following topics: the colonial era; the young republic; westward expansion; and sectionalism; Civil War, and Reconstruction.</b>   |
| <b>Prerequisites:</b>          | RDNG 0131  |
| <b>Co-requisites:</b>          | none   |
| <b>Required Text(s):</b>       | <b>Text:</b><br><b>1. U.S. History by OpenStax</b><br><b>Authors: P. SCOTT CORBETT, VOLKER JANSSEN, JOHN M. LUND, TODD PFANNESTIEL, and PAUL VICKERY ISBN: 978-1506698151</b><br><b>To access online: <a href="http://cnx.org/content/col11740/1.3">http://cnx.org/content/col11740/1.3</a></b><br><br><b>To order print copy: <a href="https://www.amazon.com/dp/1938168364">https://www.amazon.com/dp/1938168364</a></b><br><br><b>Students may also access the Textbook directly through the module chapter reading links in Canvas</b><br><br><b>2. <i>Slavery and the Founders: Race and Liberty in the Age of Jefferson</i> by Paul Finkelman</b><br><br><b>3. <i>What They Fought For, 1861-1865</i> by James McPherson</b> |
|                                |  |

**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  | T                                  | 1                                 |
| 2. Be better able to think critically, recognize change over time, and demonstrate an understanding how actions have consequences   | T,R                                | 3                                 |
| 3. Relate present-day issues and experiences to those of the past, in order to provide a better basis for appreciating challenges and possibilities of contemporary times | T, R                               | 3                                 |
| 4. Supplement knowledge of sources and methods of learning American history   | R                                  | 5                                 |
| 5. Develop a global perspective by recognizing and remarking upon relationships between domestic and foreign affairs.   | T,R                                | 2                                 |

Student Learning Outcomes Table

**Major Course Requirements**

**Method of Determining Final Course Grade**

| Course Grade Requirement            | Point Value | Category weight Total |
|-------------------------------------|-------------|-----------------------|
| 1. Exams                            | 100 x 3     | 30                    |
| 2. Discussion Forums                | 10 x 7      | 30                    |
| 3. Chapter Quizzes                  | 30 x 5      | 15                    |
| 4. Collaborative Precis Assignments | 100 x 2     | 20                    |
| 5. course Assignments               | 100 x 5     | 5                     |
| <b>Total:</b>                       |             | <b>100</b>            |

Course Grade Requirement Table

**Grading Criteria and Conversion:** Based on a 100 % scale

- A = 90+
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 –

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

**Detailed Description of Major Assignments:**

| Assignment Title or Grade Requirement | Description   |
|---------------------------------------|---|
| Lecture Exams                         | There are three main Lecture exams for the semester and each will be worth 100 points. Lecture exams will count for 40 percent of your total grade.   |
| Quizzes                               | There are 5 Chapter Quizzes. Each one covers two to three chapters and constitutes 15 % of your final grade.  |
| 2. Discussion Forums                  | During the course of the semester students will need to submit all 6 discussions worth 5% EACH AND 30% TOTAL of the Final Course Grade. In Each discussion Forum students will need to answer only one question of the questions listed in the forum instructions (250 words minimum 6 points max) and respond to two other posts (50 words minimum for participation point-- 100 to 150 for content point 2 points max for each reply)                                 |
| 4. Collaborative writing Assignments  | <b>The collaborative writing assignments in this course will consist of two Document based book Precs. Each Precs will count 10% toward the student's final course grade. Since this is a collaborative activity, you will complete this activity as part of a group. Groups should consist of at least 2 members but no more than 3 (points will be deducted for submitting the assignment without partners. Further details provided later in the course syllabus</b> |

**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:**

**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.

**Student Support and Success****John B. Coleman Library**

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

## **Academic Advising Services**

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at [www.pvamu.edu/advising](http://www.pvamu.edu/advising). Phone: 936-261-5911

## **The University Tutoring Center**

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

## **Writing Center**

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

## **Academic Early Alert**

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively

affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

### **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 assists 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: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

### **Office of Testing Services**

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [www.pvamu.edu/testing](http://www.pvamu.edu/testing)

### **Office of Diagnostic Testing and Disability Services**

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, contact the Office of 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 non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

### **Center for Instructional Innovation and Technology Services (CIITS)**

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: <https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

## **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. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

## **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; Website: <https://www.pvamu.edu/studentengagement/>

## **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: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

## **University Rules and Procedures**

### **Academic Misconduct**

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the University Administrative Guidelines on Academic Integrity, which can be found on the Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the University Administrative Guidelines on Academic Integrity, the University Online Catalog, and the

Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be

subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

### **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 learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

### **Nonacademic Misconduct**

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. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

### **Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a

learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [www.pvamu.edu/titleix](http://www.pvamu.edu/titleix), including confidential resources available on campus.

### **Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

### **Non-Discrimination Statement**

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The

University 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 discrimination or harassment, we encourage you to report it. 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 Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

### **Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports the 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 the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the 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 rest 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 University Online 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 10 or later version; Mac with OS High Sierra\*
- 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, or Firefox

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

\* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

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

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

#### **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 discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

#### **Video Conferencing Etiquette**

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

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 Center for Instructional Innovation and Technology Services at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

#### **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**

It is strongly suggested that students type their discussion postings in a word processing application such as Word 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, copy and paste to the discussion board.

### **COVID-19 Campus Safety Measures**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- Self-monitoring - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
  
- Face Coverings - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
  
- Physical Distancing - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
  
- Personal Illness and Quarantine - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu).

### **Students are Responsible for:**

Obtaining the required Textbooks for the course.

Reading reviewing the supplemental materials for all assigned chapters for each two-week bloc.

Completing all assigned chapter quizzes by their due date.

Students must participate in all discussion forums as they are assigned.

Students are expected to upload all assignments to the Turnitin drop box on Canvas by the assigned due date.

It is the student's responsibility to make sure they have a stable internet connection and that their computer/device is compatible and working properly in order to engage effectively in this online course

before beginning any exam make sure your internet connection is stable and working properly. Failure to do so may result in your internet connection becoming unstable and lost, resulting in your assignment being submitted automatically, regardless of its completion status.

### **Students can expect:**

the instructor to return emails within 24 to 48 hours unless otherwise announced on the course page or through course mail. Students may text me or call me directly on my cell if they have a question needing immediate response.

Students may expect the Zoom meeting room for office hours to be maintained unless otherwise announced to the class.

Students may expect all assignments to be graded within one week after their due date.

### **Essentials for success in this course:**

log onto the course regularly in order to keep up with course readings, assignments, Chapter Quizzes, and discussion forum posts.

Students should take time to think about how they want to address their discussion posts. I would encourage students to type out their posts in word before placing it into the discussion forum. This allows for you to be thoughtful in your post and also gives you a backup if something happens and you lose internet connectivity.

## Collaborative Precis Assignments

Communicate with other students to draft your paper.

- This communication may be face-to-face or by email, phone, or other means.
- Together, write a brief 2-3 (800 to 1200 words) page paper addresses the document-based question the paper is based upon. (see the Collaborative Assignment module on Canvas for detailed instructions.
- Each member of your group must submit that same completed paper to the Turnitin drop box located in the Turnitin module on Canvas.
- Paper guidelines below. Please list all participating group members in header of cover page. Further guidelines are listed at the end of the syllabus and in the canvas module for the assignments.

### Submission:

- Use a word processing software program to complete the questions above.
  - Save it on your computer or memory device as a doc or docx
  - Name it Collaborative Precis with the title of the book for ex... "Collaborate Precis over The Movement and the Sixties." When you are ready to submit it, click on the Turnitin link for the assignment on Canvas.
  - When the new screen opens locate ATTACH LOCAL FILE and click the BROWSE button to navigate to the document.
  - Navigate to your document.
  - Click SUBMIT when you have found it.
  - Do NOT paste your activity in the comments box; this is meant for short notes to me and will not provide enough space to hold an entire assignment.
- DO NOT SEND YOUR ASSIGNMENTS VIA EMAIL!**

### Turning in the Assignment

1. Each member of the group must turn in the assignment to the specific Turnitin dropbox for that assignment.

2 each student must also turn in the assignment to Taskstream.

#### 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.

### **Collaborative Assignment #1: *Slavery and the Founders: Race, Class and Liberty in the Age of Jefferson* by Paul Finkelman**

**Directions: Using the reviews and Instructions found on Canvas, you need to identify, describe, and analyze the strengths and weaknesses of this book. See course Module on Canvas for Detailed Instructions**

**General Format:**

### **Collaborative Assignment #2 *What They Fought For, 1861-1865* by James McPherson.**

Directions: In your paper, you need analyze this statement and evaluate how persuasive the author is. In other words, **you need to identify, describe, and analyze the strengths and weaknesses of this book.**

### **Instructions for your Collaborative Assignments.**

#### **Question you are to address in your Precis:**

Using the reviews provided, **analyze the strengths and weaknesses of *Slavery and the Founders Due October 10 and What they Fought for Due November 28.***

You must use the reviews (Located in Canvas) provided, and you may bring in outside sources for your analysis.

Paragraph one: Must Have a Thesis Statement.

Following Paragraphs: Develops your Thesis... Using the reviews etc go into detail on the strengths and weaknesses.

Conclusion: Summarizes your key points and often can be a more developed statement concerning your thesis statement.

Format: Time New Roman 12 pt font. 1" margins

You must footnotes.

You must use to Chicago Manual of Style for formatting paper, specifically the footnotes and work cited page. Remember that when use one of the reviews you must give credit to that review for the information you are using from it.

You must have a bibliography or works cited page

You must have a cover page

You must include all group members names on the cover page

**Everyone in the group must upload the completed Precis to both the Turnitin drop box and Taskstream located at the top of the course ecourses page.**

### **What follows below are specific details on how to write a Thesis Statement**

#### **How to write a Thesis Statement (Note: These are only examples)**

##### **Example Question:**

Using the documents provided, analyze how the Ottoman government viewed ethnic and religious groups within its empire for the period 1876–1908. Identify an additional document and explain how it would help you analyze the views of the Ottoman Empire.

### **CRAFTING A SOLID THESIS STATEMENT**

You have one chance to make a good first impression. Usually, an AP History reader can tell within the first few sentences whether or not an essay is going to be strong. A few essays can recover after a poor start, but first impressions matter. Consequently, nothing is more important in the first paragraph than the clear statement of an analytical thesis.

Different kinds of writings demand different types of opening paragraphs. In English class, you may learn a style of essay writing that asks for general background information in a first paragraph. On a DBQ, however, you do not have much time. The reader is most interested in seeing a strong thesis as soon as possible.

Your thesis can be more than just one sentence. To score well, the thesis needs to include specific information that responds to the question. Many students think they have written a thesis when, in actuality, they have not; their opening paragraphs are **just too general and unspecific.**

Your thesis must be in the first paragraph of your essay. The thesis is that part of your essay that:

- 1) specifically addresses the terms of the question and
- 2) sets up the structure for the rest of your essay. Let's take a look at thesis statement samples based on the example prompt listed above.

**The question you are being asked to address is: (remember this is only an example question)**

For the period 1876–1908, analyze how the Ottoman government viewed ethnic and religious groups within its empire.”

**THESIS STATEMENTS THAT DO NOT WORK**

The following statement is not an acceptable thesis; it is far too vague. It says very little about how the essay is structured.

There were many ways in which the Ottoman government viewed ethnic and religious groups. The next statement paraphrases the historical background and does not address the question. It would not receive credit for being a thesis.

The Ottoman government brought reforms in the Constitution of 1876. The empire had a number of different groups of people living in it, including Christians and Muslims who did not practice the official form of Islam. By 1908 a new government was created by the Young Turks and the sultan was soon out of his job.

This next sentence gets the question backward: you are being asked for the government's view of religious and ethnic groups, not the groups' view of the government. Though the point-of-view issue is very important, this statement would not receive POV credit.

People of different nationalities reacted differently to the Ottoman government depending on their religion.

The following paragraph says a great deal about history, but it does not address the substance of the question. It would not receive credit because of its irrelevancy.

Throughout history, people around the world have struggled with the issue of political power and freedom. From the harbor of Boston during the first stages of the American Revolution to the plantations of Haiti during the struggle to end slavery, people have battled for power. Even in places like China with the Boxer Rebellion, people were responding against the issue of Westernization. Imperialism made the demand for change even more important, as European powers circled the globe and stretched their influences to the far reaches of the known world. In the Ottoman Empire too, people demanded change.

**THESIS STATEMENTS THAT DO WORK**

Now we turn to thesis statements that do work. These two sentences address both the religious and ethnic aspects of the question. They describe how these groups were viewed.

The Ottoman government took the same position on religious diversity as it did on ethnic diversity. Minorities were servants of the Ottoman Turks, and religious diversity was allowed as long as Islam remained supreme.

This statement answers the question in a different way but is equally successful.

Government officials in the Ottoman Empire sent out the message that all people in the empire were equal regardless of religion or ethnicity, yet the reality was that the Turks and their version of Islam were superior.

Do not use profanity, slang, or unique colloquialisms. Remember, you are writing a scholarly review, not an email.

When using quotations, enclose the page number (or numbers) of the quotation in parentheses at the end of the quoted passage. EX: (p. 15), or (pp. 21-23). For example, "The literature on military professionalism has largely concentrated on such attributes as education, inculcation of military ethics, and socialization of the officer corps," (p. 235). Use one "p." if the quotation comes from

one page or "pp." if it begins on one page and continues to the next. All material taken directly from the book you are reviewing (or any other book, journal, magazine, or newspaper) must be put in quotation marks and cited properly. If not, this constitutes plagiarism and is subject to appropriate punitive action.

Avoid extensive quotations. More than six lines of quotes per page is "extensive."

**C. PROOF READING:** You might consider writing your assignment at least two days in advance and then spend time reviewing and revising it. Regardless, carefully proof read your assignment for typos, misspellings, duplicate words, and other grammatical mistakes. If possible, read it aloud. Reading a paper aloud is a very good way of picking up redundant or repetitive phrases, awkward sentence construction, contradictory statements, etc. It will also assist you in adhering to the style outlined in points A and B, as each individual offense will result in the automatic deduction of five points.

III. Summary and Thesis --

**A. SUMMARY:** Your review should give the reader a concise summary of the scope and content of the book. No more than one paragraph of a three-page review should be devoted to the content of a book.

**B. ANALYSIS: YOUR EVALUATION OF THE AUTHOR'S THESIS IS THE MOST IMPORTANT PART OF THE REVIEW.** The thesis is the author's interpretation or point of view regarding the subject of the book. Simply stated, what point is the author trying to make in his book? You must discuss and analyze how convincingly the author presents the thesis. You should devote considerable attention to the discussion and analysis of the author's thesis, as well as to your own . . .

IV. Critical Evaluation --

**A. WRITING STYLE:** Evaluate the author's writing style (did you like it? why or why not?). How well did the author organize the book? Is the book mainly chronological narrative or topical analysis?

**B. RESEARCH:** Evaluate the author's sources and documentation. Did the author base his (or her) book mainly on secondary works (other books, journal articles), or did the notes include primary sources (newspapers, diaries, collections of letters and contemporary documents). How well did the author's evidence support his (or her) thesis?

**C. ILLUSTRATIVE MATERIALS:** Were maps, charts or illustrations included in the book? If so, were they clear, informative and well chosen?

**D. OVERALL ASSESSMENT:** Your evaluation of the above points may be either favorable or unfavorable. Was the author's thesis convincing? What were the book's strong points? What were its weak points?

## Course Calendar and Objective / Outcomes Alignment

### Course Objectives

1. Learn basic facts of American history
2. Be better able to think critically, recognize change over time, and demonstrate an understanding how actions have consequences
3. Relate present-day issues and experiences to those of the past, in order to provide a better basis for appreciating challenges and possibilities of contemporary times
4. Supplement knowledge of sources and methods of learning American history

## Course Assignments and Outcome Alignment

|                    |                       |                              |
|--------------------|-----------------------|------------------------------|
| Videos             | Core 1                | course objectives 1          |
| Chapter Readings   | Core 1, 2             | course objectives 1          |
| Quizzes            | Core 1,4,5            | course objectives 1, 2       |
| Discussion Forums  | Core 1, 2, 3, 4, 5, 6 | course objectives 1, 2, 3, 4 |
| Precis Assignments | Core 1, 2, 3, 4, 5, 6 | course objectives 1, 2, 3, 4 |
| Major Exams        | Core 1, 2             | course objectives 1, 2, 4    |

## Assignments for Weeks 1 & 2 August 21 - September 3

Syllabus Quiz - Due **September 3**

Pre-Test - Due **September 3**

Introductions - Due **September 3**

Discussion board for Collaborative Assignments

Weeks 1 & 2 Discussion - Due **September 3**

Quiz #1- Chapters 1-3 - Due **September 3**

### Videos

Sedentary, Semi-Sedentary, and Non-Sedentary Cultures

Columbian Exchange

Colonial Virginia

Bacon's Rebellion Links to an external site.

## Chapter 1 The Americas, Europe, and Africa Before 1492

Perspective

Objectives

Overview

### Chapter readings

Introduction

1.1 The Americas

1.2 Europe on the Brink of Change

1.3 West Africa and the Role of Slavery

Key Terms

Summary

Review Questions

Critical Thinking Questions

## Chapter 2 Early Globalization: The Atlantic World, 1492–1650

Perspective

Objectives

Overview

### Chapter readings

Introduction

2.1 Portuguese Exploration and Spanish Conquest

2.2 Religious Upheavals in the Developing Atlantic World

2.3 Challenges to Spain's Supremacy

2.4 New Worlds in the Americas: Labor, Commerce, and the Columbian Exchange

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Chapter 3 Creating New Social Orders: Colonial Societies, 1500–1700**

Perspective

Objectives

Overview

### **Chapter readings**

Introduction

3.1 Spanish Exploration and Colonial Society

3.2 Colonial Rivalries: Dutch and French Colonial Ambitions

3.3 English Settlements in America

3.4 The Impact of Colonization

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Weeks Three and Four: September 4 - September 17**

### **Assignments for Weeks 3 & 4: Chapters 4 - 6**

Weeks 3 & 4 Discussion - Due September 17

Quiz 2 (Chapters 4-6) - Due September 17

### **Videos**

The Half Way Covenant

Mercantilism

From Servitude to Slavery

A History of the House of Burgesses

The French and Indian War

Common Sense

The Southern Campaign of the Revolutionary War

## **Chapter 4 Rule Britannia! The English Empire, 1660–1763**

Perspective

Objectives

Overview

### **Chapter readings**

Introduction

4.1 Charles II and the Restoration Colonies

4.2 The Glorious Revolution and the English Empire

4.3 An Empire of Slavery and the Consumer Revolution

4.4 Great Awakening and Enlightenment

4.5 Wars for Empire

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Chapter 5 Imperial Reforms and Colonial Protests, 1763-1774**

Perspective

Objectives

Overview

## **Chapter readings**

Introduction

5.1 Confronting the National Debt: The Aftermath of the French and Indian War

5.2 The Stamp Act and the Sons and Daughters of Liberty

5.3 The Townshend Acts and Colonial Protest

5.4 The Destruction of the Tea and the Coercive Acts

5.5 Disaffection: The First Continental Congress and American Identity

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Chapter 6 America's War for Independence, 1775-1783**

Perspective

Objectives

Overview

### **Chapter readings**

Introduction

6.1 Britain's Law-and-Order Strategy and Its Consequences

6.2 The Early Years of the Revolution

6.3 War in the South

6.4 Identity during the American Revolution

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Weeks 5 - 6: September 18 - October 1**

### **Assignments for Weeks 5 & 6: Chapters 7 - 8**

Weeks 5 & 6 Discussion – Due October 1

## **Chapter 7 Creating Republican Governments, 1776–1790**

Perspective

Objectives

Overview

### **Chapter readings**

Introduction

7.1 Common Sense: From Monarchy to an American Republic

7.2 How Much Revolutionary Change?

7.3 Debating Democracy

7.4 The Constitutional Convention and Federal Constitution

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Weeks 7 - 8: October 2 - October 15**

Precis One: Slavery and the Founders **Due October 8**

Weeks 7 & 8 Discussion -- Due October 15

1313 Exam 1 Fall 2023 -- Due October 15

**Videos**

The Great Compromise

Assuming State Debts

Thomas Jefferson

War of 1812

**Chapter 8 Growing Pains: The New Republic, 1790–1820**

Perspective

Objectives

Overview

**Chapter readings**

Introduction

8.1 Competing Visions: Federalists and Democratic-Republicans

8.2 The New American Republic

8.3 Partisan Politics

8.4 The United States Goes Back to War

Key Terms

Summary

Review Questions

Critical Thinking Questions

**Weeks 9 and 10: October 16 – October 29**

**Assignments for Weeks 9 & 10 - due October 29**

Weeks 9 & 10 Discussion - **due October 29**

Quiz 3 (chapters 9-11) - **due October 29**

**Videos**

The Lowell Girls

The Erie Canal

The Corrupt Bargain

The Nullification Crisis

**Chapter 9 Industrial Transformation in the North, 1800–1850**

Perspective

Objectives

Overview

**Chapter readings**

Introduction

9.1 Early Industrialization in the Northeast

9.2 A Vibrant Capitalist Republic

9.3 On the Move: The Transportation Revolution

9.4 A New Social Order: Class Divisions

Key Terms

Summary

Review Questions

Critical Thinking Questions

**Chapter 10 Jacksonian Democracy, 1820–1840**

Perspective

Objectives

Overview

**Chapter readings**

Introduction

10.1 A New Political Style: From John Quincy Adams to Andrew Jackson

10.2 The Rise of American Democracy

10.3 The Nullification Crisis and the Bank War

10.4 Indian Removal

10.5 The Tyranny and Triumph of the Majority

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Chapter 11 A Nation on the Move: Westward Expansion, 1800–1860**

Perspective

Objectives

Overview

### **Chapter readings**

Introduction

11.1 Lewis and Clark

11.2 The Missouri Crisis

11.3 Independence for Texas

11.4 The Mexican-American War, 1846–1848

11.5 Free Soil or Slave? The Dilemma of the West

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Weeks 11 and 12: October 30 – November 12**

Lecture Exam 2 – November 9

Weeks 11 & 12 Discussion due November 12

Quiz 4 (Chapters 12-13)

### **Videos**

The Women's Movement and Abolitionism

The Second Great Awakening

Family Traces Roots to Slave Island

Eli Whitney's Invention

## **Chapter 12 Cotton is King: The Antebellum South, 1800–1860**

Perspective

Objectives

Overview

### **Chapter readings**

Introduction

12.1 The Economics of Cotton

12.2 African Americans in the Antebellum United States

12.3 Wealth and Culture in the South

12.4 The Filibuster and the Quest for New Slave States

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Chapter 13 Antebellum Idealism and Reform Impulses, 1820–1860**

Perspective

Objectives

Overview

### **Chapter readings**

Introduction

13.1 An Awakening of Religion and Individualism

13.2 Antebellum Communal Experiments

13.3 Reforms to Human Health

13.4 Addressing Slavery

13.5 Women's Rights

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Weeks 13 and 14: November 13 - November 26 (Chapters 14-16)**

Assignments for Weeks 13 & 14

Precis Two: What They Fought For - Due November 26

Week 13 and 14 Discussion Forum - Due November 26

### **Videos**

The Wilmot Proviso

The Compromise of 1850

Why the South Lost the Civil War

Lincoln's Last Moments

Was Reconstruction Considered a Failure?

Audio Interview of Former Slave Fountain Hughes

## **Chapter 14 Troubled Times: The Tumultuous 1850s**

Perspective

Objectives

Overview

### **Chapter readings**

Introduction

14.1 The Compromise of 1850

14.2 The Kansas-Nebraska Act and the Republican Party

14.3 The Dred Scott Decision and Sectional Strife

14.4 John Brown and the Election of 1860

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Chapter 15 The Civil War, 1860–1865**

Perspective

Objectives

Overview

### **Chapter readings**

Introduction

15.1 The Origins and Outbreak of the Civil War

15.2 Early Mobilization and War

15.3 1863: The Changing Nature of the War

15.4 The Union Triumphant

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Chapter 16 The Era of Reconstruction, 1865–1877**

Perspective

Objectives

Overview

### **Chapter readings**

Introduction

16.1 Restoring the Union

16.2 Congress and the Remaking of the South, 1865–1866

16.3 Radical Reconstruction, 1867–1872

16.4 The Collapse of Reconstruction

Key Terms

Summary

Review Questions

Critical Thinking Questions

## **Final Exam Week December 1 - December 7**

1313 Online Final Exam – Due December 3

Post Test