



**HIST 1302: United States History II (African-American)
Spring 2024**

General Course Information

Information Item	Information
Instructor:	Dr. James Thomas Jones III
Section # and CRN:	P01 23749
Office Location:	George R. Woolfolk Building #320
Office Phone:	936-261-3204
Email Address:	JTJones@pvamu.edu
Office Hours:	TR 8:00 – 11:00 --- By Appointment (Zoom Session)
Mode of Instruction:	In Person
Course Location:	E.E. Obanion Science Building #A104
Class Days & Times:	TR 2:00 – 3:20
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.
Prerequisites:	N/A
Co-requisites:	N/A
Required Text(s):	Corbett, Janssen, Lund, Pfannestiel, and Vickery, <i>U.S. History</i> --- ISBN: 978-1506698151 <i>To access online:</i> http://cnx.org/content/col11740/1.3 <i>To order print copy:</i> https://www.amazon.com/dp/1938168364 Malcolm X, <i>The Autobiography of Malcolm X</i> as told to Alex Haley
Recommended Text(s):	

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 of 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 ATTENDANCE POLICY

Two unexcused, meaning absences not approved by me in advance, will result in the reduction of your final grade by one letter grade. Three unexcused absences will result in the reduction of your final grade by another letter grade. A failing grade will result from more than three absences. You will be considered absent if you arrive late for or depart early from any class meeting.

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1. Mid-Term Examination	20%	100 Points
2. Response Papers	40%	200 Points
3. Final Examination	20%	100 Points
4. Precis	20%	100 Points
Total:	100%	500 Points

Grading Criteria and Conversion:

A = 500 – 450

B = 449 – 400

C = 399 – 350

D = 349 – 300

F = 299 - 0

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
1. Mid-Term Examination	The initial examination will cover the U.S. historical narrative from Reconstruction through World War I.
2. Precis	Students will construct a Precis that covers <i>The Autobiography of Malcolm X</i> . One of the most important figures of the twentieth-century. Guidelines are listed below this chart.
3. Final Examination	The final examination will cover the period from World War I until the present day.
4. Response Papers	<p>As indicated above, response papers in the “Method of Determining the Final Course Grade” section serve as the major element in the evaluation of your performance. Considering the weight that your response papers carry, it is crucial that you do not fall behind in the engagement of readings and videos that you will encounter during this course. I will NOT reopen the submission portals if you miss the deadline; do not put your grade in peril by missing deadlines for any reason.</p> <p>As you already know, this is an unusual moment for all of us and your inability to attend class due to any situation is not an excuse for not engaging your readings/videos and submitting your work on time. Your 300-word response paper must be pasted onto the assigned spot, do NOT upload the file as there is so much that could go wrong with uploaded documents such as formatting problems.</p> <p>All response papers must be submitted prior to the start of class and a hard copy delivered by YOU at the beginning of class. I will not accept hard copies that are not delivered prior to the beginning of class.</p>

Book Precis

For this assignment, you’ll write a précis on *The Autobiography of Malcolm X*

Length: The paper should be typed, doubled-spaced with margins on each side of approximately one inch, and be between 2 and 3 pages in length (750 to 1250 words). In addition, you should use Times New Roman font and employ a conservative header (very little space used).

Guidelines:

Form:

A précis is a summary and critical evaluation of a piece of scholarly work. It will typically take the following form:

1. Full bibliographic citation in Chicago of Style Manual format of the book. This should be the title of your assignment.

Author, Title (City of Publisher: Publisher, Year of Publication; reprint, City of Reprint Publisher: Reprint Publisher, Year of reprint Publication).

SAMPLE HEADING:

Gordon Shumway

Edward Countryman, *A People In Revolution: The American Revolution and Political Society in New York, 1760-1790* (Baltimore: Johns Hopkins University Press, 1981; reprint, New York: W.W. Norton and Co., 1989).

2. 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?
3. Second paragraph: 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 article were especially strong or insightful, and why?
 2. In what parts of the essay (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? How does it relate to American society today?

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester by your department, but for general information, you can visit Taskstream via the link in eCourses.

Classroom Decorum:

A crucial component found in any formula for student success hinges on attendance and attentiveness. It is with the intention of providing students the greatest opportunity to successfully engage materials and navigate their way through this course that the following rules must be followed.

- Students must be present, seated, and attentive prior to lecture beginning. Failure to be seated and prepared for class to begin will result in you being marked absent for the day. There will be no exceptions to this policy.
- During face-to-face sessions, students are expected to silence cell phones and refrain from using them unless they are being used for classroom purposes such as taking notes.
- During virtual meetings, students must have their webcams turned on and be visible for the entire class or assume the risk of being marked absent for the class period.
- Students are expected to signal the professor to ask a question or join classroom discussions during both face-to-face and virtual classes. Extreme measures should be taken to avoid interrupting someone who is posing a question or issue. Failure to adhere to this expectation will result in your being removed for the day.
- Please understand that I will do my best to respond to any questions that are presented in the chatroom, however, there may be times when I am unable to do so as I am also lecturing. If I do not respond to your question, please do not take offense. Simply forward your inquiry via e-mail and I will respond to it at my earliest convenience.

Semester Calendar

Week	Description
Week One: 1/16 - 20 Topic Description	American Reconstruction The period of American Reconstruction is crucial to understanding this course. Students will be engaged on prominent issues that afflicted the post-Reconstruction Era.
Readings: Videos:	Chapter 16: <i>The Era of Reconstruction, 1865 – 77</i> <u>Sold Down The River</u> [Response Paper] (Due 1/18)
Week Two: 1/21 - 27 Topic Description	The Nadir Historian Rayford Logan characterized this period as “the lowest of the low” for African-Americans. We will discuss what Logan meant by this categorization as well as the argument that class stratification among southern whites is exacerbated during this moment as the Industrial Revolution builds momentum.
Readings: Videos:	Chapter 18: <i>Industrialization and the Rise of Big Business, 1870 - 1900</i> <u>Slavery By Another Name</u> [Response Paper] (Due 1/23)
Week Three: 1/28 - 2/3 Topic Description	The Origins of Class Warfare in American Society Although often ignored in considerations of U.S. History, a cursory glance of America’s development reveals that the longest running war in this nation since the Industrial Revolution’s genesis is a war between workers and owners. Issues of class and a growing economic inequality will be examined in this week’s lecture.
Readings: Videos:	Chapter 19: <i>The Growing Pains of Urbanization, 1870 – 1900</i> <u>Booker T. Washington and W.E.B. DuBois (Biographies)</u>
Week Four: 2/4 – 10 Topic Description	Between a Rock and a Hard Place --- Jim Crow America This week’s lecture will focus on the growing anxieties of an American populace that is increasingly divided by identity politics. The most obvious groups that were forced to pursue their individual interests are African-Americans and new immigrant workers.
Readings: Videos:	Chapter 20: <i>Politics in the Gilded Age, 1870 – 1900</i> Ethnic Notions [Response Paper] (Due 2/6)
Week Five: 2/11 – 17 Topic Description	An Urbanizing Nation: Xenophobia and Income Disparities in U.S. Cities Our focus will turn to America’s rapidly developing urban centers that were a natural by-product of the Industrial Revolution. We will seek to

examine what life was like for “new immigrants” and what were the primary causes of xenophobia in the ghettos of this nation. We will also review the rise of powerful men who foreshadow the arrival of phenomenal wealth disparities between American laborers and the men who own the means of production.

Readings: Chapter 21: *Leading the Way: The Progressive Movement, 1890 - 1920*
Videos: Separate but Equal: Homer Plessy and the Case that Upheld the Color Line
Booker T. Washington: The Atlanta Compromise [Response Paper]
(Due 2/13)

Week Six: 2/18 – 24
Topic
Description **The American Century Begins**
The lecture for this week will examine the rather convoluted process that led to the Twentieth-Century being termed by American historians as “The American Century.” What was occurring within the American citizenry that laid the foundation for unprecedented economic growth.

Videos: Haymarket
A Layman’s Sermon: Jacob Riis
The Triangle Shirtwaist Factory

Week Seven: 2/25 – 3/2
Topic
Description **Conflict Abroad Leads to Great Changes at Home**
The outbreak of World War I was a watershed moment for the nation as it forced new immigrants to prove their loyalty to their new nation over their homeland and provided southern-based Blacks to escape the exploitive economic system called sharecropping. World War I facilitated an unprecedented demographic shift for Blacks that birthed what Alain Locke termed a New Negro.

Readings: Chapter 23: Americans and the Great War, 1914 – 1919
Videos: The Great Migration and the Harlem Renaissance [Response Paper]
(Due 2/27)

Week Eight: 3/3 – 9
Topic
Description **World War I: Birth of a New Cultural Aesthetic in Urban America**
In the post-World War I era, Blacks would be reminded via white terrorism that their status had not changed as a result of the war. Yet, they still managed to birth the Harlem Renaissance. Returning soldiers demanded the return to pre-war times in regards to women, blacks, and labor deals.

Readings: Chapter 24: *The Jazz Age: Redefining the Nation, 1919 – 1929*
Videos: The History of the Harlem Renaissance

Mid Term Exam: March 7th (Your examination will not be altered or moved for ANY reason so plan accordingly.)

**Week Nine: 3/17 – 23
Topic
Description**

Rise of the American King: FDR, The New Deal, and CPUSA
A decade of unprecedented economic prosperity after World War I was closed by economic ruin that birthed the Great Depression. Our discussion will examine the inverse relationship between economic strife and political unrest. Many Americans greatest fear, the specter of Communism, was realized with the rise of CPUSA. With their suffering caused by unceasing economic ruin, American workers lent a sympathetic ear to rising criticism of American Capitalism. We will discuss the rise of President Franklin Delano Roosevelt and his “New Deal” that attempted to pull the nation from economic ruin.

Readings: Chapter 25: *Brother, Can You Spare a Dime? The Great Depression, 1929 – 1932*
Videos: Chapter 26: *Franklin Roosevelt and the New Deal, 1932 – 1941*
Scottsboro: An American Tragedy [Response Paper] (**Due 3/19**)

**Week Ten: 3/24 – 3/30
Topic
Description**

World War II: Racial Animosity at Home and Abroad (The Double-V Campaign)
This week’s lecture will focus on the arrival of a second World War that once again highlighted the lengths that nations will go to exert their will onto others. We will examine the rise of Hitler inside of Nazi Germany and revisit a familiar question of “should Blacks fight in defense of America.”

Readings: Chapter 27: *Fighting the Good Fight in World War II, 1941 – 1945*
Videos: Awakenings [Response Paper] (**Due 3/26**)
The Piano Lesson

**Week Eleven:
3/31 – 4/6
Topic
Description**

The Cold War: Seeds for Upheaval being Curtailed
Discussions will revolve around what amounts to a radically different post-World War II world. We will discuss the inherent ironies found within a nation that fought for freedom abroad, yet, enters a period of fear-induced political repression on anyone who chose to criticize its domestic practices. Our discussion will deal with the increased difficulties flowing from Black American leaders’ decision to continue to attack Jim Crow in all of his manifestations.

Readings: Chapter 28: *Post-War Prosperity and Cold War Fears, 1945 – 1960*
The Autobiography of Malcolm X ---- **COMPLETED**
Videos: Fighting Back [Response Paper] (**Due 4/2**)

Week Twelve: 4/7 – 13 Topic Description	<p>The Civil Rights Movement</p> <p>This week’s lectures will focus on the arrival of America’s Second Reconstruction, the Civil Rights Movement. Students will be faced with many of the dilemmas that a diversifying nation encountered as many Whites desperately attempted to continue their monopolies on the politico-economic caches that insurgent Black leaders were seeking to wrestle from their tight grip.</p> <p>Readings: Chapter 29: <i>Contesting Futures: America in the 1960s</i> Videos: <u>Two Societies</u> [Response Paper] (Due 4/9) <u>The Time Has Come</u></p>
Week Thirteen: 4/14 - 20 Topic Description	<p>The Rise of American Identity Politics</p> <p>Students will learn that the mid-sixties implosion of the Civil Rights Movement birthed innumerable protest groups each seeking to advance their individual interests. Students will learn what identity politics are, who the major players were in this movement, and what was the power structures heavy-handed responses to the alluded to activism.</p> <p>Readings: Chapter 30: <i>Political Storms at Home and Abroad, 1968 – 1980</i> Videos: <u>Power</u> [Response Paper] (Due 4/16) <u>A Nation of Law</u> [Response Paper] (Due 4/18)</p>
Week Fourteen: 4/21 – 26 Topic Description	<p>Conservatives Respond to the Political Volatility of Young Activists</p> <p>Lectures will cover the elongated nature of The Cold War and the rise of a new Conservative message delivered to the American people via President Ronald Reagan. Reagan’s tenure as U.S. President is best remembered for his economic policies --- Reaganomics --- that further damaged worsening urban centers that were devoid of gainful employment yet filled with the many social ills flowing from involvement with drugs.</p> <p>Readings: Chapter 31: <i>From Cold War to Culture Wars, 1980 – 2000</i> Videos: <u>Here’s Why Reaganomics Is So Controversial</u> <u>Make It Plain</u> [Response Paper] (Due 4/23)</p>
Assignment (s):	<p>Precis is due April 25th (2:00 PM) Final Examination 4/30 – 5/8 Final Examination TBA --- University Final Exam Schedule will be announced once the Spring Semester begins.</p>

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. Phone: 936-261-1500; Website: [J. B. Coleman Library](#).

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 the student is unsure of the best resource for their needs. Some students are supported by faculty advisors 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. You can find your advisor's location by academic major at the [Academic Advising Website](#), 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 is offered face-to-face in the [UTC, in virtual face-to-face sessions](#), and through [online sessions at 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; Website: [University Tutoring Center](#).

The Writing Center

The Writing Center provides well-trained peer tutors that 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. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: [The Writing Center](#); [Grammarly Registration](#).

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 Alert helps 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 PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: [Academic 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 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: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: [Student Counseling Services](#).

Office of Testing Services

Testing Services serves to create opportunities by offering 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; Website: [Testing Services](#).

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 hardware and software, adapted furniture, proctoring of 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: [Disability Services](#).

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-assisted and 2-way video course delivery. For more details and contact information, visit: [CIITS Student Webpage](#); Phone: 936-261-3283.

Veteran Affairs

Veteran 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: [Veteran Affairs](#).

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: [Office for Student Engagement](#).

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: [Career Services](#).

University Rules and Procedures

Academic Misconduct (See Student Planner)

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 Planner, especially the section on academic misconduct (see *University Administrative Guidelines on Academic Integrity*). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, 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 or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

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. **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.
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.
5. **Fabrication of Information/Forgery:** Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student's academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

Nonacademic Misconduct (See Student Planner)

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, or (2) the ability of students to benefit from the instructional program, or (3) 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 Office for Student Conduct 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) 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. More information can be found at the [Title IX Webpage](#) 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 condition, 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. More information can be found at this [webpage](#).

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 936-261-1744 or 1792.

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 University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this [webpage](#).

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

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

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 emails
- 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 discussions 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 session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Technical Support

Students should go to the [Password Reset Tool](#) 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 (CIITS) at 936-261-3283 or email 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

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 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 [NOTE: Delete this section when the COVID-19 pandemic is over]

To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **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.) must be properly worn in all non-private spaces including 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 difficult to reliably maintain.
- **Physical Distancing** - Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.
 - 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation
 - 2nd incident: upon review of Incident Report and finding of responsibility — Suspension
 - Consult the Code of Student Conduct in the Student Planner or [Student Conduct website](#) for additional information on Conduct Probation and Suspension.

- **Personal Illness and Quarantine** - Students required to quarantine must 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.