



# HIST 1301 - The US to 1877

Fall 2026 Syllabus, Section 116, CRN 18189

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## Instructor Information

**Donovan Weight**

Dr.

Email: donovan.weight@tamui.edu

Office: AIC 315

Office Hours:

Monday 1:30-5:00 PM

Tuesday Thursday 10:30-11:15 AM

Office Phone: 9563262612

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## Times and Location

TR 11:40am-1pm in Bullock Hall 114

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## Course Description

This course covers discovery; European contributions and forces; Spanish and Portuguese conquests in the Americas; English, French, and Dutch in America. The English Colonies in America; accomplishments of nationalistic groups; War of Independence; establishment of the new nation, problems of the formative period, western development, and frontier influence; cultural and constitutional growth; internal dissension and international problems; and Reconstruction. Prerequisites: Completion of Texas Success Initiative (TSI) Reading requirements, ENGL 1301, or appropriate level developmental course sequence.

Humanities Department, College of Arts & Sciences

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## Additional Course Information

Course Outline and Expectations

### Expectations

Critical analysis is a vital component of this course. Some students have commented on my evaluations that they did not see what the historical documents had to do with the class. I AM NOT ONLY TEACHING TO THE TEST, I AM TEACHING YOU SKILLS AND INFORMATION TO MAKE YOU SUCCESSFUL IN LIFE (however, performing assessments under duress IS a vital skill in life and so there will still be tests, quizzes, etc. J). In a global market with many qualified applicants for top jobs, what will set people apart will be their critical analytical skills, and ability to make connections and see the larger picture.

I highly recommend that you get the textbook to help you keep up with the narrative (not to mention textbook quizzes every other week); however, you will need to be in class every single day because test questions will be taken from both the lecture notes and the text. I also highly recommend that you sit down at the first of the semester and create a calendar scheduling in class, assignments, work, sleep (probably in that order) so that you will be able to get everything done that you need to this semester.

### **AI Statement for Dr. Weight's History Courses**

Using generative AI to write or edit ANY final products in this course is strictly prohibited and will be referred to the Honor Council as cheating. This includes ChatGPT. It also includes grammar checkers that give sentence and paragraph restructuring suggestions (like Grammarly Go, etc.) This



DOES NOT include spelling and grammar checkers on word processing apps or the original versions of Grammarly. In the assignments in this course, I want to see YOUR thoughts, words, ideas, and structure not a computer.

## Course Structure

I know that you can do this and be very successful in class. It is critical that you become very familiar with Blackboard, Echo360, and Top Hat to be successful in this class. Upon entering the homepage for Blackboard, you will see the Introductory page.

## Minimum Technical Skills Expected

When participating in any course that has essential online components, it is vital to consider the technology involved in order to have a successful course.

## Student-Instructor Communication Policy and Response Time

### Announcements

I will announce in class and post in blackboard using Announcements any communications that need to go to the whole class.

You will need to make sure that you are staying up with the changes and the additional information that you will be getting going on throughout the semester. I commit to keep communication lines open, but you need to be attending class AND you need to keep abreast of the announcements. I will enable the feature that sends important announcements directly to your email, but please DO NOT rely on this.

### Course Messages/Emails

I will try to answer all emails or course messages within two business days (this means that if you email me Friday at 7 PM I will do my best to respond by Tuesday at midnight. I prefer that you use Blackboard Course Messages so that I automatically know who you are and what course you are in. If you email me, please make sure that you introduce yourself and put your course and section number (i.e. HIST 1301.102).

### Assignments and Assessments

In grading your assignments, I try and get them back to you as soon as possible. Multiple Choice quizzes will be graded right away. The exams with writing components will be graded within two weeks. The larger writing assignments will be graded within a month of the due date.

## Course Communication Guidelines (Netiquette)

1. I treat my students with common courtesy and ask that they do the same to me and their peers.
2. Swearing, racial and ethnic epithets, and sexist remarks create a hostile learning environment and will not be tolerated.
3. I do not expect everybody to have the same opinion and we will strive together to create an atmosphere where everyone will feel comfortable expressing varied scholarly opinions without fear of reprisal.
4. Prior to class all students will SILENCE all devices.
5. I will allow you to take notes on laptops or iPads, but not on cell phones, DON'T ABUSE THIS PRIVILEGE!!!! I don't want to have to penalize the whole class because somebody wants to look at porn, Twitter, or Facebook. If you are using your cell phone, laptop, iPad or any other electronic device in an unauthorized way, you will be asked to leave and not come back until the next class period.
6. Please be in your seats ready to participate on time and stay for the full class period (goto the bathroom and get a drink between classes). If you leave the class without permission don't expect to come back in during that class period.
7. If you need to have a guest come with you to class, please let me know before class. (Be warned that every class I have is full to capacity as of the start of the semester and also we will be discussing many different sensitive topics.)
8. If you have an unavoidable conflict that you know will require you to leave class early, please notify me beforehand and sit towards the back of the room.

There are course expectations concerning etiquette or how we should treat each other online. It is vital that we consider these values as we communicate with one another. Visit Instructional Technology and Distance Education Services' web page on Netiquette (<http://www.tamui.edu/distance/students/netiquette.shtml>) for further instruction.

### Technology Requirements

## Computer/Technology Requirements

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage (<http://www.tamui.edu/distance/students/technology-requirements.shtml>) when using the learning management system (LMS) of the University.



**Additional Hardware.** For this class, you will need the following additional hardware: a webcam and microphone for the quizzes. Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone or a webcam with a built-in microphone from your local electronic store or any online store.

**Additional Software.** You will need the following additional software: a pdf viewer, MS Word processor, and an internet browser. TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamiau.edu/>. This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite (<http://www.tamiau.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf>).

**TopHat:** Tophat is required for the course. One subscription to TopHat per semester will cover all classes that you use it.

**Note:** Students, if you do not own the required hardware, software or do not have access to internet, it will be highly challenging for you to make any progress in this class. **However, my goal is to assist you to find solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, computer labs, and classrooms. In addition, you may also purchase any of these items at any electronic store.**

## Learning Management System (Blackboard)

Students are provided with guides on how to use the Blackboard LMS. Guides may be available at Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page (<http://www.tamiau.edu/distance/students/elearning-orientation.shtml>) or by contacting the eLearning team at [elearning@tamiau.edu](mailto:elearning@tamiau.edu).

## Technical Support Services

Because of the nature of university courses, the Office of Information Technology (OIT) computing and information services are vital to the success of TAMIU students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: Technical Support Services (<http://www.tamiau.edu/distance/technical-support-services.shtml>).

- **CONTACT CHAIN YOU SHOULD FOLLOW FOR TECHNOLOGY PROBLEMS.**
  - Problems with ebook—OIT, me.
  - Problems with Blackboard—OIT, me.
  - Problems with TopHat—TopHat Support, OIT, me.
  - Problems with Echo360 (if used)—OIT, me.
  - Problems with Harmony (if used)—OIT, me.
  - Problems with access to specific items in the course Blackboard site—me.

## Late Work Policy and Extra Credit

Extra credit is embedded into the course in the assignments and tests already assigned. You can also earn extra credit by attending Supplemental Instruction sessions or ACE tutoring appointments. For every three sessions that you attend, you can qualify for an extra credit assignment.

Late work will be accepted if students can provide proof of an unpredictable life event. The student will be required to submit medical or other documentation in order to have late work accepted. If you know that you are going to be absent or miss for any reason please contact me BEFOREHAND so we can work out a way for you to submit the work early.

## Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

## Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

## Turnitin Policy

Stuff submitted to Turnitin will be graded and feedback will be given using the audio feedback option, the large comment box, and other feedback buttons in Turnitin.

## Respondus LockDown Browser (Free) and Monitor (\$15 fee) Requirement

This course requires the use of LockDown Browser and Respondus Monitor (webcam) for online quizzes. The webcam can be built into your computer or can be the type that plugs in with a USB cable.



Watch this short video (<http://www.respondus.com/products/lockdown-browser/student-movie.shtml>) to get a basic understanding of LockDown Browser and Respondus Monitor (the webcam feature). A student Quick Start Guide (PDF) (<http://www.respondus.com/products/monitor/guides.shtml>) is also available.

## Download Instructions

Click the **Student Support** top-middle tab located in Blackboard. Locate the *Download Respondus LockDown Browser* module, and click on the icon or link. You will be redirected to the information for Respondus LockDown Browser and Respondus Monitor. Links to download the software for PC and Mac are listed *Installing the Respondus LockDown Browser Download* section. It is **free** to download and install the software (on its own).

## Once Installed

- Open LockDown Browser
- Log into Blackboard Learn
- Navigate to the test and begin

Note: You won't be able to access tests with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

## Cost for Respondus Monitor

There is a **\$15 fee** for the webcam feature that's used with LockDown Browser (sometimes referred to as Respondus Monitor). This is a one-time fee, valid for 12 months (365 days) for all courses or exams that use Respondus Monitor. You will be prompted to make the purchase the first time an exam requires the use of LockDown Browser's webcam feature. Payment can be made with PayPal, Visa or Mastercard.

To pay for Respondus Monitor:

1. Start Respondus LockDown Browser ([http://www.jsu.edu/online/current-students/resp\\_lock\\_browser\\_students.html](http://www.jsu.edu/online/current-students/resp_lock_browser_students.html)).
2. Navigate to your test.
3. Complete the set-up process, which includes a payment screen for entering credit card information.
4. Payment and entering credit card information is only necessary one-time per course.

## Guidelines

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all other devices (e.g. tablets, phones, second computers)
- Clear your area of all external materials — books, papers, other devices
- Remain at your computer for the duration of the test
- To produce a good webcam video, do the following:
  - Avoid wearing baseball caps or hats with brims
  - Ensure your computer or tablet is on a firm surface (a desk or table) — not on your lap, a bed, or other surface that might move
  - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
  - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

## Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues.
- If you have problems downloading, installing, or taking a test with Respondus LockDown Browser, email the TAMIU eLearning Team at [elearning@tamiu.edu](mailto:elearning@tamiu.edu).

## Webcam Checkout for Personal Computer

If students are unable to use personal or borrowed computers and equipment, students may stop by the Instructional Technology and Distance Education Services office to check out webcams (with built-in microphones). The office is located at **Killam Library 259** (down the hall from the HelpDesk) and is open **Monday through Friday from 8 a.m. to 7 p.m.** Checkout for a webcam is on a first-come, first-service basis. Speak with an

eLearning staff member to checkout a camera. Students will sign an Equipment Loaner Agreement, making them responsible for the care of the camera. Webcams checked out must be returned within five business days of the checkout date.

## Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. In this class, we will utilize Blackboard (<http://www.tamiau.edu/distance/students/elearning-orientation.shtml>), Echo360, SoftChalk (<http://www.tamiau.edu/distance/technology/softchalk.shtml>), Harmonize and Turnitin (<http://www.tamiau.edu/distance/technology/turnitin.shtml>). You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility Statements (<http://www.tamiau.edu/distance/technology/accessibility-statements.shtml>) and Privacy Statements (<http://www.tamiau.edu/distance/technology/privacy-statements.shtml>).

**Top Hat's privacy statement on our website can be found here: <https://tophat.com/legal/privacy/>**

Top Hat is dedicated to continuously improving our websites, applications and features to create an accessible and inclusive learning environment for as many students as possible. Our products and services are designed based on the internationally recognized Web Content Accessibility Guidelines (WCAG) 2.1 Level AA (

**Top Hat's Accessibility and Inclusion webpage can be found here: <https://tophat.com/company/legal/accessibility-top-hat/>**

## Disputes over Academic Matters

Faculty members are responsible for determining course curricula, for developing appropriate methods of evaluating student learning, for evaluating fairly, for upholding academic standards, and for enforcing procedures concerning academic honesty. Decisions made by faculty members regarding the quality or integrity of student work, including decisions about course grades, are presumed to be fair and final (unless the student files a successful grade appeal). In cases of academic violation students may be subject to both grade sanctions and disciplinary action (see Student Violations of Academic Integrity below).

Students who believe that they have grounds for challenging faculty decisions regarding academic issues—excepting those pertaining to matters of academic freedom—may appeal using the procedure outlined below. Faculty members are required to report acts of academic violation to their chair, their Dean, the Provost, the Honor Council (through the Office of Student Conduct and Community Engagement), and the Vice President for Student Success.

Grade sanctions may be imposed only by faculty members. Academic suspension or expulsion may be imposed only by the Provost. As with disputes about course grades, students may appeal grade sanctions imposed for academic violation only by following the procedure outlined below. Students should not attempt to persuade academic administrators to change a grade; they cannot and will not do it unless a student follows the grade appeal policy below and is successful in persuading either the faculty member for the course or an ad-hoc committee of faculty members that a change is warranted.

Student appeals of faculty academic decisions should be completed within 15 University business days after the student's first meeting with the faculty member to question the faculty member's decision.

The student must first meet with the faculty member and discuss the faculty member's decision. This meeting should occur as soon as possible after the decision has been made, normally within one week of the student being notified of the decision. The faculty member is expected to listen to the student, provide an explanation for the decision, and change the grade or decision if the student's argument is persuasive. To change final course grades, a faculty member must submit a "Grade Change Form" and attach an accompanying memorandum justifying the decision to change the grade. The faculty member's department chair and Dean must approve the change.

If the faculty member declines to change the decision or grade, the student may then discuss the matter with the faculty member's immediate academic supervisor (hereafter, "chair" will be used to mean either the department chair or the immediate academic supervisor). If the chair believes that the student's position has merit, the chair will discuss the matter with the faculty member.

If the student is not satisfied with the chair's assessment of the issue or if the faculty member declines to change the decision after discussing it with the chair, the student may then request that an ad hoc committee of faculty members review the matter. This committee consists of three tenured faculty members within the same discipline or department unless circumstances dictate otherwise. If the chair determines that a tenured faculty member cannot be selected from the same discipline or department, then the chair may add a tenured faculty member from a closely related

discipline. From the pool of eligible tenured faculty members designated by the chair, the faculty member, the student, and the chair will each nominate one faculty member to serve on the committee.

The ad hoc committee will hear from the student, the faculty member, and the chair and examine relevant documents. If the committee sustains the faculty member's decision, the committee will provide the student with a written statement explaining the reasons for the committee's decision. The student may request in writing that the committee reconsiders its decision and provides reasons for so doing. If the committee refuses to reconsider or if it reaffirms its original recommendation, the faculty member's original decision is final. If the committee finds in favor of the student, the committee will provide the faculty member with a written recommendation explaining the committee's reasons. If the faculty member disagrees with the committee's recommendation, the faculty member may request that the committee reconsiders its recommendation and provides the committee with a rationale for revisiting the recommendation. If after considering the faculty member's rationale the ad hoc committee is still persuaded that the faculty member's original decision should be reversed, the committee will recommend in writing to the chair that the faculty member's decision be overturned. The committee may also make this recommendation to the chair if the faculty member fails to alter the original decision and also fails to respond to the committee's original recommendation. The faculty member will receive a copy of the recommendation to the chair, allowing a final opportunity to revise the original decision. If the faculty member fails to comply, the chair may override the faculty member's original decision, and, as appropriate, revise the student's course grade. In order to certify that the grade dispute process outlined above has been followed appropriately, the Dean of the College or the School and the Provost will review all decisions by chairs to change grades against the will of a faculty member.

## Program Learning Outcomes

[Enter Program Learning Outcomes here. If there are none, you can REMOVE this section by clicking on the eyeball. **Please don't forget to remove these instructions.**]

## Student Learning Outcomes

Upon successful completion of this course, each student will:

- **C01.** Define the foundations of the United States' political system and its effect on the development of the nation to 1877.
- **C02.** Recall factors that relate to issues of gender, race, religion, sexuality, and economic status in US society to 1877.
- **C03.** Describe how the United States and its peoples have interacted with governments and peoples of other nations to 1877.
- **C04.** Identify connections between historical events.
- **C05.** Analyze primary source documents.
- **C06.** Develop written arguments.
- **C07.** Describe historical changes over time of significant events, people, movements, and organizations.

## Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu/academiccalendar/)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

## Textbooks

| Group    | Title                                                                                 | Author                         | ISBN                                                       |
|----------|---------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------|
| Required | The American Yawp: A Massively Collaborative Open U.S. History Textbook Vol.1 to 1877 | Joseph Locke, Ben Wright et al | Paperback ISBN: 9781503634787<br>Ebook ISBN: 9781503647053 |

## Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home\)](https://www.bkstr.com/texasaminternationalstore/home).

- Subscription to TopHat (you can get it at the bookstore but it is substantially cheaper if you buy it directly from their website)
  - YOUR TOPHAT COURSE CODE FOR THIS CLASS IS \_\_\_\_\_.
  - You will need access to TopHat to answer questions, interact with others.
  - TopHat will also take attendance
- Recordings of the lectures on Blackboard Collaborate, Echo360, or TopHat.



- These will allow you to review the lectures and take further notes.
- Additional videos, documents, and resources as assigned specifically by the instructor.

These will be used for Document Quizzes, and other assignments in the course.

## Grading Criteria

| GRADE | PERCENTAGE |
|-------|------------|
| A     | 90-100     |
| B     | 80-90.9    |
| C     | 70-79.9    |
| D     | 60-69.9    |
| F     | Below 60   |

## Grading and Evaluation

### Final Grade Breakdown

Grades will be the sum of the scores of assorted participation activities, six document quizzes, six textbook quizzes, a small class project, a large class project, and three tests.

**Participation:** Participation will be twelve percent of your grade for this class. The first major component of your participation grade will be a quiz on this syllabus. The syllabus quiz is available on Blackboard. Please make sure that you read the syllabus entirely and take the quiz before midnight on the day indicated in the syllabus schedule. You will not be able to make it up.

The majority of your participation points will come from answering questions in class. In this class, we will be utilizing Top Hat. At the beginning of every class there will be a question posted to get your brains flowing that you will answer using your own electronic device. The question will shut off after a couple minutes. During class time, I will have questions that will require you to input feedback.

#### Quizzes

I HIGHLY RECOMMEND THAT YOU TAKE YOUR QUIZZES USING A WIRED CONNECTION AS THEY LOSE THEIR CONNECTION MUCH LESS.

Do not procrastinate taking your quizzes. If there are any technical glitches on tests taken early we may be able to correct it whereas tests taken either late the night before or the day that they are due are much more problematic.

There are two types of quizzes in this course:

**Documents Quizzes:** six document quizzes will make up 15 percent of your grade and will be based on analysis of historical documents. You will be required to submit them on Blackboard using Respondus Monitor. They will be available one week in advance and you will be required to take them in the timeframe indicated on the course schedule (located at the end of this syllabus). They are scheduled so that you will come to class having read primary source documents that will pertain to the era that we will be covering in class. They will also require you to develop your document-analysis skills in trying to break down audience and argument for the documents you will be reading. This ability applies to all discipline and not just history. You will only be allowed 15 minutes to take the quiz and once you open the quiz you will have to complete it.

In tabulating your final grade, I will take the highest 5 scores. HOWEVER, if you complete all six document quizzes you will unlock a seventh quiz which will be completely extra credit. This seventh quiz will be comprehensive with questions coming from all documents that we have read for class.

**Textbook Quizzes:** You will have to complete six textbook quizzes throughout the semester that will be worth 15 percent of your total grade. In the timeframe indicated on the course schedule (located at the end of this syllabus). You will be required to take them on Blackboard using Respondus Monitor. In figuring your final grade, I will drop the lowest quiz score. If you take all six textbook quizzes you will unlock a seventh quiz that will be completely extra credit. This seventh quiz will be comprehensive with questions coming from all chapters that we have read for class.

**Position Paper:** In this assignment I will assign you several documents to read on a specific topic and you will have to decide who had the better argument. You will be getting more information about the position paper later. It will be worth 3 percent of your final grade. You will submit this via Turnitin on Blackboard.

**Small Class Project:** During the semester you will be doing a larger historical project. It will be worth 5% of your class grade. I will provide you more information on this later.



**Large Class Project:** During the semester you will be doing a larger historical project. It will be worth 15% of your class grade. I will provide you more information on this later.

**Tests:** There will be three tests. Test one and test two will have three sections, a map section, a multiple choice/short answer/matching section, and an ID section. Each of these will be worth 10% of your final grade. Test three will have the same sections with the only difference being that the multiple choice/short answer/matching section will be comprehensive. It will be worth fifteen percent of your total grade.

For those that have never done a historical ID, we will go over this in class, but I will give a brief explanation here. When you are asked to do a historical ID you must answer the following questions completely to get full points.

**Who-** Who are all the people and groups associated with this ID?

**What-** What is the ID?

**When-** When did it happen?

**Where-** Where did it happen?

**Why-** Why did it happen or what brought it about?

**Historical Significance-** Why is it historically significant, aka why should we care?

If you completely answer all the questions IN PARAGRAPH FORM, then you will get full points for this ID. For an example of a full points ID please see the following example.

#### Full Points ID of the Battle of Gettysburg

After Robert E. Lee had routed Joseph Hooker and the Union Army at the Battle of Chancellorsville in the spring of 1863, Lee decided that he would take his chances one more time and venture North. Lee hoped that at a dramatic victory against the North on Northern soil might convince England, France, or both to recognize the South and lend aid. Furthermore, Lee knew that the Virginia countryside had been ravaged by over two years of war and he wanted to give the North a little taste of the destruction. Lee took his army and pushed across Maryland into Pennsylvania. General George Meade, the new commander of the Union gave chase and on the morning of July 1<sup>st</sup>, 1863 the two armies skirmished at a little Pennsylvania town called Gettysburg. What ensued would be the largest battle of the Civil War with over 50,000 casualties. Lee attacked Meade for three days, including the ill-fated "Pickett's Charge" on July 3<sup>rd</sup>, but Meade's lines held and beat the Confederates back. Lee and the army stumbled back to Virginia. Never again would the South have the power and resources to push into the North. England and France never did recognize the South and while the South continued to fight for two more years, they were increasingly unable to replace the men that they were losing in battle.

To understand grades better, become familiar with the following chart.

**Specific assessments will be due on the time and date indicated in the syllabus.**

| Assessment          | VALUE |
|---------------------|-------|
| Participation       | 12%   |
| Document Quizzes    | 15%   |
| Textbook Quizzes    | 15%   |
| Position Paper      | 3%    |
| Small Class Project | 5%    |
| Large Class Project | 15%   |
| 3 exams             | 35%   |
| Total               | 100%  |

## Schedule of Topics and Assignments

| Week of | Agenda/Topic                         | Reading(s)                    | Due                                                                                               |
|---------|--------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------|
| 8/25    | The World Prior to Columbian Contact | Chapter 1: "American Origins" | Readings for the week should be done by Thursday.<br>Document Quiz 1 is due on 8/27 before class. |



|       |                                                                    |                                        |                                                                                                                                                                        |
|-------|--------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9/1   | Three Worlds Colliding and the Development of English Colonization | Chapter 2: "Making an Atlantic World". | Readings for the week should be done by Monday.<br>Textbook Quiz 1 covering Ch 1 and 2 is due on 9/3 before class.                                                     |
| 9/8   | Indentured Servitude and Slavery                                   | Chapter 3: "Colliding Cultures."       | 1. Readings for the week should be done by Monday.<br>2. Document Quiz 2 is due on 9/10 before class.                                                                  |
| 9/15  | Natives, Colonists, Empire.                                        | Chapter 4: "British North America".    | 1. Readings for the week should be done by Monday.<br>3. Position Paper due 9/15 by end of day.<br>2. Textbook Quiz 2 covering Ch 3 and 4 is due on 9/17 before class. |
| 9/22  | Beginning of the American Revolutionary Era                        | Chapter 5 "Colonial America".          | 1. Readings for this week should be done by Monday.<br>2. Exam 1 It will comprise notes and reading from CH 1-5 in the text                                            |
| 9/29  | American Revolutionary War                                         | Chapter 6: "The American Revolution".  | 2. Document Quiz 3 is due on 10/1 before class<br>Meetings with Dr. Weight                                                                                             |
| 10/6  | Nation-building                                                    | Chapter 7: "The New Nation".           | 1. Readings for the week should be done by Monday.<br>2. Textbook Quiz 3 covering Ch 7 is due on 10/8 before class.                                                    |
| 10/13 | Jefferson to the War of 1812                                       | Chapter 8: Early Republic              | 1. Readings for the week should be done by Monday.<br>2. Document Quiz 4 is due on 10/15 before class.                                                                 |
| 10/20 | Era of Good Feelings and Jacksonian Democracy                      | Chapter 9: "Getting Forward"           | 1. Readings for the week should be done by Monday.<br>2. Textbook Quiz 4 covering Ch 8 and 9 is due on 10/22 before class.                                             |
| 10/27 | Catch Up                                                           |                                        | 3. Exam 2 will be on 10/29                                                                                                                                             |
| 11/3  | Market Revolution and Social Reform                                | Chapter 10: "American Democracy".      | 1. Readings for the week should be done by Monday.<br>2. Document Quiz 5 is due on 11/5 before class                                                                   |
| 11/10 | Slavery, the Old South, and Manifest Destiny                       | Chapter 11 "Growth and Conflict".      | 1. Readings for the week should be done by Monday.<br>2. Textbook Quiz 5 covering Ch 10-11 is due on 11/12 before class.                                               |
| 11/17 | Turbulent 1850s and Beginnings of War                              | Chapter 12: National Crisis"           | 1. Readings for the week should be done by Monday.<br>2. Document Quiz 6 is due on 11/19 before class.<br>3. Large In Class Assignment                                 |
| 11/24 | Civil War<br>Thanksgiving Break--No Class on Thursday              | Chapter 13:"The Civil War".            | 1. Readings for the week should be done by Monday.                                                                                                                     |
| 12/1  | Civil War Part II                                                  |                                        | 2. Textbook Quiz 6 covering Ch 13, is due on 12/1 by end of day.                                                                                                       |
| 12/8  | Civil War Part II<br>FINAL EXAM                                    |                                        | Due on 12/8                                                                                                                                                            |

## Core Curriculum Learning Outcomes

Core-Curriculum Learning Outcomes:

1. **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Teamwork (TW)** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
5. **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

## University/College Policies

Please see the University Policies below.

### COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

### Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

### Classroom Behavior (applies to online or Face-to-Face Classes)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (<https://www.tamui.edu/handbook/article-04.shtml>)).

### TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at Student Handbook (<https://www.tamui.edu/handbook/index.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.



2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

**Plagiarism:** Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
  - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
  - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
  - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

## Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

## AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

## TAMU E-Mail and SafeZone

Personal Announcements sent to students through TAMU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMU e-mail accounts regularly, if not daily. Not having seen an important TAMU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (<https://www.tamiu.edu/adminis/police/safezone/index.shtml>) for more information.

## Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

## Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Disability Services for Students located in Student Center 124. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at [karla.pedraza@tamiu.edu](mailto:karla.pedraza@tamiu.edu), call 956.326.2763, or visit Student Center 124.

## Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMU Student Handbook (URL: Student Handbook (<https://www.tamiu.edu/handbook/index.shtml>)).

## Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, [TitleIX@tamiu.edu](mailto:TitleIX@tamiu.edu), 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMU's anonymous electronic reporting site, *Report It*, at <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/index.shtml>).

TAMU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Compliance (Lorissa M. Cortez, [lorissam.cortez@tamiu.edu](mailto:lorissam.cortez@tamiu.edu)) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs a leave of absence for a substantial period of time, TAMU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMU *Student Handbook*. #As part of our efforts to assist and encourage all students towards graduation, TAMU provides LOAs for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. #Both rules can be found in the TAMU *Student Handbook*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at [mghernandez@tamiu.edu](mailto:mghernandez@tamiu.edu), call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at [lorissaM.cortez@tamiu.edu](mailto:lorissaM.cortez@tamiu.edu), call 956.326.2857, or visit Killam Library 159.

## Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, [TitleIX@tamiu.edu](mailto:TitleIX@tamiu.edu), 956.326.2857, via the anonymous electronic reporting website, ReportIt (<https://www.tamiu.edu/reportit>) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

## Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

## WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

## Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

## Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

## Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

## Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

## Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and



explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.