American History
Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History

2. Course prefix and number: HIST 105

3. Texas Common Course Number: HIST 1301

4. Complete course title: Hist of the United States

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: Fall, 34; Spring, 16; Summer 1

10. Number of students per semester: Fall, 2200-2500; Spring, 1000-1200


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   - Course Instructor
   - Department Head
   - College Dean/Designee

13. Approved by:
   - Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

Approved: 4-3-13
See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**History 105: United States History to 1877**, addresses the foundational component area of American history by considering how the diverse populations (Amerindian, European, African and mixed-race) in North America created and re-created society and nation during the first two centuries of European settlement in the region (colonial American history) and also the cataclysmic change of the nineteenth century (the Antebellum period, the Civil War, and the subsequent period of Reconstruction).

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**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking** (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret lecture material; analyze, discuss and craft written arguments based on primary source readings; and evaluate visual images and maps. They will do so based on material that concerns the history of colonial America, the early national period, the growth of democracy, the Antebellum period, the Civil War of the period of Reconstruction. Student learning will be evaluated through two mid-course exams, two short essays based on primary source documents and a secondary source, and discussion that incorporate analysis of visual images and maps.

**Communication** (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to analyze, discuss and craft written arguments based on primary source readings; and evaluate visual images and maps. They will do so using material related to the history of colonial America, the early national period, the growth of democracy, the Antebellum period, the Civil War of the period of Reconstruction. Student learning will be evaluated through two mid-course exams, two short essays based on primary source documents and a secondary source, and discussion that incorporate analysis of visual images and maps.

**Social Responsibility** (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences between the diverse populations who came into contact in North America from the fifteenth century to the nineteenth century (Amerindians, Europeans, Africans, and people of mixed-race descent). Through discussion, quizzes, exams and two short essays, they will be asked to reflect on how those interactions influenced social, economic and political structures throughout the period. Student learning will be evaluated through two mid-course exams, two short essays based on primary source documents and a secondary source, and discussion that incorporate analysis of visual images and maps.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to identify (in lectures and reading materials) and articulate (through quizzes, exams and short essays) how the decisions made by individuals, groups and institutions in the colonial, early national, Antebellum, Civil War and Reconstruction periods influenced political, social and economic choices. In discussion, students will be asked to reflect on how they might apply the ethical decision making processes discussed in class to their own contemporary experiences. Student learning will be evaluated through two mid-course exams, two short essays based on primary source documents and a secondary source, and discussion that incorporate analysis of visual images and maps.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 105: UNITED STATES HISTORY TO 1877

Spring 2011

Professor Kate Carte Engel
303-A Glasscock History Building
Email: kcengel@tamu.edu
Office Hours: Tuesday, 1:00-2:00, and by appointment
Course Time: TTh 2:20-3:35

Course Description:
Understanding American history is essential for a well-rounded education and for responsible citizenship. Many of the nation’s important characteristics have their roots in the colonial era—the first two centuries of European settlement in North America—and in the nineteenth century, culminating in the cataclysmic Civil War. This course will examine these eras, paying particular attention to the ways that the country’s diverse population created and re-created a new society and nation.

Prerequisites:
None

Core Objectives for American History Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history of the British North American colonies and the United States of America through the Civil
2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the past history of the United States of America and in present-day human cultures.

4) apply knowledge about the human condition during the American colonial period, the early national period, the antebellum period, the Civil War to their personal lives and studies.

**Required Texts:**

The following are required for the course:

- Alfred Young, *The Shoemaker and the Tea Party*.

**Evaluative Measures:**

**Exams:** There will be three tests over the course of the semester, one during weeks 5, 9, and Wednesday, May 11, 1-3PM (finals week). Each of the tests will be worth 100 points and will count for 25% (each) of the final course grade.

**Short Essays:** You will write two short essays (300 words) during the semester. Each essay will be worth 50 points and will count for 12.5% (each) of the final course grade. **Essay One** will be based on sources in *Reading the American Past: Selected Historical Documents, 4th edition*, the primary source document reader. It will be due **Feb. 10. Essay Two** will be based on Young’s *Shoemaker and the Tea Party*. It will be due **March 10.** You will be assigned documents and/or selections from these two books every class session and I will incorporate them into my lectures. On the days indicated we will discuss the indicated selections. All of this will help you learn how to evaluate such sources and use them to substantiate your arguments in your two short essays. Both papers will be submitted electronically via elearning, by the start of class on the date due, and must include proper citation. Both papers may be rewritten one time, in consultation with the professor. If you choose to do so, I will average the two grades you’ve received for the revised essay.

**Grading Summary:**

Three exams each at 100 pts/25% of total grade=3 x 100 pts/25%=300 pts/75% of total grade
Two essays each at 50 pts/12.5% of total grade=$2 \times 50 \text{ pts}/12.5\% = 100 \text{ pts}/25\% \text{ of total grade} \\

TOTAL: 400 pts. = 100% of total grade

GRADING SCALE:
90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
Less than 60% = F

THREE IMPORTANT NOTES ABOUT GRADES AND CLASS PERFORMANCE
1. The grades in this course are not "curved" or averaged. Students earn their grades based on the results of their own exams and written assignments. They are not rounded and no partial points are awarded. Grades are calculated by adding up the total number of points.
2. If you are concerned about your performance in the class, or if you are confused by the material or the course in any way, please contact the Teaching Assistant or the Professor as early as possible in the semester, certainly by the second exam. After that point, there is relatively little the instructing team can do to help you improve your grade. Of course, if you are confused about the material, or would like to discuss it in greater depth, please see us at any time.
3. Students who have special issues that require accommodation should contact the teaching assistant or professor as soon as they can.

Attendance Policy:
I expect you to come to class prepared and ready to actively engage. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

ADA - Students with Disabilities:
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu

Academic Integrity:
"An Aggie does not lie, cheat or steal, or tolerate those who do." Students are expected

Class Schedule

Week 1: Read: American Promise, Chapter 1
January 18: Introduction
January 20: Beginnings
  • "A Taino Origin Story"; "A Seneca Origin Story"

Week 2: Read: American Promise, Chapter 2
January 25: Contrasting Empires- Part 1
  • "Columbus Describes His First Encounter with "Indians"; A Conquistador Arrives in Mexico"
January 27: Contrasting Empires (England) - Part 2- DISCUSSION
  • "Sir Thomas More Describes New World Utopia"

Week 3: Read: American Promise, Chapters 3 & 4
February 1: Chesapeake
  • "Richard Freethorne Describes Indentured Servitude in Virginia"
February 3: Settling New England
  • "The Arbella Sermon"

Week 4: Read: American Promise, Chapter 5
February 8: The South Atlantic System and Slavery- DISCUSSION
  • "A Moravian Missionary Interviews Slaves in the West Indies, 1767-68"
  • "Advertisements for Runaway Slaves"
February 10: The Great Awakening
  • "An Anglican Criticizes New Light Baptists and Presbyterians"
Essay #1 Due

Week 5: Read: American Promise, Chapter 6
February 15: The Seven Years’ War
February 17: Exam 1

Week 6: Read: Young, The Shoemaker and the Tea Party
February 22: Taxes and the Revolution
  • Stamp Act Pamphlet- Note: Available on Elearning
February 24: Lead up to the Revolution
  • "An Orator on the Second Anniversary of the Boston Massacre"- DISCUSSION

Week 7: Read: American Promise, Chapter 7
March 1: Declaration of Independence
- "Thomas Paine Makes the Case for Independence"
- "Declaration of Independence" Note: In Appendix to American Promise

March 3: Winning the War for Independence
- "George Washington Seeks Congressional Support for the Continental Army"
- "Articles of Confederation" Note: In Appendix to American Promise

Week 8: Read: American Promise, Chapter 8
March 8: Shays Rebellion
March 10: Constitutional Convention- DISCUSSION
- US Constitution Note: In Appendix to American Promise
- Essay #2 (Shoemaker and the Tea Party) Due

March 14-18 - SPRING BREAK

Week 9: Read: American Promise, Chapter 9
March 22: Ratification and Forming the Federal Government
- "Making the Case for the Constitution"
- "Mercy Otis Warren Opposes the Constitution"

March 24: Exam #2

Week 10: Read: American Promise, Chapters 10 & 11
March 29: Developing American Politics- DISCUSSION
- "President George Washington's Parting Advice to the Nation"
- "President Andrew Jackson's Parting Words to the Nation"

March 31: Market Revolution
- "Cherokee Debate Removal"
- "The Anxiety of Gain: Henry W. Bellows on Commerce & Morality"

Week 11: Read: American Promise, Chapter 12 & 13
April 5: Immigration, Reform, and Nativism
- "That Woman is Man's Equal"

April 7: The Slave South- DISCUSSION
- "Plantation Rules"
- "The Proslavery Argument"

Week 12: Read: American Promise, Chapter 14
April 12: The Brewing Crisis
- "The Kansas-Nebraska Act"

April 14: Nebraska to Lincoln
- "The Proslavery Constitution"
- "Abolitionist Lydia Maria Child Defends John Brown"
Week 13: Read: American Promise, Chapter 15
April 19: Two Sides at War-DISCUSSION
   • "A Virginia Woman Confronts Union Foragers"
April 21: Emancipation
   • "President Lincoln's War Aims"
   • "A Former Slave's War Aims"

Week 14: American Promise, Chapter 16
April 26: Reconstruction 1
   • "Carl Schurz Reports on the Condition of the Defeated South"

April 28: Reconstruction 2
   • "Klan Violence against Blacks"

Final Exam: Wednesday, May 11, 1-3 PM
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History

2. Course prefix and number: HIST 106

3. Texas Common Course Number: HIST 1302

4. Complete course title: History of the United States

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: Fall, 20; Spring, 23; Summer, 1

10. Number of students per semester: Fall, 1500-1700; Spring, 1900-2100


   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   - Course Instructor
   - Date: 3/20/2013
   - Approvals:
   - Date: 3/18/13

13. Department Head
   - Date: 3/20/13

14. College Dean/Designee
   - Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Appr. 4-3-13
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

History 106: United States History since 1865, addresses the foundational component area of American history by providing a broad overview of the peoples, places, cultures, and movements that have shaped the United States since 1865. The course pays particular attention to how major events in U.S. history (i.e., The Great Depression, World War II) and the diverse populations living in the United States have contributed to the development of American social, political, cultural and economic institutions.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret lecture material; analyze, discuss and craft written arguments based on secondary source literature; and evaluate visual images and maps. They will do so based on material that concerns the period of Reconstruction, the Gilded Age, the Progressive Era, World War I, the Great Depression, World War II, the Cold War, the Vietnam and Civil Protest era, the end of the Cold War and the era of globalization. Student learning will be evaluated through two mid-course exams, a final exam, two book reviews based on secondary sources, discussion and on-line multiple choice quizzes that incorporate analysis of visual images and maps.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to interpret lecture material; analyze, discuss and craft written arguments based on secondary source literature; and evaluate visual images and maps. They will do so based on material that concerns the period of Reconstruction, the Gilded Age, the Progressive Era, World War I, the Great Depression, World War II, the Cold War, the Vietnam and Civil Protest era, the end of the Cold War and the era of globalization. Student learning will be evaluated through two mid-course exams, a final exam, two book reviews based on secondary sources, discussion and on-line multiple choice quizzes that incorporate analysis of visual images and maps.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences between the diverse populations who, through concert and conflict, shaped what it meant to be American at various periods. Through discussion, quizzes, exams and two short essays, they will be asked to reflect on how those interactions influenced social, economic and political structures throughout the period and especially the parameters of citizenship. Student learning of this objective will be evaluated evaluated through two mid-course exams, a final exam, and discussion.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to identify (in lectures and reading materials) and articulate (through quizzes, exams and discussions) how the decisions made by individuals, groups and institutions in the period of Reconstruction, the Gilded Age, the Progressive Era, World War I, the Great Depression, World War II, the Cold War, the Vietnam and Civil Protest era, the end of the Cold War and the era of globalization influenced political, social and economic choices for all. In discussion, students will be asked to reflect on how they might apply the ethical decision making processes discussed in class to their own contemporary experiences. Student learning will be evaluated through two mid-course exams, a final exam, two book reviews based on secondary sources, discussion and on-line multiple choice quizzes that incorporate analysis of visual images and maps.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 106: History of the United States since 1865  
ANIN 215, TTH 9:35-10:50 am, Spring 2010

Dr. Felipe Hinojosa  
Email: fhinojosa@tamu.edu  
Office Hours: Tues, Thur-11am- 12:30 or by appt.  
Office: Glasscock 111-C Phone: (979) 845-1347

Teaching Assistant: Melinda Wilson  
Email: melindawil@gmail.com  
Office Hours: Tues, Thur-11am - noon  
Office: Glasscock 003B

"He is a lover of his country who rebukes and does not excuse its sins"  
--Frederick Douglass

"We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."  
--Cesar Chavez

"Walk the street with us into history. Get off the sidewalk"  
--Dolores Huerta

**Course Description**  
This course is designed to give students a broad overview of the peoples, places, cultures, and movements that have shaped the United States since 1865. We will pay particular attention to how major events in U.S. history (i.e., The Great Depression, World War II) shaped and transformed the lives of marginalized and oppressed communities. This will include both an analysis of how race, class, and gender inequities have manifested themselves throughout the 20th century and how marginalized communities have struggled for their dignity and rights. In other words, we will take a "bottom-up" approach to history that seeks to tell the American story through the sights, sounds, and lives of those who are often forgotten. It is expected that students who complete this course will have a refined knowledge of U.S. history and be able to engage in critical thinking about various controversies, movements, and struggles in the American past.

**Prerequisites:**  
None

**Core Objectives for American History Foundational Component Area**

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

**Student Learning Outcomes:**
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to US history since 1865.

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the American past, in present-day America and in human cultures more generally.

4) apply knowledge about the human condition- in American past and present- to their personal lives and studies.

**Required Text**
Edited by Jacqueline Jones, Peter H. Wood, Thomas Borstelmann, Elaine Tyler May, Vicki L. Ruiz.... Pearson Longman Publishers

Additional Readings will be provided on MyHistoryLab or E-Learning

Please make sure that you turn off laptops, cell phones, iPods, MP3s, PSPs, and anything else with an 'on/off' button.

**Assignments**

There will be 3 exams, two during the course of the semester and one during the university-scheduled final exam period. None are comprehensive. They each will consist of 50 multiple choice questions (based on lectures, readings, images and maps) worth 2 points each for a total of 100 points. Please bring a scantron and #2 pencils on the exam days. Exam dates are listed in the Course Schedule below.

Also figuring into the grade are 2 book reviews (each 2 pages) worth 50 points each. I will provide a list of books from which you can choose to write your review. I will talk
with you about formatting and structure later this semester. Due dates are listed in the Course Schedule below.

There will also be 10 online quizzes made available for you to take anytime after class on the Tuesdays they are scheduled. Each quiz will cover material discussed that Tuesday and the previous Thursday. Each quiz will be worth 10 points. Quiz dates are listed in the Course Schedule below.

**Grading Scale (by percentage):**

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 59 & below F

**Grading Summary**

- Exam 1: 100 pts.
- Exam 2: 100 pts.
- Exam 3: 100 pts.
- Quizzes (10): 10 pts x 10=100 pts.
- Book Reviews (2): 50pts x 2= 100pts.

Total points possible= 500 pts.

Please know that I will not do for any one student what I can't do for all. This means no individual extra credit, no quizzes or exams early or late. The syllabus lists exam dates. Please plan accordingly. There are no make-ups for any of the exams, book reviews, or quizzes except in the case of a university-excused absence. I will handle all excused absences and work related to them according to Student Rule 7. [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)

**Class Discussion**

Although this is a large lecture class, on the days listed in the course schedule we will discuss secondary sources which you may choose to evaluate in your book reviews. Thus, although there is not a class discussion/participation graded component to this course, I strongly encourage you to attend these class periods.

**Attendance**

Here's the deal. Attendance will be taken every session by the TA. I'll be here every Tuesday and Thursday, coffee in hand, and on time. I expect you will be as well—although the coffee thing is up to you. In other words, attendance is mandatory. What does that mean? It means you need to be here. So, absent is absent, but asleep is also absent, updating your Facebook status (meaning you are on your laptop or Mobile device), or texting is also absent. Arriving 15 minutes after I do and leaving before I do is also absent.
Students will be penalized after more than three unexcused absences by 10 percentage points on your final grade.

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity:**
"An Aggie does not lie, cheat or steal, or tolerate those who do." Students are expected to be aware of and adhere to the Aggie Honor Council Rules and Procedures, available at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**Course Schedule & Reading Schedule:**

**Instructional Week 1:**
1/19: Syllabus and outline of the course
1/21: Chapter 15: Consolidating a Triumphant Union, 1865-1877

**PART SIX: The Emergence of Modern America, 1877-1900**

**Instructional Week 2:**
Chapter 16: Standardizing the Nation, Innovations in Technology, Business, and Culture
1/26: pages 492-511 (QUIZ)
1/28: pages 511-524

**Instructional Week 3:**
Chapter 17: Challenges to Government and Corporate Power: 1877-1890
2/2: pages 525-547
2/4: pages 547-555 Crosscurrents of Reform (Class discussion)

**Instructional Week 4:**
Chapter 18: Political and Cultural Conflict in a Decade of Depression and War: The 1890s
2/9: pages 556-576 (QUIZ)
2/11: pages 576-587 American Imperialism

**PART SEVEN: Reform at Home, Revolution Abroad, 1900-1929**

**Instructional Week 5:**
Chapter 19: Visions of the Modern Nation: The Progressive Era, 1900-1912
2/16: pages 590-607 (QUIZ)
2/18: pages 607-620 Reformers and Radicals

**Instructional Week 6:**
Chapter 20: War and Revolution, 1912-1920
2/23: pages 621-649 The United States Goes to War
2/25: (EXAM 1)

**Instructional Week 7:**
Chapter 21: All That Jazz: The 1920s
3/2: pages 650-665 (QUIZ)
3/4: pages 665-677 (Book Review 1, due) Science on Trial

PART EIGHT: From Depression and War to World Power, 1929-1953

**Instructional Week 8:**
Chapter 22: Hardship and Hope: The Great Depression of the 1930s
3/9: pages 678-689 (QUIZ)
3111: pages 689-712 Presidential. Responses to the Depression

3/16-18: Spring Break

**Instructional Week 9:**
Chapter 23: Global Conflict: World War II, 1937-1945
3/23: pages 713-745 Total War
3/25: (EXAM 2)

**Instructional Week 10:**
Chapter 24: Cold War and Hot War, 1945-1953
3/30: pages 745-753 (QUIZ)
4/1: pages 753-775 The Quest for Security

PART NINE: The Cold War at Full Tide, 1953-1979

**Instructional Week 11:**
Chapter 25: Domestic Dreams and Atomic Nightmares, 1953-1963
4/6: pages 776-787 (QUIZ)
4/8: pages 787-807 The Civil Rights Movement

**Instructional Week 12:**
Chapter 26: The Vietnam War and Social Conflict, 1964-1971
4/13: pages 808-821 (QUIZ)
4/15: pages 821-833 "The Movement" (Class discussion)
Instructional Week 13:
Chapter 27: Reconsidering National Priorities, 1972-1979
4/20: pages 839-851 (QUIZ)
4/22: pages 851-865 Reshuffling Politics

PART TEN: Global Connections, At Home And Abroad, 1979-2008

Instructional Week 14:

Reassigned Day: 5/4: Review and Chapter 30: A Global Nation in the New Millennium

5/7: (EXAM 3), 12:30-2:30pm
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History

2. Course prefix and number: HIST 226

3. Texas Common Course Number: HIST 2301

4. Complete course title: History of Texas

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [x] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 5-6

10. Number of students per semester: 750-850


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

   [Signature]

   [Name]

   [Position]

   [Date]

13. Approvals:

   [Signature]

   [Name]

   [Position]

   [Date]

14. Department Head

   [Signature]

   [Date]

15. College Dean/Designee

   [Signature]

   [Date]

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

Appl.

See form instructions for submission/approval process.

Texas A&M University
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

*In HIST 226, The History of Texas students explore the history of Texas from the Paleoindian period to the late twentieth century. The aim of the course is to provide a deeper understanding of the various groups and individuals who have contributed to the state’s history. Lectures, readings, assignments, discussions, and multimedia clips provide students with a nuanced and complex view of the people, places, and events that have shaped Texas and its relationship to Mexico, the United States of America and the broader world.*

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Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret lecture material, analyze, discuss and craft written arguments based on primary source readings, and evaluate visual images and maps. They will do so based on material that concerns the history of Texas from the Paleo-Indian period to the late twentieth century, including a discussion of Spanish, French and Mexican Texas, the Texas Revolution and the Republic of Texas, early statehood, the Civil War period, the period of Reconstruction and the rise of the cattle industry, Populism, the Depression, the Second World War & Texas’s shift into a majority minority state. Student learning will be evaluated through two mid-course exams and a final exam that incorporate visual images and maps; and three short essays based on small group discussion of primary source documents.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to analyze, discuss and craft written arguments based on primary source readings related to the period of Spanish and French Texas, Texas’s entry into US statehood, and Progressivism and the Depression Era. They will also be required to interpret lecture, including visual images and maps, when answering synthetic multiple choice questions on two mid-course exams and one final exam that cover material related to the history of Texas from the Paleo-Indian period to the late twentieth century, the Texas Revolution and the Republic of Texas, early statehood, the Civil War period, the period of Reconstruction and the rise of the cattle industry, the Second World War & Texas’s shift into a majority minority state. Student learning will be evaluated through these two mid-course exams and a final exam and three short essays based on in-class small group discussion of primary source readings.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences between the diverse populations who came into contact in southwestern North America in the region we come to know as the state of Texas. Students will be asked to evaluate how the blending of cultures influenced the people, places, and events that have shaped Texas and its relationship to Mexico, the United States of America and the broader world. Student learning will be evaluated through two mid-course exams and a final exam that incorporate visual images and maps; and three short essays based on small group discussion of primary source documents.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to identify (in lectures and reading materials) and articulate (through exams and short essays) how the decisions made by individuals, groups and institutions led to shifts from Spanish to French to Mexican Texas, helped to facilitate the Texas Revolution and the Republic of Texas, shaped the early years of Texas statehood, its participation in the Civil War and reconstruction, the rise of the cattle industry, the development of populism, progressivism, the Depression and the minority civil rights struggle. In discussion, students will be asked to reflect on how they might apply the ethical decision making processes discussed in class to their own contemporary experiences. Student learning will be evaluated through two mid-course exams and a final exam that incorporate visual images and maps; and three short essays based on small group discussion of primary source documents.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University-College of Liberal Arts
History of Texas
HISTORY 226, Section 502
MWF, 9:10-10AM
215 ANIN Spring 2012

Dr. Lisa Y. Ramos
Office Hours: MW, 3-5pm
Office: 201 Glasscock Bldg.
Office Phone: 979-845-7151 (main office) Email: lyramos@tamu.edu

Teaching Assistant (T.A.): Neall Pogue
Office Hours: M, 10am-12pm
Office: 003 Glasscock Building (basement-level) Email: npogue77@neo.tamu.edu

Course Description
In this course, students will explore the history of Texas from the Paleoindian period to the late twentieth century. The aim of the course is to provide a deeper understanding of the various groups and individuals who have contributed to the state’s history. Lectures, readings, assignments, discussions, and multimedia clips will provide students with a nuanced and complex view of the people, places, and events that have shaped Texas.

Core Objectives for American History Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes
By the end of this course, students will be able to:
1. Identify the relationship between memory, myth, and history
2. Evaluate different types of evidence and their value, such as archaeological objects, oral narratives, primary sources, secondary sources, and translated sources.
3. Identify the different groups who have inhabited and shaped Texas history.
4. Communicate critically in oral and written format about important Texas events, such as the Spanish Conquest, Texan Revolution, and the Civil War Period.
5. Appreciate lesser-known figures and events, such as Minnie Fisher Cunningham, Petra Vela Kenedy, Noah Smithwick, and Lulu B.M. White, who have also shaped Texas history.
6. Connect Texas history to national and international histories.

**Required Readings**

Crisp, James. *Sleuthing the Alamo: Davy Crockett’s Last Stand and Other Mysteries of the Texas Revolution*, ISBN: 9780195163490


**Electronic Course Reserves (ECR)**

Additional required readings are on Electronic Course Reserves. On the Homework Schedule, these readings are identified by the abbreviation ECR. How to access ECR:

1. Go to [http://library.tamu.edu/](http://library.tamu.edu/)
2. Click on "Course Reserves" (left side of screen).
3. Click "Log In." Enter your NetID and Password.
4. You may have to fill out a brief registration form if you have never used the "Course Reserves" website before.
5. Once you are logged in, you should do a "Search by Instructor" for my surname. Once you choose my surname, you will see a list of my courses.
6. Click on HIST 226, and you will be taken to the Course Reserves site for our class where you will see a list of titles and authors.

**Assignments & Grading System**

Grades will be based on a combination of exams and in-class group assignments.

1) Exams - 70% of final grade

There will be 3 exams over the semester. Exams will cover lectures, required readings, in-class group assignments, discussions, and multimedia clips. Exams will consist of a multiple-choice section and one essay. Students must bring their own blue books, no. 2 pencils, and scantron sheets (Green Form 882-E) to class on exams days. Only Exam #3 is cumulative. Tests will only be returned in class or during office hours.
Exam #1 - 20% of final grade
Exam #2 - 20% of final grade
Exam #3 - 30% of final grade

2) In-class Discussion Assignments - 30% of final grade

Assignment #1 - 10% of final grade
Assignment #2 - 10% of final grade
Assignment #3 - 10% of final grade

Approximately every 4-6 weeks, students will complete an in-class discussion assignment. Students will work in assigned groups of 2 or 3. Each group will discuss a series of primary sources and then, by the next class period, draft a 2 page response to a question on the readings distributed at the end of the session. The teaching assistant and I will walk around the room to ensure that students stay on task and that each student is participating. Any student who is not contributing to the in-class group discussion will be asked to leave.

There is no extra credit or additional work that can be done to improve your grade. Please do not send me emails regarding your grades as university policy forbids me from discussing grades over email. You should talk to me during office hours or after class if you have a question regarding your grade.

I will handle all absences and work related to them according to Student Rule: 7. Please see http://student-rules.tamu.edu/rule07 for the current policy on what qualifies as a university-excused absence.

Grading Scale
All assignments will be graded according to the below percentage grading scale:
A= 89.5-100
B= 79.5-89.49
C= 69.5-78.49
D= 59.5-69.49
F= 0-59.49

Class Attendance
During class lectures, I will expand upon ideas presented in the required readings and also cover material not covered in the required readings. During class discussions, I will go over required readings, multimedia clips, group assignments, and exams. Therefore, I highly recommend that you come to class regularly if you want to do well in this course. You are responsible for all work missed and announcements made if you are absent.
I will handle all absences and work related to them according to Student Rule: 7. Please see http://student-rules.tamu.edu/rule07 for the current policy on what qualifies as a university-excused absence.

Class Rules
1. Please address me as Professor Ramos or Dr. Ramos, not Miss, Ms. or Mrs.
2. Please arrive to class in a timely manner and do not leave early.
3. Please refrain from talking to your fellow students, reading newspapers, or creating other types of disruptions while the class is in session.
4. Students may use laptops to take notes. However, if you are consistently surfing the Internet and distracting other students by the contents of your computer screen, the T.A. or I will ask you to leave class.
5. Please turn off your cell phone before coming to class.
6. Please do not use any technology to record class sessions and do not photocopy, scan, or redistribute any class handouts, as they are copyrighted for use in this class only.

Academic Misconduct & Plagiarism Policies
1. You are expected to adhere to the Aggie Honor Code, which states "an Aggie does not lie, cheat, or steal, or tolerate those who do," and to be aware of the Honor System rules and procedures found at http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx

2. Plagiarism, cheating, or any other form of academic misconduct will not be tolerated.
The Aggie Honor System Office website describes plagiarism as "The appropriation of another person's ideas, processes, results or words without giving appropriate credit" to that person. (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx-plagiarism)

In this course, all direct (verbatim) quotations must include quotation marks and a citation with the author's name and page number. Paraphrased (restated in your own words) quotations also require a citation and should mention the author's name in the sentence.

ADA Statement
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 accommodation, please contact the Disability Services office (979)-845-1637, http://disability.tamu.edu/, Room B118 Cain Hall). For further information on the
ADA, please go to http://student-rules.tamu.edu/rule46. Any students needing these accommodations must inform me as soon as possible.

Course Schedule

**Instructional Week 1**
Week of Jan. 13th-20th: INDIAN TEXAS
W: Course Expectations & Introduction to Texas History
Hmk: *Texas*, Preface and pp. 1-13

F: Paleoindians & Discussion of *Texas-Preface*, pp. 1-13
Hmk: *Texas*, pp. 13 (Diversifying Ways of Life)- 17

**Instructional Week 2**
Week of Jan. 23rd-27th: INDIAN TEXAS
M: Archaic Indians
Hmk: *Texas*, pp. 17 (The Agricultural Revolution Arrives) - 29
W: Archaic Indians cont. & Late Prehistoric Indians
F: Discussion of *Texas*, pp. 13-29
Hmk: *Texas*, pp. 30-39

**Instructional Week 3**
Week of Jan. 30th-Feb. 3rd: SPANISH TEXAS & FRENCH TEXAS
M: Spanish Exploration
Hmk: ECR essay-*Major Problems in Texas History* excerpt, "Contested Empires"
W: Spanish Exploration continued
Hmk: *Texas*, pp. 39 (Coronado and the Exploration of the Panhandle)-60
F: Discussion of ECR essay."Contested Empires" and *Texas*, pp. 30-60

**Instructional Week 4**
Week of Feb 6th-10th: SPANISH TEXAS
M: Spanish Colonization
Hmk: ECR essay - *Major Problems in Texas History* excerpt, "The Challenges of Spanish Colonization"
W: The End of Spanish Colonization & The Road to Mexican Independence
F: IN-CLASS DISCUSSION ASSIGNMENT #1
Hmk: *Texas*, pp. 122-158

**Instructional Week 5**
Week of Feb. 13th-17th: SPANISH TEXAS & MEXICAN TEXAS
M: The Road to Mexican Independence & Mexican Texas (1820s)
Hmk: *Texas*, pp. 158 (Austin's Colony) - 168
W: Mexican Texas (1820s)
F: EXAM#1
**Instructional Week 6**
Week of Feb. 20th-24th: MEXICAN TEXAS
M: Mexican Texas (1830s)
Hmk: *Sleuthing the Alamo*- Foreword, Pride and Prejudice: A Personal
Prologue, and ch. 1
W: The Texas Revolution (1835) Hmk: *Sleuthing*, chs. 2-3
F: Discussion of ECR essay "The Challenges of Spanish Colonization," ECR essay-"The
Evolution of a State, ch. 7, and *Texas*, pp. 122-206
ECR essay- *Death of A Legend* excerpt, "The Pena Account as a Fake"

**Instructional Week 7**
Week of Feb. 27th-Mar. 2nd: THE TEXAS REVOLUTION & REPUBLIC OF TEXAS
M: The Texas Revolution (1836) cont.
Hmk: *Sleuthing*, ch. 4
*Texas*, pp. 218-242
W: The Texas Republic (1836-1845) Hmk: *Sleuthing*, Afterword
F: Discussion- *Sleuthing the Alamo* (all of book), ECR essay-*The Pena Account,* and
*Texas*, pp. 206-242
Hmk: *Texas*, p. 243-252

**Instructional Week 8**
Week of Mar. 5th-9th: TEXAS BECOMES A U.S. STATE: EARLY STATEHOOD
M: Texas' Early Statehood (1845-1860)
W: Texas' Early Statehood (1845-1860) cont.
F: IN-CLASS DISCUSSION ASSIGNMENT #2
Hmk: *Texas*, pp. 253-272

Week of Mar.12th-16th:
NO CLASSES, SPRING BREAK

**Instructional Week 9**
Week of Mar.19th-23rd: CONFEDERATE TEXAS
M: The Civil War and Texas (1861-1865)
Hmk: *Texas*, pp. 272 (Reconstruction in Texas)- 280
*The Captured*, Prologue, pp.1-21
W: Civil War and Texas cont.
F: EXAM#2
Hmk: *The Captured*, pp. 22-40

**Instructional Week 10**
OF THE CATTLE INDUSTRY
M: The Reconstruction Period in Texas (1865-1876)
Hmk: *The Captured*, pp. 41-87
W: The Reconstruction Period cont. & The Cattle Industry
Hmk: *The Captured*, pp. 88-115
F: Discussion of *The Captured-Prologue*, pp. 1-115 and *Texas*, pp. 243-280
Hmk: *The Captured*, pp. 117-139
*Texas*, pp. 280-289

**Instructional Week 11**
Week of Apr. 2nd-6th: RISE OF CATTLE INDUSTRY, REDEMPTION, & POPULISM
M: The Cattle Industry & Redemption Period
Hmk: *The Captured*, pp. 140-173
W: Redemption cont. & Populism in Texas (1880s-1890s)
Hmk: *The Captured*, pp. 174-201
F: NO CLASS, READING DAY
Hmk: *The Captured*, pp. 202-236

**Instructional Week 12**
Week of Apr. 9th-13th: POPULISM & PROGRESSIVISM IN TEXAS
M: Populism in Texas cont.
Hmk: *The Captured*, pp. 237-262
ECR essay- *Texas Tears and Texas Sunshine* excerpt, "Mary Alma Perritt Blankenship"
W: Populism in Texas cont. & Progressivism in Texas (1900s-1920s)
Hmk: *The Captured*, pp. 263-304
F: Discussion of *The Captured*, pp. 117-304, ECR essay-"Mary Alma Perritt Blankenship," and *Texas*, pp. 280-289
Hmk: *Texas*, pp. 323-357

**Instructional Week 13**
Week of Apr. 16th-20th: PROGRESSIVISM & THE DEPRESSION ERA
M: Progressivism in Texas cont. (1900s-1930s)
Hmk: *Texas*, pp. 358-380
ECR essay- *Lone Star Past* excerpt, "The Bones of Stephen F. Austin"
W: The Great Depression (1929-1939)
Hmk: *Texas*, pp. 380 (World War II)- 390
ECR essay- Claude L. Hendon Interview, Oral History Collection, University of North Texas Oral History Program
F: IN-CLASS DISCUSSION ASSIGNMENT #3

**Instructional Week 14**
Week of Apr. 23rd-27th: THE SECOND WORLD WAR, POLITICAL PARTY BATTLES, & MINORITY CIVIL RIGHTS STRUGGLES
M: World War Two & Political Party Battles
Hmk: *Texas*, pp. 391-412
W: Civil Rights Struggles in Tx (1940s-1960s) Hmk: Texas, pp. 412 (John Connally)-455
ECR essay- The Mexican American Experience in Texas excerpt, "Carlos E. Castaneda on Job Discrimination"
F: Discussion of Texas, pp. 323-455 and 3 ECR essays ("Bones of S.F. Austin," Hendon interview, and "Carlos C. Job Disc.")

RE-ASSIGNED DAY:
Week of April 30th-May 4th: LATE TWENTIETH-CENTURY TEXAS (1960s-1990s)
M: A New Political, Economic, and Social Order in Texas
Tu: REVIEW SESSION
F, May 4, 2012: EXAM #3-10-12am*, 215 ANIN
*PLEASE NOTE THE START TIME OF THE EXAM IS AT 10AM, NOT 9:10AM.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History

2. Course prefix and number: HIST 232

3. Texas Common Course Number:


5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

○ Communication
○ Mathematics
○ Life and Physical Sciences
○ Language, Philosophy and Culture
○ Creative Arts
○ American History
○ Government/Political Science
○ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

○ Yes
○ No

8. How frequently will the class be offered? Every spring

9. Number of class sections per semester: 1

10. Number of students per semester: 80-100

11. Historic annual enrollment for the last three years:

0 (2011-2012)*
Faculty members on leave 99 (2010-2011) 83 (2009-2010)

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

Course Instructor

Date 3/18/13

Approvals:

David Wright

Date 3/18/13

13. Department Head

Date 3/18/13

14. College Dean/Designee

Date 3/18/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course, HIST 232: History of American Sea Power, focuses on the roles of the U.S. Navy in American foreign and defense policy. The course provides an analysis of how American interests, perceived challenges to those interests, defense policy developed to protect those interests, and the role of the Navy within that policy have changed since the development of the US Navy in the eighteenth century through the Persian Gulf War. The course also examines how the American Navy and Sea Power more generally influenced past war aims and the strategies developed to pursue those aims.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret and synthesize lecture material-including visual images, strategic maps and graphs-and primary and secondary sources related to the history of American Sea Power. Student learning will be evaluated through quizzes that ask students to make connections between lecture and reading materials, including battle maps and tables; two one-hour essay exams that require students to evaluate and synthesize primary and secondary source materials in response to essay questions; and one final exam that draws on lecture, primary and secondary source material related to the American navy's role in various national and international conflicts.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to interpret and synthesize lecture material-including visual images, strategic maps and graphs-and primary and secondary sources related to the history of American sea power, and in particular the American navy's role in various national and international conflicts. Student learning will be evaluated through quizzes that ask students to make connections between and identify lecture and reading materials, including battle maps and tables; two one-hour written essay exams that require students to evaluate and synthesize primary and secondary source materials and class discussion of those materials in response to essay questions; and one final exam that draws on lecture, primary and secondary source material and discussion and requires students to give sustained written answers to substantive essay questions.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences between the diverse populations who came together to fight in the American navy and those who fought against the American navy. The course will also consider how American interests, perceived challenges to those interests, defense policy developed to protect those interests, and the role of the Navy within that policy have influenced changing understandings of American civic responsibility. Student learning will be evaluated through quizzes that ask students to make connections between and identify lecture and reading materials on these issues; two one-hour written essay exams that require students to evaluate and synthesize primary and secondary source materials and class discussion of those materials in response to essay questions; and one final exam that draws on lecture, primary and secondary source material and discussion and requires students to give sustained written answers to substantive essay questions.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision making):

This course will address personal responsibility by requiring students to identify (in lectures and reading materials) and articulate (through quizzes, exams, and discussions) how the decisions made by individuals, groups and institutions throughout American history have contributed to changing understandings of American interests and American sea power’s role in defending those interests, as well as changes to the American navy and other supportive structures. In discussion, students will be asked to reflect on how they might apply the ethical decision making processes discussed in class to their own contemporary experiences. Student learning will be evaluated through quizzes that ask students to make connections between and identify lecture and reading materials on these issues; two one-hour written essay exams that require students to evaluate and synthesize primary and secondary source materials and class discussion of those materials in response to essay questions; and one final exam that draws on lecture, primary and secondary source material and discussion and requires students to give sustained written answers to substantive essay questions.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History

Re: HIST 232

Date: March 18, 2013

Please accept this memorandum in support of the history department’s request to certify HIST 232: History of American Sea Power for the 2014 Core Curriculum.

Due to a series of events—including unexpected permanent faculty departures and an unusually large number of faculty members on-leave in the years under consideration—we believe the course’s historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in/enrollment in the course. For that reason, we have gathered the below data on HIST 232’s annual enrollment over the last five years.

2007/2008=88
2008/2009=45
2009/2010=83
2010/2011=99
2011/2012=0
*Also scheduled for Spring 2014

As the above data indicates, the department does have a commitment to scheduling, and there is student interest in taking, HIST 232. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this annual enrollment information into consideration when making your decision.
History 232: History of American Sea Power  
Fall 2010  
T&R, 9:10-10:20AM, 008 Glasscock

Instructor:  
Dr. James Bradford  
Office Hours: Tu & Th 1:00-2:00 an 4:00-5:00; Friday 2:00-4:00 and by appointment.  
Contact: Office::110 Glasscock Bldg,  
E-mail: jcbradford.tamu.edu;  
Telephone: 845-7165.

Course Description:  
This course focuses on the roles of the U.S. Navy in American foreign and defense policy. Coverage for each period of peace begins with an analysis of American interests as understood at the time, perceived challenges to those interests, defense policy developed to protect those interests, and the role of the Navy within that policy. Similarly, the study of each war begins with an analysis of war aims and an assessment of the strategy developed to pursue those aims. Emphasis is then placed on the Navy’s role in that strategy and an evaluation of its success or failures to reach its objectives.

Core Objectives for American History Foundational Component Area:

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Prerequisites:
None

Student Learning Outcomes:
Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history
of Western Civilization since 1660.

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the past history of Western Civilization and in present-day human cultures.

4) apply knowledge about the human condition- in the past and present- to their personal lives and studies.

Attendance Policy:
I expect you to come to class prepared and ready to actively engage. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped by one percentage point. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.

I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance [http://student-rules.tamu.edu/rule07].

ADA- Students with Disabilities:
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu

Academic Integrity:

Required Textbooks:
Kenneth J. Hagan and Michael T. McMaster, eds., In Peace and War (Greenwood Press) Abbreviated P&W Ch # Essays on Vietnam and Post Cold War Navy (posted on line)
Craig L. Symonds, Historical Atlas of the U.S. Navy (Naval Institute Press) Abbreviated HA (pp#))
(Not Required BUT highly useful: Limited number available at local bookstores; others available online)

Course Requirements:

Six quizzes (40 pts each),
two hour examinations (250 pts. each)
a final examination (300 pts.).

Total points: 790 points

Each quiz will be multiple choice and cover material since the last quiz or exam. You will need a Scantron form 882 and #2 pencil for each quiz. Each examination will be essay in format. None will be cumulative. You will need a small (8 x 7) bluebook and pen for each examination.

I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

Grading:

Individual grades are assigned on a percentage basis with 90-100% an "A", 80-89% a "B," etc. Thus at any time during the semester students can calculate their grades by dividing the number of points earned by the total number of points possible and applying the result to the scale.

Course Schedule:

Week 1
Week of 31 August
Tu: Course Intro: The European Balance of Power System
Th: The War for Independence: U.S. Alone, 1775-77
P&W 1; Q&B: Hopkins; HA 3-20

Week 2
Week of 6 September
Tu: The War for Independence: Britain Alone, 1778-83
Th: Genesis of the Navy: Federalists, Barbary, & Quasi War
Quiz 1
Q&B: Jones
HA 23-30; P&W 2
Week 3
Week of 13 September
Tu: A Neutral's Plight: Jefferson's Foreign & Naval Policy
HA 34-36; Q&B: Decatur
Th: The War of 1812
HA 39-54, P&W 3; Q&B: OH Perry

Week 4
Week of 20 September
P&W 4-5; Q&B Stockton & MC Perry;
Tu: The Squadron Navy: Defending Continental Am. & Commercial Expansion
HA 57-74
Th: Civil War: Strategy & Blockade Quiz
P&W 6-7; HA 77-86

Week 5
Week of 27 September
Tu: Civil War Riverine Ops. & Capturing Ports
Th: Examination I

Week 6
Week of 4 October
HA 86-102; Q&B: Farragut, Semmes & Porter
Tu: Naval Decline/Rebirth & Revolution in Foreign Affairs
HA 105-108; P&W; Q&B: Luce
Th: Spanish American War
HA 110-114, P&W 9; Q&B: Mahan & Dewey

Week 7
Week of 11 October
Tu: Theodore Roosevelt, The Big Stick & the New Navy
Th: World War I at Sea
HA 116-124: P&W 10
HA 126-130, P&W 11; Q&B: Sims
Quiz 2

Week 8
Week of 18 October
HA 132; P&W 12
Th: Technological Revolution at Sea and The Road to War
HA 134-140, Q&B: Moffett
Quiz 3

Week 9
Week of 25 October
Tu: Battle of the Atlantic
P&W 13*, HA156-150, Q&B: King
Th: Examination II

Week 10
Week of 1 November
Tu: Japanese Offensive & Turning the Tide
Th: Dual Advance Across the Pacific

Week 11
Week of 8 November
Tu: Victory in the Pacific
Th: The Navy & Defense Unification
HA164-188; Q&B: Halsey
P&W14
Quiz 4

Week 12
Week of 15 November
HA142-150, P&W 13*; Q&B: Nimitz
HA 152-154, 162
Tu: The Cold War: Korea, & Eisenhower, & Massive Retaliation
Th: The Cold War: Kennedy & Flexible Response
Quiz 5

Week 13
Week of 22 November
HA 191-202, P&W 15
HA204, Q&B: Burke
Tu: Vietnam & Its Legacy
Th: No Class--Thanksgiving

Week 14
Week of 29 November
Tu: Countering Rising Soviet Naval Power
Th: The Maritime Strategy & End of the Cold War
HA 206-214; P&W 16; Essay 1&2
Quiz 6
Reassigned Day:
Q&B: Rickover, Zurwalt
HA217-224; P&W 17
Tu: Gulf Wars & Navy Roles New and Old
HA226-230

Fr: Final Examination 10 December 3:00-5:00 p.m.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History

2. Course prefix and number: HIST 258  3. Texas Common Course Number: 

4. Complete course title: American Indian History  5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes  
   - No

8. How frequently will the class be offered? Every fall

9. Number of class sections per semester: 1

10. Number of students per semester: 140-145

11. Historic annual enrollment for the last three years: 141 (2011-2012)  0 (2010-2011)*
    Faculty members
    on leave 144 (2009-2010)

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

12. submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature]
    Date: 3/20/2013

   Course Instructor

   Approvals: [Signature]
   Date: 3/18/13

14. Department Head
    Date: 3/20/13

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaughn, Head, Department of History

Re: HIST 258

Date: March 18, 2013

Please accept this memorandum in support of the history department’s request to certify HIST 258: American Indian History for the 2014 Core Curriculum.

Due to a series of events—including unexpected permanent faculty departures and an unusually large number of faculty members on-leave in the years under consideration—we believe the course’s historic annual enrollment over the last three years does not accurately reflect our commitment to scheduling the class and student interest in enrollment in the course. For that reason, we have gathered the below data on HIST 258’s annual enrollment over the last five years.

2008/2009=144
2009/2010=144
2010/2011=0
2011/2012=141
2012/2013=167

As the above data indicates, the department does have a commitment to scheduling, and there is student interest in taking, HIST 258. Based on this information we submit the course for certification for the 2014 Core Curriculum and ask that you take this annual enrollment information into consideration when making your decision.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course, HIST 258, covers Native North America from pre-contact with Europeans through the present with emphasis on the indigenous nations located within the present-day boundaries of the United States. Given the diversity of indigenous peoples in North America, attention is directed at histories rather than a singular historical vision and experiences rather than a monolithic Indian story. The course explores the divergence between Indian and non-Indian versions of a common past as well as contest and collaboration across cultural and linguistic divides, the clash of European and indigenous political economies, and the relationship of American Indians to other ethnic and racial groups in the United States.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret and synthesize lecture material— including visual images, films, and material culture—, printed primary and secondary source reading materials and discussion related to the history of indigenous cultures in North America from pre-contact with Europeans through the present day. Student learning will be evaluated through: quizzes and exams comprised of multiple choice and essay questions based on lecture, film, primary and secondary source readings and class discussions held at the end of thematic units.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to interpret and synthesize lecture material— including visual images, strategic maps and material objects (wampum) —and primary and secondary sources related to the history of the divergence between Indian and non-Indian versions of a common past as well as contest and collaboration across cultural and linguistic divides, the clash of European and indigenous political economies, and the relationship of American Indians to other ethnic and racial groups in the United States. Student learning will be evaluated through: quizzes and exams comprised of multiple choice and written essay questions based on lecture, film, primary and secondary source readings and class discussions held at the end of thematic units.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course will address social responsibility by requiring students to identify, synthesize and evaluate (in lectures, reading materials and films) cultural differences between the diverse populations who came together in North America both before and after European contact with indigenous cultures on the continent. Student learning of the objective will be evaluated through quizzes, exams, and class discussions of the divergence between Indian and non-Indian versions of a common past as well as contest and collaboration across cultural and linguistic divides, the clash of European and indigenous political economies, and the relationship of American Indians to other ethnic and racial groups in the United States.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to identify (in lectures and reading materials) and articulate (through quizzes, exams and discussions) how the decisions made by individuals, groups and institutions throughout American history have contributed to changing understandings of indigeneity, the racializing of American national identity, and the role of divergent notions of time, space and property. In discussion, students will be asked to reflect on how they might apply the ethical decision making processes discussed in class to their own contemporary experiences. Student learning will be evaluated through: quizzes and exams comprised of multiple choice and written essay questions based on lecture, film, primary and secondary source readings and class discussions he'd at the end of thematic units.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST 258: American Indian History
Class Meeting: MWF 9:10-10:00
Professor: Dr. Angela P. Hudson
Email: aphudson@neo.tamu.edu
Office & Hours: Glasscock 314A, MW 2-3:30

Teaching Assistant: Paul Lee
Email: phlee@neo.tamu.edu
Office & Hours: Glasscock 005A, MWF 10-11

Course Description: This course covers Native North America from pre-contact with Europeans through the present with emphasis on the indigenous nations located within the present-day boundaries of the United States. Given the diversity of indigenous peoples in North America, our attention will be directed at histories rather than a singular historical vision and experiences rather than a monolithic Indian story. For the sake of clarity, we will move chronologically, keeping in mind that American Indian peoples rarely narrate their own histories in a strictly linear fashion. The divergence between Indian and non-Indian versions of a common past will necessarily be one of the themes of this course. Other themes will include: contest and collaboration across cultural and linguistic divides, the clash of European and indigenous political economies, and the relationship of American Indians to other ethnic and racial groups in the United States.

Prerequisites: None

Core Objectives for American History Foundational Component Area
Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information)

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Objectives:
. #Students will be able to identify and correlate events, issues, and themes in American Indian history.
. #Students will be able to analyze primary and secondary source materials relating to the course topic.
. #Students will be able to synthesize their interpretations of diverse source materials in essay form.
Required Materials: (books available for purchase at multiple vendors and on 24-hr Reserve at Evans)
Donald Jackson, ed., *Life of Black Hawk* (1833)
Frank Linderman, *Pretty Shield: Medicine Woman of the Crows* (1932)
CPS responder pad ("clicker") [available at TAMU bookstore]

**Course Requirements:**
Exams (90%)- Students will take 3 exams (30% each), all of which are two-part tests. Half of each test will be an objective in-class assessment using scantron sheets. This portion will consist of 50 multiple-choice questions, valued at 1 point each. (Students should come prepared with large scantron sheets on the exam date.) The other half of each test will be submitted online. This portion will consist of 1 take-home essay question, valued at 50 points total. The exams (including the final) are not comprehensive, but rather cover only the material addressed since the previous exam (lectures, readings, films, and classroom discussions held at the end of thematic units.)

Quizzes (10%)- Students will take a total of 10 in-class quizzes during the semester on the days indicated in the syllabus. The format of these quizzes is variable but most will involve use of the CPS responder pad or "clicker." Quiz questions may address assigned reading, lecture material, or classroom discussions at the end of thematic units.

Grading Scale (percentage):
90-100= A 80-89 = B 70-79 = C 60-69 = D 59 and below = F

**Attendance Policy:**
I expect you to come to class prepared and ready to actively engage. I will handle all absences and work related to them in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07)

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845 1637). For additional information visit http://disability.tamu.edu

**Academic Integrity:**

**Additional Information:**
Students may contact me or the TA anytime via email with questions or concerns regarding the course, assignments, etc. We will respond to email within 2 days of receipt. The take-home portion of your exams will be submitted online through tumitin.com. This site is an online assessment tool that assists instructors in detecting plagiarism. The course id is 2827751 and the course password is indigenous. You will need these to enroll yourself online at www.tumitin.com prior to the first exam. Please see Class Treaty for an elaboration of other class policies.

Course Schedule:

*Please note: You should complete the reading for each week BEFORE coming to class on Mondays. You may be quizzed on the assigned reading at any point during the week.

Week 1:
Reading: Syllabus, Class Treaty; Calloway, Introduction (1-10)
Lecture 1- Introduction
Lecture 2- First Peoples, First Americans
Lecture 3- First Peoples, First Americans, cntd.

Week 2:
Reading: Calloway, Chapter One (12-62)
Lecture 4- First Peoples, First Americans, cntd.
Lecture 5- The Idea of the New World
Lecture 6- The Idea of the New World, cntd. QUIZ 1

Week 3
Reading: Calloway, Chapter Two (63-136)
Lecture 7- The Invasion, cntd.
Lecture 8- The Invasion, cntd.
Lecture 9- The Invasion, cntd. QUIZ 2

Week 4
Reading: Calloway, Chapter Three (137-198)
Lecture 10- Founding of European Colonies
Lecture 11- Founding of European Colonies, cntd.
Lecture 12- Indians in War & Peace QUIZ 3

Week 5
Reading: None
Lecture 13- Indians in War & Peace, cntd.
***1st Exam***
No class

Week 6
Reading: Calloway, Chapter Four (199-258)
Lecture 14- Indians and the Young Republic
Lecture 15- Birth of U.S. Indian Policy
Lecture 16- Birth of U.S. Indian Policy, cntd. QUIZ 4
Week 7
Reading: Jackson, ed., *Life of Black Hawk* (1-87)
Lecture 17 - Expansion of the New Nation
Lecture 18 - Expansion of the New Nation, contd.
Lecture 19 - Resistance and Revitalization QUIZ 5

Week 8
Reading: Jackson, ed., *Life of Black Hawk* (87-164)
Lecture 20 - Removal
Lecture 21 - Removal, contd.
Lecture 22 - Western Homelands QUIZ 6

Week 9:
Reading: Calloway, Chapter Five (259-334)
Lecture 23 - The Indian Wars of the West
Lecture 24 - Reservations
Lecture 25 - Reservations, contd. QUIZ 7

Week 10:
Reading: Calloway, Chapter Six (335-396)
Lecture 26 - Reform and Reorganization
Lecture 27 - Reform and Reorganization QUIZ 8
No class

Week 11:
Reading: None
Lecture 28 - Playing Indian
***2nd Exam***
Lecture 29 - The Indian New Deal

Week 12:
Reading: Linderman, *Pretty-Shield: Medicine Woman of the Crows* (entire)
Lecture 30 - The Indian New Deal, contd.
Lecture 31 - Termination and Relocation
Lecture 32 - Termination and Relocation, contd. QUIZ 9

Week 13:
Reading: Calloway, Chapter Seven (397-463)
Film (in class) - "Indian Country Diaries: A Seat at the Drum" (2006)
Film, contd.
No class - Thanksgiving

Week 14:
Reading: Calloway, Chapter Eight (464-548) & Watch Film: "Lakota Woman" on Mediamatrix
Lecture 33 - Red Power
Lecture 34 - Red Power, contd.
Lecture 35- Indiar: Renascence  QUIZ 10

Reassigned Day:
Reading: Alexic, *Lone Ranger and Tonto Fist.fight in Heaven* (entire)
Lecture 36- Indiar: Country Today

***Final Exam- 8:00am-10:00am on 12/14***
HIST258- American Indian History-Class Treaty

*Treaty with the students of HIST258, American Indian History. Articles of a treaty made and concluded at Texas A&M University, on the eastern side of the Brazos River, College Station, Texas, this 31st day of August, 2009 between Dr. Angela Pulley Hudson and Paul Lee, representing the Department of History, on the one part, and the undersigned undergraduate students of the aforesaid course, on the other part.*

Article 1-Nature of Agreement

The undersigned undergraduate students do hereby recognize that their signature on this document constitutes an explicit understanding of and agreement to abide by the following articles. You have been provided with two copies of this document. You must return one, signed and dated, if you wish to remain in this class. You are encouraged to keep the other copy for your own reference as this instrument, along with your course syllabus, provides the essential information on course policies and procedures.

Article 11-Technology Intervention

It is hereby agreed that all students' electronic devices will be powered OFF upon entering the lecture hall and remain OFF for the duration of the class period, with the exception of cell phones, which may remain on in case of emergency, but must be SILENT. This provision includes such devices as PDAs, MP3 players, and laptops, unless special situations arise or specific accommodations are necessary, which will be determined at the professor's discretion.

Article III-Assessments and Assignments

It is hereby agreed that students will take regular quizzes that are designed to stimulate reflection, reward attendance and attention, and assess completion of reading assignments. Said quizzes may address the assigned reading, material covered in a given day's lecture, or topics addressed during open discussion in the classroom. They may also involve cooperative, in-class work assigned by the professor and handed in at the end of the class period. It is further understood that securely, and students wishing to discuss their grades can visit the professor and/or TA during office hours or at another mutually agreeable appointment time.

Article VI-Standards of Behavior

As this is a treaty of amity and cooperation designed to promote an optimal teaching and learning environment for all participants, it is further agreed that students and instructors will conduct themselves at all times with the highest respect for University standards of behavior and decorum, such as those described under Aggie Students' Rights and Responsibilities, http://student-rules.tamu.edu/rights.htm.

Done at College Station, in Brazos County, Texas, the United States of America, the 31st day of August, two-thousand and nine, in the two-hundredth and thirty-third glorious year of United States independence.

Dr. Angela Pulley Hudson, Professor
Paul Lee, Teaching Assistant
(student's signature)  (date)

(student's printed name)
HIST258 - American Indian History -- Class Treaty

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Article II - Technological Intervention

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Dr. Angela Pulley Hudson, Professor
Paul Lee, Teaching Assistant
(student's signature)  (date) (student's printed name)