History 104  
United States History 1870 to Present

Glendale Community College, Fall 2008  
Internet Course  
Section: 33977  
Location: Online  
Instructor: Dr. Karin Enloe  
E-mail: karin.enloe@gcmail.maricopa.edu  
Office/Message Phone: (602) 329-5208  
Office Hours: By appointment

Course Description
“The political, economic, and social development of United States from Reconstruction period up to present time.”

This course is a basic introduction to American history from the Civil War to the present. It will examine American History chronologically, but also explore themes in American history. There are many different viewpoints in which to examine history. For example we might explore history from political, economic, or cultural points of view as well as race, class and gender. This course will examine how American history is made up of many “truths,” taken together they form a “big picture” which continues to inform American history and life in the twenty-first century.

This semester we will also be thinking about diversity in the American experience and how our own lives are impacted by diversity, whether it be race, class, gender, socio-economic status, religion, where we live, personal tastes, etc.

Course Objectives
1. Provide a broad-based understanding of American history.  
2. Promote critical thinking and analysis of historical trends and sources.  
3. Promote writing skills.  
4. Think about diversity in the American experience through your own “historic lens.”

Required Reading
  o This text starts with Chapter 17 because it is the second volume of what would be a full text covering 2 semesters of American history. Your text should start with page 440. Students are responsible for getting the correct version of the textbook.

Blackboard: This course will be “taught” through blackboard. All exams, assignments, and discussions will be taken and turned in through the site.  
https://ecourses.maricopa.edu/webapps/login/
Expectations of Students

Responsibility
- Students are expected to complete all reading assignments.
- Students are expected to submit assignments and exams, discussions and assignments on time and meet deadlines. Late assignments will not be accepted, nor may tests be made up.
- Read and understand the information in this syllabus and college policies.
- “Attend” class. The study of history is about actively engaging the material and discussing issues. Students should log into the course AT LEAST twice a week to participate in class activities and keep up with announcements and supplemental class sources.
- If students are struggling in the course it is their responsibility to discuss their concerns with Dr. Enloe. Contact me via e-mail or phone and seek out help if you need it.
  - HIS 104 at GCC is the same course as that offered at major universities – for example it is HST 110 at ASU. That means the same quality of work will be required – I know because I’m also teaching it this semester at ASU. One of the greatest things about the community college system is the smaller class size and opportunity to work more closely with an instructor. So take advantage of that!
- Students also have the responsibility to keep their own time on exams. There are three exams and unfortunately the Blackboard system will not shut off when the time limit is reached. Students who go over their time limits will be penalized points off their tests.
- Short-term system, computer, and/or site failure is not an excuse for late work—plan ahead.

Courtesy
- Students are expected to be courteous and respectful to the instructor and their colleagues. This includes engaging in mature conversations about sometimes very personal/partisan topics. Be aware of potentially hurtful comments – be prepared to back up your assertions with evidence.
- Online discussion and e-mails should be respectful. Students tend to let the anonymity of e-mail lessen their regard for courtesy - this is unacceptable. The respectful way to address the instructor is “Professor” or “Dr.” in person as well as e-mails. Rude or disrespectful e-mails will be returned with the suggestion that they be rewritten before the instructor will respond.
- Politeness also applies to your interactions with each other. Although we are all adults please refrain from cursing, when writing to others write with respect, and be aware of how you may come across to others. IN ADDITION, WRITING IN ALL CAPITALS IS AKIN TO YELLING. Please don’t write in all caps.

Academic Honesty
- Students must do their own work. There are many forms of plagiarism, including cheating on tests and claiming others’ work as your own, doing assignments together, copying information from the Internet without citing it, etc. This is not acceptable and has serious repercussions. Penalties for plagiarism include failing the test or assignment to class failure. See current the GCC Student Handbook “Student Rights and Responsibilities” under Academic Misconduct (http://www.gc.maricopa.edu/catalog/student_rights.html#acadmisconduct).
Help! Technology

Students should have a basic understanding of computers.

Blackboard:
To access blackboard go to [https://ecourses.maricopa.edu/webapps/login/](https://ecourses.maricopa.edu/webapps/login/) and type in your MEID and password. If you don’t know your MEID or password you can find those out by clicking on GCC’s main webpage and then clicking on the link. Once you are there click on HIS 104 (our class) and you check out the tabs on the left like Syllabus, Course Materials, etc. .

To upload an assignment sign on then click on Assignments. The Assignment will be listed – click on the link that says “View/Complete Assignment.” There are three sections to it: 1. Assignment Information, 2. Assignment Materials and 3. Submit. To turn in an assignment Go to section 2 and use Attach local file button to find your assignment then click choose file. When that is complete go to step 3 and click on submit. You will see any ungraded assignments listed in your gradebook as !. You can always click on the ! (or score once it is graded) to look at your homework and see the graded comments.

At any time students can check their grades by clicking on the Grades/Tools tab

E-mail and Forwarding: Students will receive e-mails from the instructor throughout the session, but more often I will simply post an announcement to blackboard —check your e-mail and course announcements regularly. If you use non-GCC e-mail like yahoo or hotmail you can forward your GCC e-mail account to the other e-mail account. You can make changes from the Personal Information section in Grades/Tools. Many students have their e-mail listed as none@maricopa.edu - if you have not registered your e-mail and e-mail me I will not be able to e-mail you back – so change your e-mail. Also – if you have a nickname or prefer to be called something other than your official name please make a note of that in the Personal Information section in Blackboard.

General Questions

Technical questions can be answered in a couple ways.

- The first way to ask general questions about quizzes, the class, etc. is to post a question on the course discussion board. Often many students have the same questions and I will try to address general questions there – so be sure to read the discussion board.
- The second way would be to contact GCC’s online help directly at the eGCC site ([http://www.gc.maricopa.edu/online/](http://www.gc.maricopa.edu/online/)) or the student help site ([http://web.gccaz.edu/studenthelpdesk/](http://web.gccaz.edu/studenthelpdesk/)) – For 24x7 district support, please call the toll-free number: 1-888-994-4433. Remember it is their job to help you!

Specific questions/Contact Info

Specific questions that are personal in nature (such as specific questions about YOUR grades) can be directed to the instructor directly. I will try to respond within 24 hours. In order to receive a meaningful response, please read the syllabus or discussion board before asking questions, write clearly and “sign” your e-mail with your full name. It is also helpful to include HIS 104 in the subject line of the e-mail. Reminder of contact info:

- Dr. Enloe – Karin.Enloe@gcmail.maricopa.edu (also Karin.Enloe@gmail.com)
- (602) 329-5208 (Message phone)

If anything happens and blackboard is down for quite a while (which has happened in the past) – please make sure you e-mail me at Karin.enloe@gmail.com and I will make information available via the Internet via gmail.
Policies

Attendance: Students are expected to “attend” class – which means participating in the online discussions. Failure to do so will severely reduce your grade. Students who do not participate or log into blackboard for 3 consecutive weeks will be dropped from the course.

Make-up Exams: May be given within two class days of the regular scheduled exam only if it has been discussed with the instructor before the date of the exam. You may be asked to come onto campus for a makeup.

Assignments/Late Work: Assignments will be submitted via blackboard. Students will click on the assignment and then upload the paper or PowerPoint directly to blackboard and submit it. All assignments are due at 9pm on the day listed on the syllabus. I recommend you turn in assignments early. **NO LATE WORK WILL BE ACCEPTED!**

Grading Policies
Assignments will be holistically graded on content, strength of argument, structure, originality, grammar, and criteria listed for specific assignments. Essentially grades for assignments are based on how well a student answers the question/prompt given and provides supplemental information to back up their answer. Citations are a must! Often questions are in the form of an argumentative essay – and students must use sources to make a specific point instead of summarize the topic. Grades are also based on grammar and spelling. Remember that this is a college-level class and it will be graded as such, so seek help if you need it! You are always welcome to show a draft of an assignment to me for feedback before you turn it in. There are also resources available through GCC’s Writing Center. Check out the Useful Links tab in Blackboard for more information.

Assignments and discussions will be graded as quickly as possible.

Specific questions about your grade on an assignment can be asked of the instructor via e-mail or phone. Students should think about their grades. Look again at assignment guidelines. Ask yourself, “did I follow the assignment? Did I go above and beyond the assignment? Did I have mistakes? Did I offer a thoughtful discussion of the material or did I simply restate what another student wrote?”

Feedback
I will be posting announcements, blogs and PowerPoint “lectures” regularly so log in AT LEAST twice a week. Most often I will give feedback to the class as a group but within the first couple weeks I try to get back to every student to discuss how they are doing on discussions and explain how they can do better. After that it is a student’s responsibility to contact me if you have questions about discussion grades. As for other graded assignments, when the grade is entered a copy of your assignment will be uploaded into blackboard. At that time you can click onto the grade and it will prompt you to see the document I uploaded. My comments are embedded into a copy of your assignment.

Extra Credit: may or may not be offered.

Incompletes: May be given only under special circumstances.
Special Needs: Students with special needs must be registered with the Disability Services and Resources Office located in TDS 100 (623-845-3080) and inform the instructor at the beginning of the semester.

Deadlines
All deadlines are 9pm for assignments, Midnight for Discussion Boards. If you plan on participating for the week by joining a chat make sure to be there promptly. You are encouraged to complete assignments in advance. Note that even as discussions and assignments can be submitted in advance, grades will all be posted all at once after the deadline. Also note that discussions require participation from many people – please be considerate and don’t wait until the last minute.

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<td>Who are You?</td>
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Extra Credit: May or may not be offered. Don’t count on it!

An important note about grades:

A – Superior – is insightful, organized, logical, conveys meaning skillfully and is very thorough
B – Strong – is generally thoughtful and conveys meaning clearly, thoughtfully
C – Adequate – develops work in a satisfactory way
D – Limited – undeveloped work, has many errors
F – Deficient – very poor writing, many major errors, does not follow the assignment
0 – No paper turned in or plagiarized

Grades are based on the following percentages:
A 90-100%, B 80-89%, C 70-79%, D 60-69%, F 59% and below.

This class is not graded on the curve. Students can check their grades at any time using Blackboard.

Tests/Exams (3 x 85 = 255 points)
Tests/exams are multiple choice, short answer/essay and ordering and will cover information examined in class discussion boards and the text.
- Exam “a” is multiple-choice – 25 questions at 2 points each.
- Exam “b” is one question answered in a short answer/essay format worth 25 points.
- Exam “c” is an ordering question where students will place people or events in chronological order worth 10 points.

Exams are located in the Tests button on the Toolbar. Students are responsible for reading the text and taking the exam by the deadline. Take exams early enough that in case of system
outages or personal computer problems you will not miss the deadline. For the essay/short answer it is best to write as much as possible about the topic.

**Do not click on the exam until you are ready to take it!**
You are only allowed into the exam once.

**There is a time limit of 30 minutes per exam a and b, 10 minutes for c.**
Pay careful attention to the clock. I suggest keeping your own time as Blackboard does not do this.

**Going over the 30 minute mark will cause you to forfeit your score.**
**Students will lose 2 points for every minute they go over the allotted time.**
Keep in mind that submitting the exam takes about 30 seconds.

There is a study guide posted with questions to consider for the exam. Questions might ask you to identify people, trends or ideas from the text. A sample question would be:

**The Philadelphia Centennial Exposition of 1876**
- a. focused on demonstrating the efficiency of American farms.
- b. Demonstrated the success of the industrial revolution in America.
- c. Showcased American democracy.
- d. Demonstrated the superiority of British industries.

In that particular question – think about what was happening (trends) in America in 1876. The correct answer was b.

The short answer/essays might ask questions like: which was more significant in American history – industrialization, immigration or urbanization? Write as much as possible when answering the question.

Ordering questions ask students to number a series of 5 people or events in chronological order.

Everyone’s exam is slightly different. I have a pool of over a hundred questions and 25 randomly appear for each person on exam a, 1 randomly appears for exam b, and 1 ordering question appears for exam c.

There is no midterm or final exam. All exams are taken through Blackboard.

**Assignments**

This semester I am especially thinking of the diversity of the American experience and how we all fit into that story of America. I want YOU to get involved and excited about the past. If there is something you want to explore in more detail (within reason) let me know and I MAY incorporate it into the assignments and alter an assignment to fit your interests.

**Who are you? Due 8/29/08 by 9pm**
Prompt: You and your friends will be featured in the next textbook for HIS 104! But wait – are you a good sample to use? If students reading the text 50 years from now were to read about you, would they understand others your age in America today? Why or why not?
Assignment: Write a 5 paragraph essay explaining why or why not using at least 3 of the following criteria: race, class, gender, ethnicity, religion, age, sexual orientation, region of the
country, personal tastes. No citations are needed for this assignment – it is strictly an introduction to you.

**Turning it in:** I want you to upload this through the Assignments Tab but ALSO cut and paste it into a Discussion Forum. So be aware that what you are writing will be shared with the entire class.

**Remember:** This is a college course so I expect students to write in a scholarly manner. Be on your best behavior and use spell check and grammar check.

**Music in History Due Weekly**

**Prompt:** I love music! And in many respects music has come to define who we are (see personal tastes of above assignment...). This site might be a great place to start: [http://psrtutorial.com/Resources/TopSongs/TC_1890.html](http://psrtutorial.com/Resources/TopSongs/TC_1890.html)

**Assignment:** Use the internet to look up at least 2 of the most popular songs of the decade you have signed up for. Write 1-2 paragraphs describing each song, how it “fits” into the decade, and who would have listened to the song. Notice that the textbook explains the context around songs. At the end of your post you should include the website(s) where you found your information.

**Sign Up for a Decade:** We’re playing with the Wiki for this one. Go to the Grades/Tools tab and click on the Wiki Tool. Clicking on it will get you to the sign up sheet. To add your name click on the Edit button under Page (on the top left) and then put your name under the decade of your choice. Then click SAVE.

**Turning it in:** Post your assignment in that week’s discussion board by the Wednesday deadline so all can see your songs. If you can find a link to the actual song or lyrics include it.

**Industrialism and Manifest Destiny Paper Due 9/26/08**

**Prompt:** MCCCD Course Competency 8 states that students should be able to “describe the new spirit of greatness on industrial might and the ideology of manifest destiny.”

**Assignment:** In a 5 paragraph essay students should use their text and 1-2 outside sources to answer the question: How did Manifest Destiny influence America’s spirit of industrial greatness from 1876 to 1900? Explain. A greater description of the requirements will be posted in the Assignments tab in blackboard.

**Turning it in:** Upload through the Assignments tab.

**People in History PowerPoint Due 10/31/08 (you can always turn it in early...)**

**Prompt:** If you were alive from the 1920s through the 1930s who would you be? What would your experience based on what we’ve learned in class thus far?

**Assignment:** Do an 8-15 slide PowerPoint “presentation” that explores what you might have done in the 1920s through the 1930s. You may choose to focus on “your” life in depth in just one of the decades or trace your trajectory throughout the 20 years of the assignment. Context is a must! Include photos and cite all sources on the page/PowerPoint slide they are used.

**Turning it in:** This will be for my eyes only and will be uploaded through the Assignments tab of blackboard. You may choose to share your work with everyone and that can be done on the Who Are You? Discussion Board.

**Final assignment: Paper on family Due 12/5/08 9pm**

**Prompt:** Think again about the first assignment this semester that asks you to think about if you and your cohort are a good sample for our textbook. Then think about how your family and its unique story matches up with the narrative the text has presented this semester.

**Assignment:** Conduct interviews of parents and/or grandparents or family members and compare/contrast your family’s history with events or themes discussed in class. For example, has your family immigrated to America in the last century? How does their story compare to
what we’ve discussed in class or in the readings? Did the cold war impact your family? What about the women’s movement? Vietnam war? Desert Storm? You should cover at least three major events. If you are not an American citizen describe the differences between your family’s experiences and the major events in American history. Was there a big discrepancy? There should be at least one family member over 50 – if you have no one to interview can you find a neighbor or a professor? Sorry! I’m not over 50 yet.... 4-6 pages

Turning it in: Upload this through the Assignments Tab in blackboard.

General Guidelines are:
- Provide a list of sources consulted (who did you talk to in order to find out information on family history) with the date you consulted them and their date of birth.
  - When citing them in the assignment include their name in parentheses at the end of the sentence (i.e, (Enloe)).
- Paper should be typed using a 12-point font and 1” margins and should have an original title.
- Write in essay format that includes an introduction to the paper, supporting paragraphs with evidence found in the sources, and a conclusion that wraps up the paper.
- Edited papers are a must. Regardless of how brilliant an argument is, if a paper has spelling and grammatical mistakes it is not a quality paper.

Tips for good writing assignments:
- Essays have an introduction, body and conclusion. Make sure your brief essays have at least three parts to them. A 5 paragraph essay is best here.
- Use specific examples. They are really important in backing up what assertions students make.
- America can be referred to as the United States or the Nation, but not the U.S. or we
- Write in past tense when you are referring to the past
- Pay close attention to spelling and grammar. An A paper does not have errors.
- Edit carefully
- Read your writing out loud to check for awkward phrases.

Deadlines
All deadlines for assignments are 9pm on the date assigned. You are encouraged to complete assignments in advance. Note that even as discussions and assignments can be submitted in advance, grades will all be posted all at once after the deadline.

Discussions/Chats (15 x 20 = 300 points)
Discussing history is vital to this course. Historians always refer back to sources when they make claims about the past. This semester you will be the historians and READ, WRITE, and DISCUSS. That said, I have decided to play around with discussion options this semester. In the past I have only had students do “asynchronous” discussions where they log onto the discussion board and read what others have written and respond to them (see description below). I would like to add an option to those that want a more active engagement: synchronous discussions. Basically what that means is we log in at the same time and “chat” like instant messaging. This will be scholarly instant messaging though! You may choose to engage in either the discussion board (asynchronous) or the chat (synchronous) in any given week. I have chosen a couple of times through the week that I will be available to moderate the chat. I will also record the conversation for the others and therefore those that choose the discussion board option will also be responsible for reading the archived chat and not repeating the
information covered in there. Rules/times/etc. will be subject to change as we work out the kinks in the system.

There will be something to discuss EVERY WEEK. Again – you can choose to take part in the chats or discussion boards but you need to choose 1 (or you can take part in both but will not receive extra credit) each week.

**Option A: Discussion Boards**

**Intro:** There are a number of topics to discuss on the discussion board. The topics for general questions and current events will not be graded and can be posted to anonymously. All the chapters in our text will be graded.

When posting on the discussion board, think about the topics/chapters assigned – do you have any further questions? What were especially important ideas or events to you? Your input on the discussion board should invoke ideas or thoughts and more discussion. In turn, students will respond to the questions or comments in thoughtful and expansive ways in order to gain their points.

**How I want them done:** This is your opportunity to ask questions and debate issues related to historical events. **I want your ideas and opinions, but they should be rooted in historical topics.** For example, when we discuss the “new immigration” of the turn of the twentieth century many of you will want to talk about current immigration issues. Remember it is a discussion about history – so we should discuss the topic always keeping in mind its historical context. **Include quotes from the text in your responses.** Even questions meant to spark discussion should demonstrate thought. Instead of starting the discussion by stating “I thought the Civil Rights movement was awesome what do you think?” put the question in context by going into detail. What was it exactly that you found interesting? What page was that on in the text?

**I can’t stress enough how important it is to refer to the text and cite it in these discussions.** You may choose to start your thread as such... “The text describes the importance of new technology (Murrin, 484).” Then pose your thought or question. This tells me that you have a question or comment that is informed by the text. You may also use a quote from the text to start the discussion – ALWAYS put direct quotes in quotation marks – then at the end of the sentence use a parenthetical reference – i.e. (Murrin, 517).

Comments like “yeah, I agree with that” do not really add to the discussion so will not receive points. But if they are followed with “but in the text it states that...” or “I agree but I just saw a piece on 60 Minutes that describes the opposing view that....” add to the discussion, so will receive points. Some of you may have seen something in a news article or on the web – if so provide the full web address where you saw that information. www.wikipedia.com is not a full web address. I should be able to click the link and find your information immediately.

**Try not to use the phrases “I believe” or “I think.”** To tell the truth very few people care what historians think or believe or feel. That’s why historians have to come across as intellectual and knowledgeable. How do they do this? By simply stating their opinions as if they were facts and then citing books or sources where they received their information.

Often questions will be posed that compare the past to the future. They ask hypothetical questions (what do you think would have happened if FDR didn’t die before the end of WWII?) or they are really asking about the present/future. **I would suggest if you cannot refer back to something from the text or a relevant website with information or make an informed**
comment that does not just say simply what you think to be true, then do not answer the question – certainly don’t expect to receive points for it.

At other times students will ask a question that is only meant to provide an easy answer for colleagues. “Who bombed Pearl Harbor?” doesn’t really foster discussion and thus lacks intellectual curiosity.

**How to post:** From the Discussion/Chats tab click on Discussion Board. From There you will see a list of “Forums.” Click on the Discussion for that week (or Questions, Current Events, or the First Assignment.” To ask a question or start off the discussion you should click on Thread. All new posts are called Threads. To post it for all to see you must click on SUBMIT. SUBMIT is your friend this semester. You will also use it for exams. SAVE isn’t very useful and I cannot see anything you have saved but not submitted. To answer someone else’s post you can REPLY – but remember to hit SUBMIT to make sure that everyone can see it.

**Points/Grading:** Students will receive up to 20 points for each text (Murrin) chapter’s discussion. You will receive five points for each thoughtful question/response per discussion or less for an inadequate response for a total of 20 points per chapter. This means I expect each student to make at least 4 posts per chapter. A truly poor post will not receive credit. This will be a primarily student-run forum, although I will monitor discussions and jump in regularly.

**Further Rules:**

- Of your 4 posts, only 2 of them can be starting threads. The other 2 must respond to others’ posts OR follow up on what had been on the archived chat for that week
  - You may choose to only post 1 starting thread or respond to others with all of your 4 posts. It is up to you. In the past I have had students post 4 threads without ever participating again and that is the reason why I have a limit. These are meant for interaction!
- There is a 100-200 word requirement. Make sure that you write enough to demonstrate an intellectual curiosity of the reading but don’t hog all the information away from your colleagues.
- Posts should have a cited reference to the text or a website but also be in your own words. Plagiarized responses will not receive points nor will responses that have 10 words you have written and 90 words quoted from the text. Limit your quotes from the text or websites.
- The use of websites is OK but use them responsibly. Students might think they can be original by looking up an obscure item from wikipedia. Make sure it is relevant and if I find students repeatedly relying on websites I will penalize you.

I look at the following factors when I grade:

- **Citations** – was this just opinion or were citations used from the text? Was the page number listed? Simply writing (Murrin) isn’t the full citation – it should also have the page number. Similarly, wikipedia is not a citation. I should be able to click onto the link you provide and find the exact page you are referring to.
- **Context** – Are there 100-200 words that place the question in context? Or explain why the person is asking the question?
- **Intellectual Curiosity** – did students demonstrate that they read the material and have a good point or question to ask and generate discussion on the topic?
- **Originality** – Is this a repeat of another post?
- **Plagiarism** – Is this word for word from a website or the text and not credited?
I have found that these discussion boards will prepare you for the exams. Look at them as an added study tool.

A further thought:
Use spell check – the function is there so please use it.

**Deadlines:** Deadlines are Midnight on Wednesdays. You are highly encouraged to start before then to give others a chance to participate.

So!!! To Sum this Up:
- There should be 4 posts per chapter
- Students can only start 2 threads per week – the other 2 posts should be replies to other students work on either the Discussion Board or the archived chats.
- Posts should be between 100 and 200 words.
- Posts need to have citations from either the text or web.
- Posts should contain primarily your own words – if 90 of 100 words is a quote it doesn’t count.
- Posts need to be submitted by the deadline.

I know this sounds overwhelming at first but bear with me – after a few weeks you will really get the hang of it!

**Option B: Chats**
I will choose 2 half hour sessions (subject to change) and we will discuss the reading. At this point I will only require students to attend 1 of the sessions for credit for the week. Students will be responsible for asking questions and bringing up topics in the reading for further discussion at that time. Students will be responsible for “speaking up” in the chat at least 4 times with relevant material, points or what I call intellectual curiosity. All ideas should relate back to the reading, to personal experiences, and/or current news events. A transcript of the discussion will be available for those not able to attend the chat. Taking part in 1 chat for the week and doing 4 good posts/responses should be enough to guarantee your discussion points for the week.

To access the chats go to the Discussion/Chats Tab and then click on Collaboration. From there you will see Office Hours (Chat). Click on the Join button to the right and you have access to the system. To take part simply type into the compose window and hit enter or click on send. You will be a part of the chat.

Similar grading rules will apply for the chats as the discussions. Come to the chat with one or 2 major points you want to discuss and make sure you have your textbook in front of you!

Chat times are (most) Tuesdays from 11-11:30am and Wednesdays from 9-9:30pm. We might need to adjust these hours a bit. Please arrive at the designated time and plan to stay for the entire half hour.

If for any reason I cannot make it to a chat I will schedule it for a different date at the same time.

*Students will be notified by the instructor of any changes in course requirements or policies*
Course Schedule

Remember that you can choose to take part in the discussion boards OR the chats (or both if you want but extra credit will not be given). I may change the guidelines for either depending on how many students participate in the chats. If you can make the chats – great! If you can’t then the discussion boards will be a better option as they will allow you to work at your own pace as long as you complete everything by the deadline.

August

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<tr>
<td>Welcome! Go Over the Syllabus</td>
<td>Chat 11-11:30 AM for general questions or to get acquainted</td>
<td>Chat 9-9:30 PM for general questions or to get acquainted</td>
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<td>Who Are You Paper Due by 9pm to Assignments and Discussion Board</td>
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September

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<td>1 Holiday – Labor Day</td>
<td>2 Read Chapter 17 Chat 11-11:30 AM</td>
<td>3 Chat 9-9:30 PM OR 4 posts due to Discussion Board (DB) by Midnight</td>
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<td>11 Chat 11-11:30 AM</td>
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<td>22 Read Chapter 20</td>
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<td>24 Chat 9-9:30 PM OR 4 posts due to DB by Midnight</td>
<td>25</td>
<td>26 Industrialization and Manifest Destiny Paper due by 9pm</td>
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<td>29 Read Chapter 21</td>
<td>30 Chat 11-11:30 AM</td>
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12
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<td>Chat 9-9:30 PM OR 4 posts due to DB by Midnight</td>
<td>Test on 17-21 – Take Exams A,B, C by 9pm</td>
<td>Last Day for Withdrawal without Instructor’s Signature</td>
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13
### November

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### December

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<td>Chat 11-11:30 AM – any questions?</td>
<td>11:11:30 AM</td>
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**THIS SYLLABUS IS SUBJECT TO CHANGE**