ARIZONA HISTORY-HIS 105—class #45088

Class Hours: On-line
Class Location: On-line
Instructor: Paul Hatcher
Office: AT 142--Athletics building (north of pool, east of tennis courts, far west entrance)
Hours: mornings and evenings available--call or email to set an appointment.
E-mail: paul.hatcher@gcmail.maricopa.edu
Phone: 623-845-3797

About this on-line course:
This online course is NOT an open entry-open exit course. There are due dates for all work, and penalties for submitting items late. If you have any issues or concerns, please don’t hesitate in letting me know…together, we will work through it—in other words…COMMUNICATE.

Accessing user names and passwords for blackboard:
You MUST have a MEID (Maricopa Enterprise ID) username and password to enter Blackboard and take the class.

Using Blackboard:
Blackboard is what is used to deliver the course. The web address is: https://ecourses.maricopa.edu/webapps/login/

Blackboard help:
If you have trouble logging in, you can get help by calling the blackboard helpdesk 24/7 at 1-888-994-4433.

Blackboard orientation tool:
http://www.gc.maricopa.edu/ic/gchelp/tutorials/blackboard/index.html
Blackboard help links/video demonstrations:
http://www.maricopa.edu/blackboard/help/html

Student help:
Help desk: GCC Main Campus, HT2-130. They can help with any software issues.

Communication for this on-line course:
You can communicate with the instructor via phone or email.

Required Texts:

Suggested Reading:


Course Description:
The prehistoric and contemporary Native American experience, Spanish colonial times, the Mexican National period, the U.S. federal territorial years, and Arizona's political and economic development during the twentieth century.

Course Competencies:
1. Review the physiography, principle rivers, flora, and climatic changes characteristic of Arizona.
2. Describe the prehistoric cultures of Arizona and the origins of contemporary Native Americans.
3. Describe the Spanish years in Arizona and the significance of their early Spanish explorations and expeditions into Arizona.
4. Describe the establishment in Arizona of missions, presidios, and towns by the Spanish; and their introduction of essential industry.
5. Describe the increased interest in the Southwest in the early 19th century, and the significance of the arrival of the early pathfinders in Arizona.
6. Describe the significance to Arizona the war against Mexico in 1846, the Treaty of Guadalupe Hidalgo, and the Gadsden Purchase.
7. Describe the creation of Arizona routes to California and the military topographical missions that opened and secured the roads.
8. Describe the development of the transportation in Arizona, and the introduction of mule trains, camel caravans, stagecoaches, and steamboats on the Colorado River.
9. Describe the effects of the American Civil War on Arizona during Confederate presence, and reoccupation by Union forces.
10. Describe the significant political and economic features of Arizona as a federal territory
11. Describe government Indian policy in Arizona and the Apache’s uprising of the 1870s.
12. Describe the growth of the Arizona territory resulting from generous land policy extended to settlers.
13. Describe modern Arizona in the aftermath of the construction of Roosevelt Dam and on the subsequent Salt River Dams.
14. Describe the success of the Salt River Project and Central Arizona Project in laying the foundations for the vast growth of contemporary Phoenix and the state in general.

Course Requirements:
Tests 1, 2, and 3—50 points each
Book report—100 points
Historical Site project—100 points
End-of-chapter assignments—10 points each
Pre-test study guides—20 points each

Grading scale: A=90%-100%, B=80%-89%, C=70%-79%, D=60%-69%, F=59% or below.

Exams: There will be 3 exams worth 50 points each. Exams will consist of essay questions, and be drawn from both the text and readings that I send you.
**Book Report:** You may choose any book you wish, as long as it is about an Arizona historical figure (biography or autobiography) or event, and is scholarly in nature (i.e. is written for adults). I MUST approve your choice, so submit it to me by January 24th. Your report will be 2-3 pages in length. The report must be typed, double-spaced, 12-font, with 1½-inch horizontal and vertical margins. Do not simply tell me what the book is about--analyze the book, citing specific passages, and give me your thoughts and feelings. The report is due Sunday, May 2, by 11:59pm. You lose 50 points if the report is late.

**Historical Site:** You must visit and/or research a site that has historical significance and write a paper about the site. The site must be submitted via email by January 24th, by 11:59pm (it can be submitted sooner) and approved by the instructor. The site, for example, could be a historic building, town, or museum. Be creative--the Grand Canyon or Meteor Crater won’t work. Either will large towns that have had 300 page books written about it, like Prescott or Jerome. You can, however, pick a topic, building, or region of a larger historic town.

This paper will be 2-3 pages in length, typed, double-spaced, with 1½-inch vertical and horizontal margins. It must also include a works cited/bibliography page (a title page and works cited DOES NOT count in the 2-3 pages—you lose points if the paper is too short). You need to discuss the history of the site, as well as explain why this site is historically significant. The paper is due April 25th, by 11:59pm. You lose 50 points if the paper is late.

**In regards to the book report and historical site paper—please proofread your work!!**

**Cheating/Plagiarism:** Will be dealt with using the current GCC Student Handbook. There is no need to cheat or plagiarize in this course.

**Disabled Student Resources:** Every reasonable effort will be made to accommodate disabled students. Students requiring special assistance and/or accommodations should contact the Disabled Student Resources Center (623-845-3080, TDS 100).

*Readings and lectures are subject to change.*

*ALL submissions are due by the Sunday listed, by 11:59pm*

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<tr>
<th>Date</th>
<th>Task/Activity</th>
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<tr>
<td>Jan 16-Jan. 24</td>
<td>Choose/submit book for book report, choose/submit historical site, and familiarize yourself with the syllabus and Blackboard</td>
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<tr>
<td>Jan 25-Jan. 31 (by 11:59pm)</td>
<td>Read Chapter 1, submit assignment 1</td>
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<td>Feb. 1-Feb. 7 (by 11:59pm)</td>
<td>Read Ch. 2 and 3, submit assignment 2</td>
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<td>Feb. 8-Feb. 14 (by 11:59pm)</td>
<td>Read Ch. 4, submit assignment 3</td>
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<td>Feb. 15-Feb. 21</td>
<td>Take this week to work on book report, historical site, or to catch up on reading</td>
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<td>Feb. 22-Feb. 28 (by 11:59pm)</td>
<td>Read attached readings, complete and submit the attached study guide and exam</td>
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<td>March 1-March 7 (by 11:59pm)</td>
<td>Read Ch. 5 and 6, submit assignment 4</td>
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<td>March 8-March 14 (by 11:59pm)</td>
<td>Read Ch. 7 and 8, submit assignment 5</td>
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<td>March 15-March 21</td>
<td>Spring break—work on book report and/or historical site</td>
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<td>March 22-March 28 (by 11:59pm)</td>
<td>Read Ch. 9 and 10, submit assignment 6</td>
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<td>March 29-April 4 (by 11:59pm)</td>
<td>Read attached readings, complete and submit the attached study guide and exam</td>
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<td>April 5-April 11 (by 11:59pm)</td>
<td>Read Ch. 11 and 13, submit assignment 7</td>
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<td>April 12-April 18 (by 11:59pm)</td>
<td>Read Ch. 14 and 15, submit assignment 8</td>
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<td>April 19-April 25 (by 11:59pm)</td>
<td>Read Ch. 12 and 16, submit assignment 9, submit Historical Site paper</td>
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<td>April 26-May 2 (by 11:59pm)</td>
<td>Read Ch. 17, submit assignment 10, submit Book Report</td>
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<td>May 3-May 9 (by 11:59pm)</td>
<td>Read attached readings, complete and submit the attached study guide and exam</td>
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