

Sample of ASU History and Geography Course Requirements

The courses described below are offered as representative examples and will **not** necessarily reflect exact requirements in a given semester. Students interested in a particular course should contact the instructor for a current syllabus.

History 1301 United States History to 1865

Dr. Ken Heineman

History 1301 requires two midterm essay examinations and one final essay examination. The final exam is not cumulative. All examinations are drawn from the lectures and the assigned readings – the latter of which are absolutely required elements for your assignments. Essays that do not incorporate the readings will not fare well. So too, essays that incorporate only the readings and exclude the lectures will fall short. Good attendance is wise as my experience has been that those who miss lectures do poorly on the exams. Failure to complete any one of the examinations will result in a grade of F for the course. Wikipedia may not be used as a research source. The midterm examinations are worth 66 percent of your grade and the final examination is worth 34 percent. Your course grade will be weighted for improvement.

Stipulations

1. If you are unable to take the test at the designated time, inform the instructor at least one week in advance of the exam and provide a written medical excuse or documentation of a family emergency.
2. Class attendance: I will periodically take attendance. When I am calculating your final course grades, students who are in between two particular grades and who have had good attendance will receive the higher mark. Students who have failed to come to class will receive the lower grade.

3. Grading Explanation

A	94-100%	Excellent work; clear writing, stimulating analysis
A-	90-93	Superior work; writing and argumentation done well
B+	88-89	Very good work; analysis good, more development needed in places
B	83-87	Good work; analysis outlined, development needed in a few places
B-	80-82	Good; more development of contentions required
C+	78-79	Above average; extend analysis, be more clear on presentation of facts
C	73-77	Average; clarity, evidence and analysis require development
C-	70-72	Below average; analysis not developed, arguments unclear

D+	68-69	Poor; analysis and basic information missing, development needed
D	63-67	Very Poor; weak throughout
D-	60-62	Extremely poor
F	0-59	Failed

Required Texts

Burke Davis, *Sherman's March*

Edmund Morgan, *The Birth of a Republic, 1763 – 1789*

George B. Tindall and David E. Shi, *America: A Narrative History*, 7th ed., Combined Volume I & II

Statement of Intent

This course will examine American history from the colonial period through the Civil War. We will study the ethnic, cultural, religious, racial and class foundations of American society and politics.

History 1301-H United States History to 1865 (Honors)

Dr. Shirley M. Eoff

Honors History 1301 has a number and catalogue description similar to any other History 1301 course, a survey of United States history from its earliest settlement through the Civil War. A sound honors course, however, asks students to bring together different kinds of materials and different ways of approaching materials than a regular survey course generally does. Rather than using a traditional text, we will collectively read a monograph and a series of essays that reflect current trends in the way that historians and educated individuals think about early American history. The readings and assignments not only include basic content, but speak to changing interpretations, evaluation and creative uses of historical sources, and ways in which historical memories and reputations are initially experienced or made and then adapted (i.e., memorialized or demonized) to meet the needs of changing times.

Honors courses ask students to go beyond basic instructor-centered and content-centered approaches to experience a more active learning built on student leadership of class activities, challenging assignments, out-of-class enrichment activities and collaborative learning projects. This format places the burden for success of the class on the students, requiring them to make a commitment to careful, thorough and critical reading of assignments, and to fully invest themselves in class discussions, activities and projects. Honors education also seeks to instill a commitment to service and learning beyond the classroom; thus, the course will include a project that falls slightly outside the chronological scope of our course, but allows the students to actually apply historical principles and contribute to collecting and preserving the early history of the San Angelo community.

OBJECTIVES: This honors survey examines selected events and developments that have shaped U.S. history from its earliest settlement through the Civil War. It is designed to encourage students to think critically about the nature and character of the American nation and its people in its formative years. It also attempts to engage students in the practice of the historical discipline in a very basic form. The primary objectives are:

- (1) To expand and deepen knowledge of critical episodes, ideas and themes that shaped the United States, for better or worse
- (2) To encourage students to think critically and creatively about the nature and character of this nation and its peoples
- (3) To help students understand how concepts such as democracy, equality, freedom and citizenship have multiple meanings at all times and are altered over time in response to changing needs and conditions
- (4) To develop or improve skills, particularly the ability to read analytically, to write clearly, and to engage in constructive dialogue on controversial or problematic topics
- (5) To expose students to essential documents and other primary materials from America's past, and strengthen their ability to critically appraise such resources and use them to develop logical arguments
- (6) To engage students in a combined research/community service project that will allow them to become active historians and to fill in a piece of San Angelo's missing history

TEXTBOOKS TO PURCHASE:

Binder and Reimers, *The Way We Lived*, Vol. 1, 6th ed.

Henderson, Timothy J., *A Glorious Defeat*

Rampolla, *A Pocket Guide to Writing in History*, 6th ed.

[Additional documents and readings needed for class projects, discussion or writing assignments will be available online or from the instructor to keep costs down.]

PROCEDURE: Because this is an honors section, the class will operate more as a seminar than as a traditional lecture course. The instructor will provide basic overviews, pose problems for students to research and debate, guide discussion and critique performance. But, the primary responsibility for the success of the class lies with the students themselves. Students will read and analyze various assigned materials, participate in class discussions on assigned readings and in-class projects, and complete the assignments noted below. This format challenges students to commit to careful and thoughtful reading of all assigned materials and to fully engage in open and constructive dialogue based on those readings. Be prepared to defend your answers. In an honors class, why and how you reached the conclusion is often as important as the conclusion itself. Be prepared to accept criticism as that is the only way to improve your critical thinking skills and your performance. Refusing to participate in discussion or becoming defensive when questioned will ensure that you do not grow as a student and that you will not do well in this class.

Note: Any survey course necessarily entails a compromise between breadth and depth of

coverage. Certain topics and readings require more detail and development than others that an individual student may find more compelling. Students are encouraged to come by the office for further discussion or reading suggestions on any topic.

ASSIGNMENTS/REQUIREMENTS: Each student will be responsible for the following:

1. Content Mastery: All students are expected to have a basic familiarity with key developments in American history, which will serve as a frame of reference for discussion and context for written arguments throughout the course of the semester. There is no traditional text; therefore, students who lack such basic familiarity may need to do some background reading on their own. There are basic textbooks available in the Honors Lounge, the ASU Bookstore and online for anyone who needs a refresher course on a particular topic. The instructor may periodically provide basic overviews and may occasionally lecture on a particularly critical or misunderstood topic. Students are advised to pay heed to such materials as they prepare for their own presentations or for exams. Students are expected to base their written work, exam responses and class comments in historical fact rather than personal sentiments and sensibilities. The quickest way to lose any argument is to base it on a clear factual error.
2. Written Assignments: Each student will complete several written assignments, details of which will be provided at the appropriate times.
 - Two will be brief papers (three to four pages) on assigned primary resources. This will encourage students to read carefully, think through the major issues and be prepared to engage in constructive and focused discussion on key issues.
 - There will also be a longer paper of five to seven pages, drawn from *A Glorious Defeat*. Students must turn in their own papers at the beginning of the assigned class period and must be in attendance for the entire class.

****For all written or daily work, sending your work with someone else is not acceptable except in a dire emergency. It is incumbent upon the student to convince the instructor that is indeed the case. Students who have not completed their work may be asked to leave the classroom and will be counted absent when these assignments form the basis for in-class discussion. Late work will be penalized in fairness to those students who completed the work as assigned.**
3. Daily Preparation and Performance: Each student will be expected to actively engage in all aspects of the class. The preparation and performance grade will be determined by
 - Attendance (you cannot perform if you are not in attendance)
 - Grades on daily assignments and group work (including the individual colony assignments, the Mars simulation assignment, library assignments and other graded work)
 - Analysis and in-class discussion of assigned readings and documents
 - Report on mandatory class trip
 - *****There are no make-ups on daily work except in cases of university sponsored travel or proof of some extreme extenuating illness or**

personal crisis. Do not plan personal travel or elective or routine health care appointments during class time.

4. Group Research/Service Project: Students will also be assigned in groups to participate in a local history project involving researching downtown San Angelo buildings and individuals. This is a collaborative project between the ASU honors history course, the West Texas Collection and Downtown San Angelo Inc. Further details will be provided and some class time will be set aside for research, but groups will have to put in time outside class to complete the project. Each group will present a substantive written report and a brief PowerPoint presentation on its project to the class and possibly to representatives of the partnering organizations.
5. Examinations: Each student will complete two exams to ensure mastery and ability to use the material covered in readings, lecture and discussions. These exams will consist of two parts: (1) a content mastery portion built on reading assignments, lectures and class reports; and (2) an application portion in which students will be asked to apply the material and skills. The application portion of the exam will be completed as a take-home exercise as the intent is to give students time to really think about how what they have learned can be applied to other circumstances.
6. Class Participation Grade: The participation grade will be determined by three factors:
 - Overall attendance and engagement in the class
 - The instructor's assessment of the overall quality and relevance of contributions to class assignments and discussions
 - Peer evaluations of performance in group work and commitment/contribution to the class

EVALUATION: Grades will be computed on the following scale, with points being deducted for excess absences or tardiness as described in the attendance policy.

Daily Assignments	20%
Writing Assignments (10% each)	30%
Group project	20%
Participation	10%
Exams(10% each)	20%

[In borderline cases, the instructor does reserve the right to consider exceptional classroom contributions or significant improvement in considering final grades.]

History 1302 United States History since 1865

Dr. Jason Pierce

Course Objectives

In 1865, the United States was a developing nation recovering from the bloodiest, most divisive war in its history. Today, the United States is the world's foremost global power. This class will trace the incredible development of the United States from the end of the Civil War through the present. While no survey can possibly include every aspect of U.S. history, this class will attempt to introduce students to the most important events in U.S. history, and it will provide some perspective on where we have been as a people and how we got where we are today.

The class will be set up as primarily a lecture class. At the end of this syllabus, you will find a tentative schedule. We may, or may not, actually stick to this, but it will give you an idea of what to expect. There is no required textbook for this class. While this saves you money, it means that attendance is vital to your success. There will be questions from **every** lecture on the tests, so missing even a few days will cost you points. Decent textbooks will be placed on reserve in the library.

Assignments and Grades

Your final grade for this class will be based on three in-class exams as well as papers on all three books. Two papers will be short reviews of the books (ca. 250 words) and one will be a longer paper (ca. 1,500 words). The long paper will be worth 100 points and the two shorter papers will each be worth 50 points. The exams will be multiple-choice and worth 100 points each.

Grading Scale:

500-450: A

449-400: B

399-350: C

349-300: D

299 and below: F

Paper and Exam Dates

Exam 1: Week 5 (100 pts)

Book 1: Week 3

Exam 2: Week 10 (100 pts)

Book 2: Week 9

Book 3: Week 12

Final Exam: (100 pts)

Required Readings

Erik Larson, *The Devil in the White City*

Monica Sone, *Nisei Daughter*

Jackie Robinson, *I Never Had it Made*

Paper Breakdowns

Students whose last names begin with A-I will write long papers on *The Devil in the White City*, with 250-word papers for everyone else. Students whose last names begin with J-Q will write long papers on *Nisei Daughter*, with 250-word papers for everyone else. Students whose last names begin with R-Z will write long papers on *I Never Had It Made*, with 250-word papers for everyone else.

History 3310 U.S. Constitutional History

Dr. David P. Dewar

Course Description

This course focuses on the development of the U.S. Constitution. With it being a living document, its history stretches back before its promulgation and extends to the future. Changing political winds and the U.S. court system change what the Constitution means through argumentation and interpretation, so we will investigate some of the critical ideologies and court decisions that shape its meaning up to our own time. In the process, you will hone your skills at historical thinking, analysis and writing, all of which will serve you well, no matter what your career decisions.

Expected Learning Outcomes

- You will know the Constitution, its articles and its amendments, and its role in creating and sustaining the American republic.

- You will be able to recognize historical circumstances important to the interpretation of the Constitution and, thus, understand how Supreme Court justices came to their conclusions.
- You will be able to compare and contrast court cases in different eras to chart the evolution of the interpretation of the Constitution.
- You will be able to marshal evidence in defense of a thesis about vexing questions in the history of the Constitution's development.

Course Construction

Borrowing from my constitutional history professor, Phillip Shaw Paludan, the success of the course depends on your reading and preparation for the classroom meetings. Fully half of the meetings are scheduled as discussions, and discussion can break out at any time in the other meetings as well. I will sometimes break from my lectures with a question directed at an individual ("Ms. Smedley, is Calhoun right?") or the class as a whole ("Can anyone explain what nullification means?"). If you have not done the reading assigned for that day, you will earn the anger of the professor, the disrespect of the class and the anguish of a conscience that knows other people who relied on you have been let down. Therefore, you will need to be present and be prepared. You might even want to bring your own "brief" of the material as a reference for your participation.

The readings in this class can be challenging. But, that is what discussion is for. I will help guide you through them, but you should be prepared to engage the political, social and cultural arguments, as well as the historical circumstances, that shaped the Constitution's evolution. You must be able to take a stand and defend it, according to the evidence at hand. That is what historians do.

Each Tuesday, I will lecture on the week's topic, placing the constitutional issues before us in their historical context. Each Thursday, we will discuss the documents and essays assigned from *Major Problems*.

You will write a midterm exam take-home essay and a final exam in-class essay. The in-class final will be an open-book exam.

You will write two papers, each two to four pages long. The questions for these papers can be found in the calendar below, the first dealing with material covered up to Sept. 10 and the second dealing with material covered up to Nov. 24. Each asks you to use the documents and essays in the handouts as well as in *Major Problems* to provide evidence for your thesis that is the answer to the question.

Required Texts

- Hall, Kermit L., and Timothy S. Huebner, eds. *Major Problems in American Constitutional History*. Boston: Wadsworth, 2010.

Handouts

- James Madison, “Federalist 10” and “Federalist 51,” in *The Federalist: Alexander Hamilton, James Madison, and John Jay, The Essential Essays*, Jack N. Rakove, ed. (Boston: Bedford/St. Martin’s, 2003), 51-59 and 136-141.
- Ellen Alderman and Caroline Kennedy, “Rights Retained by the People: Privacy,” in *In Our Defense: The Bill of Rights in Action* (New York: HarperCollins Publishers, 2002), 315-323. **You can buy this book on Half.com for under \$1. I recommend that everyone buy it. It will be a useful reference throughout the semester.**

Grading

Paper 1	10 points	A = 91–100 points
Paper 2	10 points	B = 81–90 points
Midterm Exam	20 points	C = 71–80 points
Final Exam	30 points	D = 61–70 points
Participation	*30 points	F = 60 points and below

(*or 20 points if quizzes become necessary, with the quizzes comprising the remaining 10 percent)

History 3362 The Mexican in American History

Dr. Arnaldo De León

Content of course: An overview of Mexican-American history. The ASU course catalog describes History 3362 as “an intellectual, social, economic, and political study of the Mexican-American in the United States with particular emphasis on Mexican background, discrimination, and the struggle for equality.”

Goals:

1. To have students acquire (through daily class attendance) a basic understanding of the Mexican-American historical experience
2. To have students read, comprehend and interpret assigned materials
3. To have students present written exercises (based on lectures and outside reading) in an organized, detailed and clear manner

Requirements for Course: See below under Books Required, Grades and Attendance

Method of Evaluation: See below under Grades and Attendance

Books Required:

Arnoldo De León, *Mexican Americans in Texas: A Brief History* (3rd. Edition; Wheeling, IL: Harlan Davidson Inc., 2009)

Arnoldo De León (ed.), *Tejano Epic: Essays in Honor of Félix D. Almaráz Jr.* (Austin: Texas State Historical Association, 2005)

Patrick J. Carroll, *Felix Longoria's Wake: Bereavement, Racism, and the Rise of Mexican American Activism* (Austin: University of Texas Press, 2003)

Grades: Your final grade will be determined by the scores you make on the following exercises:

1. An essay exam covering lecture material; typically scheduled for about the second week
2. An essay exam given about the fourth week
3. Five two-page exercises over *Tejano Epic: Essays in Honor of Félix D. Almaráz Jr.* (each essay is worth 20 points; $20 \times 5 = 100$ points)
4. A five-page essay on *Felix Longoria's Wake* due the last week of the semester
5. A final essay exam covering the lecture material presented during the last days of the course

Note: Late papers will be penalized a letter grade.

HISTORY 4313: United States – Mexico Border

Dr. John Eusebio Klingemann

Course Objective:

This course examines the evolution of the U.S.-Mexico Borderlands and the important issues that have affected the development of the region, including the creation and maintenance of the international boundary, bi-national relations, the Mexican Revolution,

economic development, migration, the nature of border society and ethnic relations. The course also examines contemporary issues that continue to impact the region, and the daily lives of residents on both sides of the border as well as the policies implemented by both the U.S. and Mexican governments to address and resolve some of these issues.

Required Readings:

Oscar Martínez, ed., *The U.S. Mexico Borderlands: Historical and Contemporary Perspectives*

David E. Lorey, *The U.S.-Mexican Border in the Twentieth Century*

Ted Conover, *Coyotes: A Journey Through the Secret World of America's Illegal Aliens*

(Please note that additional readings will be required throughout the semester.)

Course Requirements

Exam 1	25% (blue book, short identification and essays)
Exam 2	25%
Final Exam	25%
Discussion/Attendance	25%

Final Exam – Policy Paper: The final examination will be a policy paper in which the student will identify a significant problem of the United States-Mexico border region and present a solution. At least two primary sources must be utilized as well as several secondary sources. The paper must be at least 10 pages in length. Papers longer than 10 pages will not be accepted. Students must submit a thesis statement by the end of the second week followed by a general outline the following Friday.

Geography 2301-010 Physical Geography

Dr. R. Gary Pumphrey

Required Texts

Elemental Geosystems, 6th ed., Christopherson, R. W., 2010, Prentice Hall, ISBN: 978-0-321-59521-8

Goode's World Atlas, 21st (2005) or 22nd Edition (2010), Veregin (Editor), Pearson Prentice Hall/Rand McNally, 21st Edition ISBN: 9780528853395; 22nd Edition ISBN: 9780321652003.

Introduction

Geography is a wide-ranging discipline with remarkable variety, but is unified by a common interest in understanding the world in *spatial* terms, the study of location and distribution of things. Physical geography deals with larger fields of study, including Earth sciences, social science *and* geography. The main focus is on the interaction of the physical and human forces that give the Earth its diversity, and specifically concentrates on the processes, forms and spatial components of natural systems operating at or near the surface of the Earth (the lithosphere, biosphere, atmosphere and hydrosphere).

Course Purpose

This course is an introduction to physical geography, which is the study of the spatial distributions of the natural systems and how those systems produce local and global patterns of weather and climate, various landforms, soil types and vegetation. Geographers address both the questions of *where* and *why* phenomena occur in particular places.

Expected Learning Outcomes

The main purpose of physical geography is to explain the spatial characteristics of the various natural phenomena that exist in the Earth's lithosphere, biosphere, atmosphere and hydrosphere. At the end of the course, each student is expected to:

1. Gain a basic understanding of the processes and the interactions between the Earth's lithosphere, biosphere, atmosphere and hydrosphere and the systems within these zones
2. Learn geographic patterns to the Earth's physical environment that result from various environmental processes (place and spatial distribution are important)
3. Learn geographic theory and use it in understanding how the world interacts
4. Develop critical thinking skills, not just knowing "a fact," but understanding why that information is important and when and how that information might be used. Students should be able to use that knowledge to analyze situations or solve a problem or predict what a particular place might be like.

The students' knowledge of the above objectives will be assessed with four exams and five pop quizzes.

Exams

The four exams will cover the lecture material, the chapter readings and the map locations for that section. I will provide the Scantron for each exam; you should bring a No. 2 pencil.

Make-up exams will only be permitted for verifiable and significant reasons that are described in the Student Handbook. On exam day, students arriving 15 minutes late or

after the first exam has been turned back in will have to take a make-up exam, so **do not be late**. Make-up exams will consist of three essay questions selected by the instructor.

Pop Quizzes

Five quizzes will be randomly given throughout the semester. The maximum score on each quiz is five points. Consider this extra credit. Four of the exam scores will be added to your final total score for the course. A maximum of 20 points can be earned. If you are not in attendance at the time the pop quiz is given, you forfeit the chance of earning those points for that day.

Course Grading

The grade *you earn* in this course comes from the total score on four exams (400 points) and extra credit pop quizzes (a maximum of 20 points).

Letter and numerical grades for the course are as follows:

A = 400-360 points

B = 359-320

C = 319-280

D = 279-240

F = 239 and lower

Homework

Lecture notes will be posted on Blackboard. The homework for each section will also be posted on Blackboard. You do not turn this in, but it is to be used as a study guide for each exam. Important questions will be listed for each chapter, and answering them will enhance your knowledge of the topics covered in class. Certain questions on each exam will be more “concept questions.” Instead of just definitions, you have to have a good understanding of the entire topic, not just each piece alone (the “big picture”).