HIST 4313-010

Sections:

<table>
<thead>
<tr>
<th>Group</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Group A</td>
<td>M</td>
<td>2-2:50</td>
<td>Academic Building, 227</td>
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<tr>
<td>Group B</td>
<td>W</td>
<td>2-2:50</td>
<td>Academic Building, 227</td>
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</tbody>
</table>

Dr. Allison D. Huntley
Email: ahuntley@angelo.edu
Office Hours: MW 11-1 (In-Person or Email).
TTh 10-11 (In-Person or Email).
Or, by appointment.
Office: Academic Building, 239 E

Course Description:
Students will engage with the history of the US-Mexico Borderlands from the pre-Columbian period to the twenty-first century. Of particular interest are pre-Columbian civilizations, the colonization of the Borderlands, the US-Mexican War, and the Borderlands in the twentieth and twenty-first centuries. The course will also consider the political, economic, social, and cultural structures that are unique to the Borderlands as well as the influence of the policies and perceptions that come from the interiors of Mexico and the United States.

Course Objectives:

A. To familiarize students with the broad historical narrative of the US-Mexico Borderlands.

B. To help students to improve notetaking methods to prepare them for success in future courses.

C. To sharpen students’ critical thinking and analytical reading abilities.

D. To increase students’ skills in oral and written communication.
Required Text:
No required text. Readings will be posted to Blackboard each week.

Class Meeting Format:
In order to maintain social distancing, students will be divided into two groups that will meet once a week for 50-minute sessions. Classes will include class and group discussions on historical topics covering the week’s key terms as well as the assigned primary source readings, textbook, and/or secondary source readings that were posted to Blackboard the week before. Students should bring their notes and readings to every class, be on time and attentive, and show a willingness to participate in discussion, all of which will count toward their final grades. Students should arrive for class with their assignments already completed.

For students who are unable to attend class, the instructor will record and post the lecture to Blackboard by the end of the day that the class met. Students who were unable to attend class will have an Alternative Assignment to complete that will count toward their in-class participation.

Schedule of course topics included at the end of the syllabus.

Grade Breakdown:
In-Class Participation/Alternative Assignment: 10%
Short Writing Assignments (4 worth 5% each): 20%
Paper 1: 20% (Due to Blackboard: September 11)
Paper 2: 25% (Due to Blackboard: October 9)
Paper 3: 25% (Due to Blackboard: November 13)

In-Class Participation/Alternative Assignment:
Participation refers to active engagement in the class discussion of the readings as well as in group work. Just being in class will not suffice. Please be sure to look over the handout on participation that is included at the end of the syllabus.

Students who are unable to attend class will have an Alternative Assignment (posted to Blackboard each week) to complete that will count towards their in-class participation.

Short Writing Assignments:
Each week, the instructor will post a writing prompt to Blackboard for which students will be required to write a two-paragraph response. Students are only required to respond to two writing prompts before the second paper (October 9) and two writing prompts after the second paper (October 9). While students are not required to write more than four writing assignments over the course of the semester, they can...
respond to more than four prompts in which case the instructor will count the four highest scores toward the student’s Short Writing Assignment grade. Rubric for writing assignments included at the end of the syllabus.

Papers:

Papers should be 3-5 pages. Topics will be posted to Blackboard about 10-14 days before the due date. Paper prompts will ask students to develop an argument based on assigned readings, course themes, and class discussions. Papers will be submitted online to Blackboard according to the instructions included with the prompt.

Communication:

Students who need help for any reason should feel free to contact the instructor with any questions or difficulties. The instructor is available via email or in-person office hours.

Office hours are times when the instructor is available to speak with students and/or answer emails. Unless otherwise indicated, the instructor will be in her office during the times listed under office hours. **Students do not need to make an appointment to come by during listed office hours.** Nevertheless, anyone planning to speak with the instructor during these times should arrive in enough time to address questions or concerns fully. Students who are unable to communicate during the listed times may set up an appointment.

Classroom Etiquette:

Students should take notes and remain engaged during class. They are not permitted to use electronic devices to create video or audio recordings of class.

A respectful attitude is expected during class. Be considerate of one another’s opinions and feelings when asking questions or making comments. Students have the right to disagree with others, but this should be done in a mature manner and without personal attacks.

Students must turn off cell phones and put them away in their bags, pockets, or under their chairs during class. The only electronics that students are allowed to use during class are laptops or tablets for the purposes of notetaking and reviewing assigned readings. The only applications or windows that students may use during class are document viewers for the assigned readings and word processors for purposes of notetaking. Students found to be using other applications or doing work for classes other than HIST 4313 during class may be asked to leave and/or lose the privilege of using electronics in class.

Distracting behavior during class will result in the loss of In-Class Participation points and may mean being asked to leave class. Students who arrive late for class, should come into class quickly and quietly. If arriving late, students should be mindful not to walk in front of anyone who is speaking. If a student needs to leave the room during class, they should do so quietly.
Students are not permitted to eat during class. They may bring water if they wish.

**Makeup Work:**

For assignments submitted via Blackboard, students who turn in submissions after the deadline may lose up to 30% off the assignment grade. **For Short Writing Assignments, the instructor will not reopen an assignment after the deadline has passed.**

Other than missing class for university-sponsored activities or religious observance, students do not need to call or send an email to the instructor regarding absences. They can view the lecture and complete the Alternative Assignment in Blackboard for the days missed. Students may make an appointment for office hours if they wish to do so to discuss missed material. Students should seriously consider meeting with the instructor if they fall behind on Blackboard assignments.

**Incomplete Grade Policy:**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](https://www.angelo.edu/dept/freshman-college/academic-tutoring.php) for more information.

**Accessibility and Accommodations:**

Students’ learning experiences should be as accessible as possible. Below is a list of resources to help to make this classroom and ASU a more inclusive learning environment.

- **Tutoring Services and the Writing Center:**
  - [https://www.angelo.edu/dept/freshman-college/academic-tutoring.php](https://www.angelo.edu/dept/freshman-college/academic-tutoring.php)

- **Disability Support Services:**
  ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

  Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA). The employee charged with the responsibility of
reviewing and authorizing accommodation requests is: **Ms. Dallas Swafford, Director of Student Disability Services (Phone: 325-942-2047; Email: dallas.swafford@angelo.edu)**.

Students who have reasonable accommodations should plan to meet with the instructor by appointment to discuss accommodations and how course requirements and activities may impact the ability to participate fully. Please be aware that any accessible tables and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**Title IX Statement:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

- Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**Student Absence for Observance of Religious Holy Days:**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](http://www.angelostudents.com/sexual-misconduct) for more information.
Student Conduct Policies:

**Academic Integrity:**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The College of Science and Engineering adheres to the Statement of Academic Integrity

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

**Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

General Policies Related to This Course:

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

The instructor reserves the right to change or alter this syllabus anytime during the semester and will notify students of any changes.
Participation Guidelines

Mental Processes-
  + Draw Conclusions
  + Synthesize Information
  + Make Comparisons
  + Give Examples
  + Introduce New Ideas
  + Bring in Past Learning
  + Recognize Contradictions
  + State a Position

Positive Behaviors:
  + Involving Others
  + “I” Messages (Ex: “I think”)
  + Acknowledge Others’ Comments
  + Questions for Clarification
  + Speaking Clearly
  + Active Listening

Negative Behaviors:
  – Interrupting
  – Repeating
  – Introducing Unrelated Topics
  – Dominating
  – Personal Attacks
  – Distracting Others
  – Never Speaking
  – Not Paying Attention
  – Inappropriate Use of Electronics
### Rubric for Writing Assignments:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Standards (100%)</th>
<th>Meets Standards (80%)</th>
<th>Approaching Standards (60%)</th>
<th>Below Standards (0%)</th>
</tr>
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<tbody>
<tr>
<td><strong>Response to Prompt or Topic.</strong></td>
<td>Student thoroughly responded to prompt and stayed on topic throughout written response.</td>
<td>Student adequately responded to most aspects of the prompt and generally remained on topic throughout written response.</td>
<td>Student did not adequately respond to most aspects of the prompt, and/or student focused on topics beyond the scope of the prompt.</td>
<td>Student did not respond to prompt in a deliberate way.</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Student clearly and concisely stated argument as it related to the writing prompt. Argument for each paragraph in the first sentence (topic sentence).</td>
<td>Student has an argument, but has trouble articulating it as it relates to the prompt. Argument may be spread throughout the paragraph instead of in a single statement.</td>
<td>Student’s argument difficult to identify. Argument only vaguely relates to the prompt.</td>
<td>Student is lacking an argument that discernably relates to the prompt.</td>
</tr>
<tr>
<td><strong>Evidence and Analysis.</strong></td>
<td>Student demonstrates critical thinking through use of evidence that connects to student’s arguments as well as key concepts from the course readings and discussions.</td>
<td>Student has analysis of how most examples or evidence relate to claims made in the response. May lack balance between evidence and analysis.</td>
<td>Student does not include the evidence required to prove most claims.</td>
<td>Student fails to provide appropriate evidence or analysis.</td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>Student appropriately cites all relevant materials according to the directions provided in the prompt. Student does not overly rely on direct quotations.</td>
<td>Student cites source for materials but may be missing citations or is overly reliant on direct quotations.</td>
<td>Student fails to incorporate appropriate citations as stated in the directions from the prompt. Or, citations are incorrect.</td>
<td>Student does not use any support from the course material or discussions.</td>
</tr>
<tr>
<td><strong>Style and mechanics</strong></td>
<td>Response is polished, well-organized, and free of spelling and grammar errors.</td>
<td>Response is organized and generally free of spelling and grammar errors.</td>
<td>Response contains some spelling/grammar errors and/or awkward word choice or sentence structure.</td>
<td>Response contains numerous spelling/grammar mistakes. Paper overall may be difficult for readers to follow</td>
</tr>
<tr>
<td><strong>General Evaluation</strong></td>
<td>Exceptionally well-done and demonstrates writing and analytical skills expected at the college level.</td>
<td>Overall a strong effort. Some mild-to-moderate issues with writing that need some work.</td>
<td>Some strong aspects but lacking many of the elements necessary for writing at the college level.</td>
<td>Needs to meet with the instructor.</td>
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**Tentative Course Schedule:**

*Reading assignments from the textbook will be posted in Blackboard.

**Week 1: Introductions (August 17-20)**

**Week 2: Pre-Columbian Borderlands (August 24-27)**

**Week 3: European Colonialism in the Borderlands (August 31-September 3)**

**Week 4: Reading Week (September 7-10)**

   **HIST 4313 will not meet this week in observance of Labor Day (September 7).**

   **September 11: Paper 1 Due to Blackboard**

**Week 5: Nineteenth-Century Struggles for Independence (September 14-17)**

**Week 6: “The West” in the Mid-Nineteenth Century (September 21-24)**

**Week 7: The US-Mexican War (September 28-October 1)**

**Week 8: Conflicts in the Borderlands in the mid-19th Century (October 5-8)**

   **October 9: Paper 2 Due to Blackboard**

**Week 9: Nationalism and Nation-Building on Both Sides of the Border (October 12-15)**


**Week 11: Coping with Global Crisis—The Great Depression and World War II (October 26-29)**

**Week 12: Borderlands in the Second Half of the Twentieth Century (November 2-5)**
Week 13: Borderlands in a New Century (November 9-12)

November 13: Paper 3 Due to Blackboard

Week 14: Looking Back and Looking Forward (November 16-20)