

R. Wes Hayes, Jr.
Chairman



February 14, 2024

The Honorable Bruce W. Bannister, Chair
House Ways and Means Committee
South Carolina House of Representatives
525 Blatt Building
Columbia, SC 29201

The Honorable Shannon S. Erickson, Chair
House Education and Public Works Committee
South Carolina House of Representatives
429 Blatt Building
Columbia, SC 29201

The Honorable Harvey S. Peeler, Jr., Chair
Senate Finance Committee
South Carolina Senate
111 Gressette Building
Columbia, SC 29201

The Honorable Greg Hembree, Chair
Senate Education Committee
South Carolina Senate
402 Gressette Building
Columbia, SC 29201

Dear Chairs:

Act 26 of 2021, commonly known as the “REACH ACT,” directs the Commission on Higher Education (CHE) to annually collect information from public institutions of higher education to ensure they are in compliance with its provisions.

Attached please find the annual report outlining institutional compliance with the REACH Act Provisions for Academic Year 2022-2023. The Commission on Higher Education received and approved this report at its February 1, 2024, board meeting.

Thank you for the work you do on behalf of the citizens of South Carolina and for higher education. Please do not hesitate to contact me should you have questions or if I may be of assistance to you.

Sincerely,

Karen Woodfaulk, Ph.D.
Acting President and Executive Director

Encl: Final AY 2022-23 REACH Act Compliance Report



803-737-2260

1122 Lady St, Ste 400
Columbia, SC 29201

www.che.sc.gov





AY 22-2023 REACH ACT COMPLIANCE REPORT BACKGROUND:

Act 26 of 2021, known as the Reinforcing College Education on America's Constitutional Heritage Act (REACH Act), requires undergraduate students of South Carolina public institutions of higher learning, before receiving a baccalaureate degree, to complete a three-credit course in which students read in their entirety the following Founding Documents:

- The United States Constitution
- The Declaration of Independence
- The Emancipation Proclamation
- Five (5) Federalist Papers
- One document foundational to the African American Struggle.

The General Assembly tasked the Commission on Higher Education (CHE) to ensure that all public institutions comply with REACH Act provisions. The General Assembly directed the CHE to collect information from the public institutions to determine compliance annually and report this to the chairs of the Finance and Education Committees in both the House and Senate.

REACH Act Compliance Procedures:

The Commission adopted the REACH Act compliance procedures at its August 2021 board meeting. Public institution leadership were notified that CHE would require the following from each institution to ensure compliance with the REACH Act:

- A letter, signed by either the president, chancellor, or provost certifying that:
 - Undergraduate degree requirements, beginning with the entering freshman class of academic year AY 2021-22, include completion of a three-credit hour course that requires, at a minimum, reading the entirety of:
 - The United States Constitution,
 - The Declaration of Independence,
 - The Emancipation Proclamation,
 - At least five (5) Federalist Papers, and
 - At least one document that is foundational to the African American Struggle.
 - The institution has established procedures to ensure that no student, beginning with the entering freshman class of AY 2021-22, will be awarded a bachelor's degree without having completed a course that meets the requirements above, unless that student is exempt because he or she received a passing grade in an AP, IB, or dual-credit course while in high school.
- A letter, signed by the chair of the institution's board of trustees, affirming that the board of trustees has ensured, or is in the process of assuring, provisions of the REACH Act have been incorporated into all current undergraduate degree requirements in a manner that does not add to the total number of credit hours for any degree and does not conflict with any school accreditation process.



In addition, the CHE requested copies of every syllabus of the courses that institutions certified were REACH Act compliant.

The CHE staff received 553 syllabi and other requested documents for the AY 2022-2023. CHE staff audited the greater of 10 percent of all syllabi submitted or 10 syllabi each per institution to ensure students were required to read the Founding Documents in their entirety. CHE staff reviewed over 2,800 pages of supporting documents.

Findings:

Based on the Fall 2023 review of 177 syllabi, CHE staff found that all syllabi reviewed for Maymester 2023 were 100% compliant with REACH Act guidelines.

However, for the Fall 2022, Spring 2023, and Summer 2023 semesters there were 6 institutions that did not include any REACH Act documents or did not list specific REACH Act documents as required reading (e.g., The Federalist Papers, The Emancipation Proclamation, or African American Struggle documents) in the course syllabus.

As a result, each of the 6 institutions found noncompliant were given directives for a resubmission due on or before January 15, 2024:

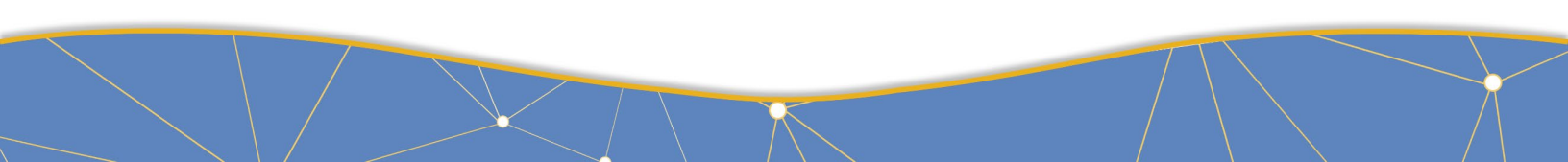
- Submit a letter from the chief academic officer on college letterhead explaining what was done to rectify each area of noncompliance.
- Provide any necessary evidence to demonstrate full compliance.

CHE staff reviewed the updated submitted letters and evidence to verify compliance with REACH Act requirements. CHE staff verified each of the 6 institutions were 100% compliant with the REACH Act requirements as of January 15, 2024.

Based on the review, CHE staff made the following suggestions for improving compliance:

- Include the statement “*all documents must be read in their entirety*” in all syllabi.
- If a course schedule is included in the syllabus REACH Act readings should be clearly identified within the schedule as required readings.
- REACH Act requirements should be distinctly listed as reading requirements, preferably in a clear statement. CHE staff believe listing them only as course objectives, student learning outcomes, or both is insufficient to demonstrate compliance with the REACH Act. At least five Federalist Papers should be identified and listed as required readings.
- At least one African American Struggle document must be identified clearly and included as required reading.

Attached to this report as [Appendix 1](#) is an institution-by-institution summary of REACH Act compliance. This review includes initial compliance status and final compliance status after staff review. [Appendix 2](#) includes letters and supporting evidence submitted by the institutions found noncompliant during the initial review of submitted documentation.



Appendix 1: Compliance Summary by Institution

Clemson University

Clemson submitted 86 total syllabi, 31 in the Fall 2022 semester, 24 in the Spring 2023 semester, and 31 in the Summer 2023 semester for the following courses:

- American National Government (POSC 1010)
- History of the United States to 1877 (HIST 1010)
- Introduction to Political Theory (POSC 1030)

During the compliance review, CHE staff reviewed 24 syllabi and found the following:

Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Final Compliance Percentage
Fall 2022	8	8	100
Spring 2023	10	10	100
Summer 2023	6	6	100
Total	24	24	100

Commission staff confirmed compliance through syllabi for 24 out of 24 courses (100 percent).

*** New Instructor courses and sections for Fall 2022 semester HIST 1010-3,4 /POSC 1030-9; Spring 2023 semester HIST 1010-3,4/ POSC 101-2/ POSC 1030 –3,4,5; Summer 2023 HIST 1010-3,4 / POSC 1030-9,12.*

Coastal Carolina University

Coastal Carolina University submitted 32 total syllabi, CHE staff reviewed 10 randomly selected syllabi, one in the Summer II 2022 semester, six in the Fall 2022 semester, and three in the Spring 2023 semester for the following courses:

- History of the United States from Discovery through Reconstruction (HIST 201)
- Introduction to American Government (POLI 201)

During the compliance review, CHE staff reviewed 10 syllabi and found the following:

Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Final Compliance Percentage
Fall 2022	6	6	100
Spring 2023	3	3	100
Summer 2023	1	1	100
Total	10	10	100

Commission staff confirmed compliance through its review of syllabi for 10 out of 10 courses (100 percent).

College of Charleston

The College of Charleston submitted 39 total syllabi, one in the Maymester 2022, one in the Summer 2022 semester, 20 in the Fall 2022 semester and 17 in the Spring 2023 semester for the following courses:

- United States History to 1865 (HIST 201)
- United States History Since 1865 (HIST 202)
- American Political Thought (POLI 280)
- History of American Theatre (THTR 212)
- American Jewish History from Colonial to Contemporary (HIS 213)
- American Jewish History from Colonial to Contemporary (JWST 260)
- African American History since 1865 (HIST 217)

- African American History to 1865 (HIST 216)
- American Government (POLI 101/HONS 165)
- Constitutional Law (POLI 320)
- Civil Liberties (POLI 321)
- Political Philosophy (PHIL 209)

During the compliance review, CHE staff reviewed 22 syllabi and found the following:

Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Initial Compliance Percentage Date: 12/4/2023	Final Compliance Percentage Date: 1/15/2024
Fall 2022	9	9	100	100
Spring 2023	11	11	100	100
Summer 2023	1	1	0	100
Maymester 2022	1	1	100	100
Total	22	21	95	100

*Commission staff confirmed compliance through its review of syllabi and receipt of compliance letter from the chief academic officer for 22 out of 22 courses (100 percent).

Francis Marion University

Francis Marion University submitted 30 total syllabi, 17 for the Fall 2022 semester, 12 for the Spring 2023 semester, and one for Summer 2023 semester for the following courses:

- U.S. Government (POLI 101)
- Introduction to Political Science (POLI 103)

During the compliance review, CHE staff reviewed 10 syllabi and found the following:

Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Final Compliance Percentage
Fall 2022	4	4	100
Spring 2023	6	6	100
Summer 2023	n/a	n/a	100
Total	10	10	100

Commission staff confirmed compliance through its review of syllabi for 10 of 10 courses (100 percent)

Lander University

Lander University submitted 40 total syllabi, 21 in the Fall 2022 semester, 15 syllabi in the Spring 2023 semester, and four in the Summer 2023 semester for the following courses:

- U.S. History to 1877 (HIST 111)
- American National Government (POLS 101)

During the compliance review, CHE staff reviewed 10 syllabi and found the following:

Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Final Compliance Percentage
Fall 2022	4	4	100
Spring 2023	4	4	100
Summer 2023	2	2	100
Total	10	10	100

Commission staff confirmed compliance through syllabi for 10 out of 10 courses (100 percent).

South Carolina State University

South Carolina State University submitted 35 total syllabi, 10 in the Fall 2022 semester, 16 syllabi in the Spring 2023 semester and nine in the Summer 2023 semester for the following courses: The African American Experience (HHU 250).

- Black Politics (PS 206).
- American Government (PS 252).

During the compliance review, CHE staff reviewed 10 syllabi and found the following:

Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Initial Compliance Percentage Date: 12/4/2023	Final Compliance Percentage Date: 1/15/2024
Fall 2022	4	3	75	100
Spring 2023	4	3	75	100
Summer 2023	2	2	100	100
Total	10	8	100	100

*Commission staff confirmed compliance through its review of syllabi and receipt of compliance letter from the chief academic officer for 10 out of 10 courses (100 percent).

University of South Carolina Columbia

The University of South Carolina Columbia and the Palmetto College campuses of Lancaster, Sumter, Salkehatchie, and Union submitted a total of 236 syllabi, 26 in the Summer 2022 semester, 125 in the Fall 2022 semester, and 85 in the Spring 2023 semester for the following courses:

- Freedom Papers: Narratives of Race of Nation (AFAM 200)
- United States History to 1865 (HIST 111)
- America’s Founding Documents (HIST 201)
- American National Government (POLI 201)
- Contemporary Political Theory (POLI 304)
- HIST 470 Constitutional History of the United States

During the compliance review, CHE staff reviewed 45 syllabi and found the following:

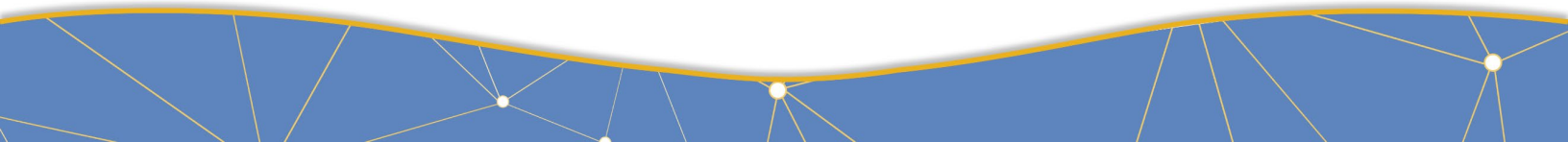
Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Final Compliance Percentage
Summer 2022	4	4	100
Fall 2022	25	25	100
Spring 2023	16	16	100
Total	45	45	100

Commission staff confirmed compliance through its review of syllabi for 45 of 45 courses (100 percent).

University of South Carolina Aiken

The University of South Carolina Aiken submitted 32 total syllabi, five in the Summer 2022, 14 in the Fall semester and 13 syllabi in the Spring 2023 semester for the following courses:

- United States History to 1865 (HIST 201)



- United States History from 1865 to the Present (HIST 202)
- American National Government (POLI 101)

During the compliance review, CHE staff reviewed nine syllabi and found the following:

Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Initial Compliance Percentage Date: 12/4/2023	Final Compliance Percentage Date: 1/15/2024
Summer 2022	2	0	0	100
Fall 2022	3	3	100	100
Spring 2023	4	4	100	100
Total	9	7	78	100

*Commission staff confirmed compliance through its review of syllabi and receipt of compliance letter from the chief academic officer for 9 of 9 courses (100 percent).

University of South Carolina Beaufort

The University of South Carolina Beaufort submitted seven total syllabi, four in the Fall 2022 semester, one in the Spring 2023 semester, and two in the Fall 2023 semester for the following courses:

- U.S. History to 1865 (HIST B111)
- American National Government (POLI B201)

During the compliance review, CHE staff reviewed nine syllabi and found the following:

Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Initial Compliance Percentage Date: 12/4/2023	Final Compliance Percentage Date: 1/14/2024
Fall 2022	4	1	25	100
Spring 2023	1	1	100	100
Fall 2023	2	1	100	100
Total	7	3	43	100

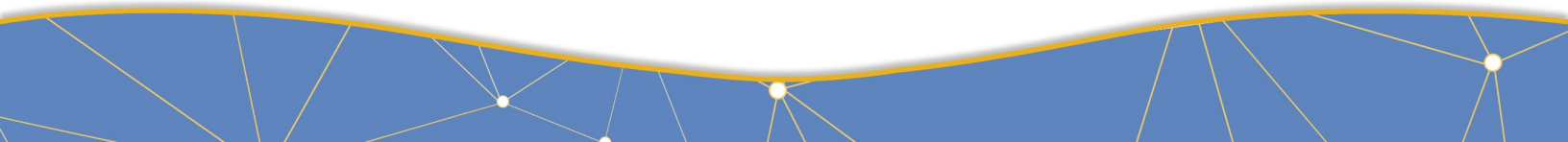
*Commission staff confirmed compliance through its review of syllabi and receipt of compliance verification letter from the chief academic officer for 7 out of 7 courses (100 percent).

*** New Instructor courses and sections for Fall 2022 HIST B111-1, 2.*

University of South Carolina Upstate

The University of South Carolina Upstate submitted 29 total syllabi, 17 in the Fall 2022 semester, nine in the Spring 2023 semester, and three in the Summer 2023 semester for the following courses:

- U.S. History to 1877 (HIST 105)
- African American Studies (AFAM 201)
- World History from 1500 (HIST 102)
- American National Government (POLI 101)
- American Studies 17th – 19th Centuries (AMST 101)



During the compliance review, CHE staff reviewed 10 syllabi and found the following:

Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Final Compliance Percentage
Fall 2022	6	6	100
Spring 2023	3	3	100
Summer 2023	1	1	100
Total	10	10	100

Commission staff confirmed compliance through its review of syllabi for 10 out of 10 courses (100 percent).

The Citadel

The Citadel submitted 20 total syllabi, nine in the Fall 2022 semester, nine in the Spring 2023 semester, and two in the Summer 2023 semester for the following courses:

- Principled Leadership in American government and Society (LDRS 202)

During the compliance review, CHE staff reviewed nine syllabi and found the following:

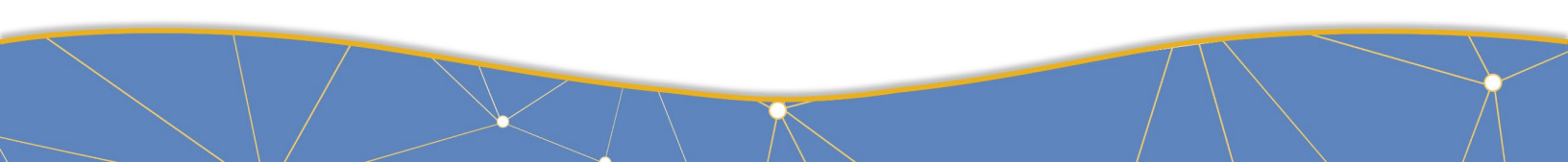
Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Initial Compliance Percentage: Date: 12/4/2024	Final Compliance Percentage: 1/15/2024
Fall 2022	4	3	75	100
Spring 2023	4	3	100	100
Summer	2	2	100	100
Total	10	8	80	100

*Commission staff confirmed compliance through its review of syllabi and receipt of compliance verification letter from the chief academic officer for 10 of 10 courses (100 percent).

Winthrop University

Winthrop University submitted 44 total syllabi, 20 in the Fall 2022 semester, 20 in the Spring 2023 semester, and one in the Summer 2023 semester for the following courses:

- Introduction to Political Economy (ECON 103)
- United States History to 1877 (HIST 211)
- United States History since 1877 (HIST 212)
- American National Government (PLSC 201)



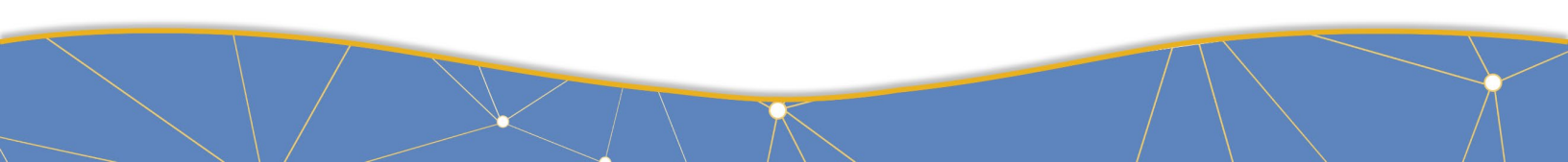
During the compliance review, CHE staff reviewed nine syllabi and found the following:

Semester	Number of Syllabi Reviewed	Number of Syllabi Compliant	Compliance Percentage Date: 12/4/2023	Final Compliance Percentage Date: 1/15/2024
Spring 2022	1	0	0	100
Fall 2022	4	2	50	100
Spring 2023	4	2	50	100
Total	9	4	56	100

*Commission staff confirmed compliance through its review of syllabi and receipt of compliance verification letter from the chief academic officer for 9 out of 9 courses (100 percent).

South Carolina Technical College System

*According to the South Carolina Technical College System, beginning in Fall 2021, History 201 American History: Discovery to 1877 and Political Science 201 American Government include reading the Founding Documents in their entirety.



[Appendix 2](#): Institution Letters and Evidence





December 15, 2023

Dr. Jessica Berry
Director, Office of Academic Affairs & Licensing
South Carolina of Commission on Higher Education
1122 Lady Street, Suite 400
Columbia, S.C. 29201

Dear Dr. Berry:

In response to your e-mail dated December 6, 2023 requesting an explanation for course syllabi found not in compliance with the REACH Act as noted in the most recent REACH Act report shared at the December 4, 2023 CAAL meeting, please find this letter and accompanying documentation to address discrepancies and oversights:

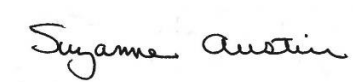
- In July 2023, when the College of Charleston was coordinating with your office the submission of our randomly selected syllabi, it was clarified that the terms of review in question would be summer 2022, fall 2022 and spring 2023. We had confirmed this on multiple occasions with CHE since the submission timing was in the middle of our ongoing summer session. Therefore, it was verified by CHE that each year's submission would include the prior spring, fall and summer terms. The syllabi that were requested from us pertained to summer 2022, not summer 2023 as indicated in the most recent REACH Act report.
- The College of Charleston syllabus flagged for non-compliance is POLI 101 offered in Summer I session of 2022. Per prior practice, following our submission of REACH Act syllabi, CHE would within weeks let us know whether there were any oversights related to compliance. However, following our submissions on July 14, 2023, we did not receive any subsequent notifications, so we therefore understood that all our syllabi were in compliance. We were consequently surprised to see in the REACH Act report that indeed one of our syllabi was out of compliance.
- We have reviewed the syllabus in question, and following consultation with Dr. Ragusa who taught that POLI 101 course, it was confirmed that indeed all 5 federalist papers were taught in their entirety, but unfortunately there was an oversight on page 5 (see attached "Ragusa Summer I 2022.pdf"): under "Elections," the reference to "Federalist no. 68" was inadvertently omitted. That was simply an oversight and has been corrected on the included version for your reference. Dr. Ragusa confirmed that no. 68 was taught in its entirety along with the other 4 federalist papers listed under "Founding Era" on that same page. Again, this course was in full compliance with the REACH Act, but the syllabus we had submitted, by human error, overlooked the aforementioned reference.
- Finally, under Appendix 2 of the report ("Noted Discrepancies and Recommendations"), under "College of Charleston," the second bullet notes: "There were no course schedules provided for 18 of the 21 syllabi." In a conversation with CHE in spring 2023 to obtain

further clarification on the compliance process, it was confirmed that we can and should omit the course schedules (i.e., week-by-week, day-by-day schedules) as those were not necessary and only increase probability of errors. We therefore followed that guidance; furthermore, just this month (December 2023), your office again confirmed that these detailed course schedules are not necessary. We will therefore proceed with NOT including those schedules with submitted syllabi in the future.

Thank you for these important considerations as we hope the corrected POLI 101 syllabus as included with this letter demonstrates that the College of Charleston has been in full (100%) compliance for the most recent review cycle.

If you need any additional information, please advise.

Sincerely yours,

A handwritten signature in cursive script that reads "Suzanne Austin".

Suzanne Austin
Executive Vice President and Provost
Division of Academic Affairs

POLI 101
American Government
Summer I 2022

Instructor:	Dr. Jordan Ragusa	Location:	OAKS
Office:	JC Long Building	Meetings:	Asynchronous
Room:	206	Office Hours:	By Appointment (via Zoom)
Email:	ragusajm@cofc.edu	Website:	www.jordanragusa.com/

Course Description

Students enrolled in this class will develop an essential understanding of American government and politics. Over the semester, we will explore various aspects of the United States government and politics, including our governing institutions, the history and origins of those institutions, the policies that govern our lives, and the political behaviors and attitudes of American citizens. In addition to developing your knowledge of these important topics, students should gain an interest in contemporary political issues and events.

Overview

In this class, there are two sections. In the first section, we will review American politics from the perspective of individual citizens. We will identify key elements of American political culture, talk about the formation of political attitudes, and discuss voting and elections. In the second section, we will focus on the institutions of government. In particular, we will examine the U.S. Constitution, federalism, civil liberties and civil rights, and the three branches of government.

Course Format

POLI 101 is an asynchronous online course. In this class there are no scheduled meeting times, your learning will be entirely online, and you will do a substantial amount of self-study. Additionally, this course will utilize a variety of online tools and learning strategies (from reading news articles and taking public opinion polls to watching lecture videos, interacting with your classmates on discussion boards, and writing formal papers).

Although this class gives you considerable flexibility, you will need to pay attention to the online materials, keep up to date with readings and discussions, and submit assignments on time. I cannot stress this enough: it is critical that you check OAKS every few days. As far as the schedule, note that each unit will open at 6am on the day listed and all assignments/quizzes are due by 11:59pm the following day (except for exams, which open and close the same day). So, you can do two units in one day, and take the other day off, or space the units out across the two days. Lastly, although it will vary, you should expect 4-6 hours of work per unit.

As far as the course’s content, POLI 101 is considered a “survey” course. A survey course is one that represents a very limited introduction to the topic. In the political science department we offer 200- and 300-level courses that go into greater detail on each of the topics covered here. If something in this course interests you, and you want to learn more, take another political science class!

Key Dates

Exam #1	6/17
Exam #2	7/1
Final Papers	7/8

Political Science Learning Outcomes

Students who complete this course should be able to: 1) identify and explain the central principles, institutions, procedures, and decision-making processes of the American political system; 2) evaluate the basic strengths and weaknesses of the American political system through the application of political concepts and ideas; 3) relate historical events and/or developments to contemporary political issues, debates, and outcomes in the United States; and 4) develop an analytical, social science disposition toward American politics.

General Education Learning Outcomes

Students will earn social science general education credit for completing this course. Upon completion of this course, students should be able to: apply social science concepts, models or theories to explain human behavior, social interactions or social institutions. Students will be assessed on this outcome on the second exam (held on June 2).

Required Readings

Each unit's readings can be found in the course schedule. Standalone texts such as journal articles, book chapters, historical texts, newspaper articles, etc. will be made available on OAKS. Note that each reading is *required* and should be read in its entirety. Indeed, these texts are not "supplementary" but are necessary to develop your understanding of American politics. **Students who complete the following readings will receive credit per the College's "Founding Documents" requirement:**

- The United States Constitution (texts spread throughout the semester)
- The Declaration of Independence
- The Emancipation Proclamation
- Essays from the Federalist Papers (5 texts)
- Essays foundational to the African American struggle (3 texts)

In addition to these standalone texts, there are two required books. Please be sure to purchase the correct version of the main textbook, with the ISBN 9780393538847:

- Ginsburg, Lowi, Weir, Tolbert, and Campbell. "We the People" (2021, 13th Core Edition).
- Levitsky and Ziblatt. "How Democracies Die" (2018, 1st edition).

Graded Items

Over the course of the semester you will complete the following assignments: (1) a midterm exam, (2) a final exam, (3) roughly a dozen quizzes, (4) about ten short assignments and discussion posts, (5) a paper at the end of the semester on the Levitsky and Ziblatt book. Exams are worth 20% of your grade (so 40% in total) and the other assignments are worth 20% each (so 60% in total). All quizzes will be 10 questions and you'll have 10 minutes to complete them. Although you are free to use notes and/or the textbook when taking a quiz, it is imperative that you read the material and watch the lecture videos before beginning. Exams will be the same basic structure, timed open note/book, except they will be roughly 40 questions and you will have 1 hour to complete them. Finally, the assignments and papers will have specific instructions which will be provided at the appropriate time.

Grade Distribution

Exam #1	20%
Exam #2	20%
Final Paper	20%
Quizzes	20%
Assignments	20%

Grade Policy

≥ 93	A	80 - 82.9	B-	67 - 69.9	D+
90 - 92.9	A-	77 - 79.9	C+	63 - 66.9	D
87 - 89.9	B+	73 - 76.9	C	60 - 62.9	D-
83 - 86.9	B	70 - 72.9	C-	≤ 59.9	F

Student Responsibilities

Online course are not easy and you must stay on top of assignments and due-dates. Expect the same rigor as a face-to-face class. I have the following expectations: log into OAKS at least every other day; review each unit and anticipate about 4-6 hours of work per unit; review and, on occasion, respond to your classmates' discussion posts; complete assignments on time; be technologically proficient; and follow good netiquette (see below). Because this an asynchronous online course, attendance will not be taken. If an illness, death in the family, or other unforeseen event causes you to miss portions of the class, I will trust your explanation and not request any documentation. I will also make reasonable accommodations for make-up work. However, it is imperative that you communicate with me in a timely manner. Reasonable accommodations will only be given with prompt communication.

Netiquette

Netiquette combines the word "net," slang for the internet, and "etiquette," and it refers to how you ought to conduct yourself in this course. Netiquette is especially important in a class like this where students are required to interact with one another online and discuss controversial issues. Keep in mind that it is easy to misinterpret someone's intent online without the usual non-verbal communication in face-to-face interaction. In short, please treat everyone with respect, give them the benefit of the doubt, and, if you must, disagree respectfully.

Honor Code and Academic Integrity

Lying, cheating, and plagiarism are violations of the Honor Code. Incidents where the instructor determines the student's actions reflect misunderstanding and/or confusion will be handled by the professor who may design an intervention or assigns a grade reduction. The response is recorded on a form, is signed both by the instructor and the student, and is forwarded to the Dean of Students office. Cases of significant academic dishonesty will be reported directly to the Dean of Students. A student found responsible by the Honor Board will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. For any questions please consult the [Student Handbook](#). When in doubt, feel free to reach out to me as well.

Center For Student Learning

The Center for Student Learning, or CSL, offers a wide variety of tutoring and other academic resources in support of students. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, peer academic coaching, and supplemental instruction. All services are described and all lab schedules are posted on the [CSL](#) website.

Students With Disabilities

At the College, the Center for Disability Services, better known as the [SNAP Office](#), assists students with disabilities. SNAP provides a number of services including academic advisement and exam assistance. Any student eligible for and needing accommodations because of a disability is asked to speak with me during the first two weeks of class or as soon as they have been approved for services so that reasonable accommodations can be arranged.

COURSE SCHEDULE

What follows is each unit's content, readings, and assignments. Each unit's module(s) will open at 6:00am and all readings, quizzes and assignments should be completed by 11:59pm the following day (except for exams, which open and close the same day). Please check the modules as directed and complete the items in the order they appear in OAKS.

Section I: Individuals

Course Introduction

Tuesday (6/7)

Reading(s)

→ None

Assignment(s)

→ Watch the course introduction video(s)

→ Complete the syllabus quiz

→ Complete the democracy in America essay

American Political Culture

Wednesday (6/8)

Reading(s)

→ Jefferson "Declaration of Independence"

→ Williams "Jefferson's Anti-Slavery Passage"

→ King "I Have a Dream"

→ We the People "Chapter 1"

Assignment(s)

→ Complete the liberty essay

→ Watch the lecture video(s)

→ Complete the American political culture quiz

Public Opinion

Thursday (6/9)

Reading(s)

→ We the People "Chapter 6"

→ Alford & Hibbing "The Ultimate Source of Opinions"

→ Hetherington & Weiler "Prius or Pickup?"

Assignment(s)

→ Watch the lecture video(s)

→ Complete the Pew political typology survey

→ Complete the political typology discussion post

→ Complete the public opinion quiz

Mass Media

Monday (6/13)

Reading(s)

→ We the People "Chapter 7"

→ Allcott & Gentzkow "Social Media and Fake News in 2016"

Assignment(s)

→ Watch the lecture video(s)

→ Complete the mass media quiz

Voting

Tuesday (6/14)

Reading(s)

→ We the People "Chapter 8"

Assignment(s)

→ Interview a friend or family member

→ Complete the voting discussion post

→ Watch the lecture video(s)

→ Complete the voting quiz

Elections**Wednesday (6/15)**

Reading(s)

- We the People “Chapter 10”
- Hamilton “Federalist no. 68”
- Blake “Overlooked Racial Dynamics of the Electoral College”
- Constitution “Amendments 12, 19, 20, 23 & 26”

Assignment(s)

- Watch the lecture video(s)
- Complete the elections quiz

Exam 1**Friday (6/17)****Section II: Institutions****Founding Era****Monday (6/20)**

Reading(s)

- We the People “Chapter 2” (pgs. 34-46)
- Hamilton “Federalist 1”
- Hamilton “Federalist 9”
- Madison “Federalist 10”
- Madison “Federalist 51”

Assignment(s)

- Watch the lecture video(s)
- Complete the Founding era quiz

U.S. Constitution**Tuesday (6/21)**

Reading(s)

- We the People “Chapter 2” (pgs. 46-63)
- Constitution “Articles V-VII”
- Constitution “Amendments 18 & 21”

Assignment(s)

- Complete the Constitution poll and essay
- Watch the lecture video(s)
- Complete the Constitution quiz

Federalism**Wednesday (6/22)**

Reading(s)

- We the People “Chapter 3”
- Constitution “Article IV”
- Constitution “Amendments 11 & 16”

Assignment(s)

- Watch the marijuana legalization debate videos
- Complete the marijuana legalization post
- Complete the federalism and your daily life post
- Watch the lecture video(s)
- Complete the federalism quiz

Civil Liberties and Civil Rights**Thursday (6/23)**

Reading(s)

- We the People “Chapter 4” (pgs. 102-133)
- Constitution “Amendments 1-10” (the Bill of Rights)
- We the People “Chapter 5” (pgs. 141-158)
- Lincoln “Emancipation Proclamation”
- Constitution “Amendments 13-15”
- Constitution “Amendment 24”
- Keele, Cubbison, and White “Suppressing Black Votes” (pgs. 694-697 & 698-700)

- Assignment(s)
→ Complete the civil liberties and civil rights quizzes
→ Complete the position paper

The Congress **Monday (6/27)**

- Reading(s)
→ We the People “Chapter 12”
→ Constitution “Article I”
→ Constitution “Amendments 17 & 27”

- Assignment(s)
→ Complete the organizational theory post
→ Watch the lecture video(s)
→ Complete the Congress quiz

The Presidency **Tuesday (6/28)**

- Reading(s)
→ We the People “Chapter 13”
→ Constitution “Article II”
→ Constitution “Amendments 22 & 25”
→ Amira, Johnson, McCray, and Ragusa “On the #NeverTrump Movement”

- Assignment(s)
→ Complete the theories of presidential power essay
→ Watch the lecture video(s)
→ Complete the presidency quiz

The Courts **Wednesday (6/29)**

- Reading(s)
→ We the People “Chapter 15”
→ Constitution “Article III”

- Assignment(s)
→ Watch the lecture video(s)
→ Complete the federal courts quiz

Exam 2 **Friday (7/1)**

July 4th (no class) **Monday (7/4)**

How Democracies Die Papers Due **Friday (7/8)**



**South Carolina State University
Department of Social Sciences
Orangeburg, South Carolina**

**Course Syllabus for HHU 250.45 The African American Experience
Fall 2022 ONLINE**

Instructor Information

Dr. Susan Kwosek
Nance Hall, Room 307-0
Office Phone: 803-536-8915 Email preferred. Hearing impaired.
E-mail: skwosek@scsu.edu
Office Hours: Monday & Wednesday 10:00-12:30

Virtual office meetings are available upon request.

The course syllabus is a general plan for the course, but circumstances may necessitate adjustments.

Course Description

This course will survey the experience of African Americans in the United States. It will focus on specific historical periods that significantly impacted black life and were important in shaping the social, economic, political, ideological, and cultural landscape of American society. Major topics covered will include the following: the African background; the Atlantic slave trade; slavery; the Civil War; Reconstruction; Jim Crow and segregation; blacks and the welfare state; and black political activism. The course not only delineates the experience of African Americans as they confronted hostile institutions and social forces in America, but also juxtaposes those experiences with the ideas and themes articulated in African American social and political thought. (F, S)
This course is worth 3 credit hours.

Textbook:

Title: African American History

Author: Christopher Collins

Download file in Blackboard to access this free textbook.



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Students Requiring Special Accommodations

Any student who feels he/she may need a special accommodation based on the impact of a documented disability should contact the Office of Disability Services to coordinate reasonable accommodations.

Blackboard Technical Support

This course will be taught using the Blackboard Learning Management System. If you need assistance with Blackboard, please contact the SC State Blackboard Support Service at (844) 348-1608 or online at:

<https://help.edusupportcenter.com/shplite/scsu/home>

Blackboard Support Services are available 24 hours a day/7 days a week/365 days a year.

If your Blackboard password has expired, you may contact the Blackboard Support Service to reset your password.

Course Technology Requirements

Laptop/Desktop with:

- Computer with 4GB of RAM and Windows 7 or MAC OS 10.5 or higher.
- Computer with a webcam.
- Access to the Internet.
- Software: Microsoft Office Word; Adobe Acrobat Reader to open PDF files.
- Web Browser: Google Chrome or Mozilla Firefox. Do not use Microsoft Edge or Internet Explorer.

You can go to the following website to see if your web browser is acceptable:

https://help.blackboard.com/Learn/Instructor/Getting_Started/Browser_Support/Browser_Checker

Overview of Grading

Final Grade Scoring

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or less



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Assignments and Percent of Final Grade

Assignment Group Name	Number of Assignments	Points per Assignment	Maximum Points per Semester	Percent of Final Grade
Vocabulary Quizzes	15	5	75	25%
Discussions	13	5	65	22%
Analyses	13	5	65	22%
Midterm Exam	1	45	45	15%
Final Exam	1	50	50	16%
TOTAL			300	100%

This course is worth 300 points total. Do not take assignments for granted because you see a low point value. Every point counts.

Analyses

Each week during the course, students will be required to complete a written analysis of the topic.

Class Discussions

During the course, students will participate in a weekly class discussion related to the lesson topic. Discussions represent an opportunity for students to interact with each other and engage in active learning. Lectures will not progress if students cannot respond discussion questions posed by the instructor, and assignments will not be eliminated, nor due dates changed.

Vocabulary Quizzes

Students will take weekly vocabulary quizzes covering important information from the week's readings. The readings are pre-work to be completed **BEFORE** you arrive in class on Monday so that you can participate in the lecture discussion. Quizzes are open book/notes. You can repeat quizzes as many times as you want to improve your score.

Course Policies

Attendance/Participation



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Attendance is determined by regular submission of class assignments, not by taking roll. Students are expected to log into the course each day and complete assignments by the specified due date. Failing to turn in assignments and participate in class activities is considered non-attendance. If circumstances do not allow you to submit the assignment by the due date, please contact the instructor in advance so that alternative arrangements can be made. If you fail to turn in assignments for two consecutive weeks, this may result in a failing grade for the course.

Academic Honesty

Plagiarism or other forms of intellectual cheating will not be tolerated. Please read and understand the academic integrity policy in the SC State Student Handbook:

<http://www.scsu.edu/files/Student%20Handbook%20Web.pdf>

Expected Response Time from Instructor to from Students

The instructor will respond to questions from students within 48 business hours, excluding Saturdays and Sundays.

Return of Graded Assignments

Students can expect to have assignments graded within five business days from the date the assignment is due.

Late Submission of Assignments

Due dates for all graded assignments (discussion posts, journal entries, quizzes, tests, essay paper, etc.), are listed in the course syllabus as well as within the Blackboard weekly lesson modules. Students are expected to practice good time management skills to complete assignments by the due date. Any assignment not received by the due date and without instructor approval for an extension (see section on extension of assignment deadlines) will receive a grade of zero (0).

Blackboard Technical Difficulties

Students who experience technical difficulties should contact Blackboard Support Services at (844) 348-1608 or online at:

<https://help.edusupportcenter.com/shplite/scsu/home>

Blackboard Support Services are available 24 hours a day/7 days a week/365 days a year.



**South Carolina State University
Department of Social Sciences
Orangeburg, South Carolina**

If you have forgotten your SC State username or password, your account is locked or your password needs to be reset, please contact the UCITS Help Desk at (803) 536-8111 or send an email to helpme@scsu.edu. Please include your username and a contact number.

Extension of Assignment Deadlines

If a student needs an extension to complete a graded assignment, the request must be submitted to the instructor at least 24 hours prior to the assignment due date. In general, extension of due dates for assignments will be made only in cases of extreme circumstances such as jury or National Guard duty, serious personal illness or accident, or death in the immediate family. Written proof from a physician or his/her authorized representative for illnesses will be required.

Further documentation may be requested.

Students who are unable to submit an assignment by the due date due to participation in SC State approved activities (e.g., athletics, ROTC, etc.) must submit the appropriate documentation to the instructor one week prior to the assignment due date.

Reach Act

Act 26 of 2021, known as the Reinforcing College Education on America's Constitutional Heritage (REACH) Act, requires undergraduate students of South Carolina public institutions of higher learning to complete a three-credit course in which students, at a minimum, read in their entirety the following Founding Documents:

- The US Constitution
- The Declaration of Independence
- The Emancipation Proclamation
- Five (5) Federalist Papers
- One or more documents foundational to the African American struggle



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Schedule and Graded Assignments

The following are graded assignments. Instructions for each assignment are included in the weekly lesson modules and are discussed in class. Assignments are due by 11:59 PM Eastern Standard Time unless otherwise specified. The instructor reserves the right to adjust assignment due dates as necessary.

All readings are to be completed during the week indicated. *The course ends Sunday, December 4. No coursework will be accepted after that date.*

Week	Date	Topic	Reading	Coursework Due	Points
1	Thurs 8/18	Orientation	Syllabus		
	Sun 8/21			Introduction	5
2	Tues 8/23	Topic 1: African Origins	Ch 1		
	Thurs 8/25			Quiz 1	5
	Sun 8/28			Analysis 1 Discussion 1	5 5
3	Tues 8/30	Topic 2: The African Slave Trade and the Atlantic World	Ch 2		
	Thurs 9/1			Quiz 2	5
	Sun 9/4			Analysis 2 Discussion 2	5 5
4	Tues 9/6	Topic 3: The Development Indentured Servitude and Racial Slavery in the American Colonies	Ch 3		
	Thurs 9/8			Quiz 3	5
	Sun 9/11			Analysis 3 Discussion 3	5 5
5	Tues 9/13	Topic 4: African Americans and the American Revolution	Ch 4 Declaration of Independence Federalist Papers 1-3, 9-10		
	Thurs 9/15			Quiz 4	5
	Sun			Analysis 4	5



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	9/18			Discussion 4	5
6	Tues 9/20	Topics 5 & 6: Creating an African-American Culture AND The Abolitionist Movement	Chs 5-6		
	Thurs 9/22			Quiz 5 Quiz 6	5 5
	Sun 9/25			Analysis 5 Discussion 6	5 5
7	Tues 9/27	Topic 7: The Westward Expansion of Slavery	Ch 7		
	Thurs 9/29			Quiz 7	5
	Sun 10/2			Analysis 7 Discussion 7	5 5
8	Tues 10/4	Topic 8: Slavery and the Sectional Crisis	Ch 8 US Constitution & Amendments		
	Thurs 10/6			Quiz 8	5
	Sun 10/9	Midterm Study Guide Available Online		Analysis 8 Discussion 8	5 5
9	Tues 10/11				
	Thurs 10/13				
	Sun 10/16	Online Midterm Exam Due		Midterm Exam	45
10	Tues 10/18	Topic 9: African Americans and the Civil War	Ch 9 Emancipation Proclamation		
	Thurs 10/20			Quiz 9	5
	Sun 10/23			Analysis 9 Discussion 9	5 5
11	Tues 10/25	Topics 10 & 11: Reconstruction AND African Americans and Jim Crow	Ch 10-11 US Constitution & Amendments		
	Thurs 10/27			Quiz 10 Quiz 11	5 5
	Sun 10/30			Analysis 10 Discussion 11	5 5
	Tues 11/1	Topic12: Great Migration, World War I, Great Depression	Ch 12		
	Thurs			Quiz 12	5



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12	11/3				
	Sun 11/6			Analysis 12 Discussion 12	5 5
13	Tues 11/8	Topic 13: African Americans and World War II	Ch 13		
	Thurs 11/10			Quiz 13	5
	Sun 11/13			Analysis 13 Discussion 13	5 5
14	Tues 11/15	Topics 14 & 15: African Americans and the Civil Rights Movement AND African Americans Post Civil Rights Movement	Chs 14-15 I Have a Dream (MLK)		
	Thurs 11/17			Quiz 14 Quiz 15	5 5
	Sun 11/20	Final Exam Study Guide Available Online		Analysis 14 Discussion 15	5 5
15	Tues 11/22	NO CLASS – HOLIDAY BREAK			
	Thurs 11/24	NO CLASS – HOLIDAY BREAK			
	Sun 11/27				
16	Tues 11/29	NO CLASS – Online Practice Exam			5
	Thurs 12/1	FINAL EXAM DUE		Final Exam	50



Transforming Lives. Inspiring Greatness.
Office of the Provost

January 12, 2024

Office of Academic Affairs and Licensing
South Carolina Commission on Higher Education
1122 Lady Street, Suite 400
Columbia, SC 29201

Reference: REACH Act compliance documents – HHU 250-46, 45, 46

Attention Academic Affairs and Licensing:

The purpose of this communication is regarding the course syllabus that was identified as REACH ACT noncompliant (1) HHU 250-46; (2) HHU 250-45; and (3) HHU 250-46 as described below:

HHU 250 Section 1 Spring 2023:

- No specific Federalist papers (5 required) listed.

HHU 250 45 section 2 Fall 2022:

- No reach act statement about reading the documents in their entirety.
- No required reading of The Constitution
- No required reading of The Declaration of Independence
- No required reading of the Emancipation Proclamation
- No required reading of specified 5 Federalist papers.
- No required reading of the African American struggle document

The corrected syllabi are attached for your consideration, review, and compliance approval. The corrected syllabi were uploaded to the course student learning platform (Blackboard) for redistribution to all enrolled students.

Again, thank you for bringing this matter to my attention.

Regards,

Dr. Frederick Evans, Provost
Vice President for Academic Affairs
South Carolina State University
Post Office Box 7098
300 College Street, NE
Orangeburg, South Carolina 29117
(803) 536-7180 – Office
(803) 533-3775 – Fax
Fevans6@scsu.edu

Fall 2022

South Carolina State University Department of Social Sciences Orangeburg

HHU250/046 The African American Experience) (Online)

Instructor Information

- Larry D Watson, PhD
- Office: Nance Hall, Room 305
- Office Hours: MW 10:00-11:00A; other times by appointment
- Office Phone: 803-536-8682
- E-mail: dwatso17@scsu.edu

Disclaimer

The course syllabus is a general plan for the course, but circumstances may necessitate deviations.

Course Description

This course surveys the experience of African Americans in the United States from its African roots to the present. It focuses on specific historical occurrences that significantly impacted black life and were important in shaping the social, economic, political, ideological, and cultural landscape of American society. Major topics covered include: the African background; the Atlantic slave trade; the evolution of slavery during the colonial period; the effect of American Revolution on Slavery; the Antebellum experiences of both enslaved and free African Americans; slavery as a cause of the Civil War; the African American experience during the Civil War and Reconstruction; Jim Crow segregation; philosophies and styles of African American leaders; African Americans in the military; the Harlem Renaissance, the African American experience during the Great Depression and New Deal; the Civil Rights Movement; and an analysis of the present state of the African American experience. The course not only delineates the experience of African Americans as they confronted hostile institutions and social forces in America, but it also juxtaposes those experiences with the ideas and themes articulated in African American social and political thoughts.

Online Course Delivery

HHU 250/045 is taught completely online in Blackboard. It is divided into three (3) modules of roughly 4.5 weeks each. There are no specific times during the week the class will meet. All assignments, discussions, communications, PowerPoints, tests, and other course activities are conducted online in Blackboard. Regular Internet access is essential for successful completion of the course. **Although the course is taught online, there are due dated assignments that must be completed on or before the assigned due date. Please refer to the work schedules within each module for due dates. All assignments must be completed within the module to which they are assigned.** Online classes are not easier than lecture classes. Students should be prepared to spend at least 7-9 hours each week completing assignments and interacting with other students in the course online. To be successful in the course, students must be extremely motivated and well-organized, and should be able to use good time-management skills.

Required Textbooks- You must have use of these books

The African American Odyssey (Combined edition) by Darlene Clark Hine, William C Hine and Stanley Harrold (2011) (5th Edition) (ISBN: 9780205940455)

Additional Required Readings

These documents are embedded in the content of this course and must be read in their entirety.

- US Constitution <https://constitutioncenter.org/media/files/constitution.pdf>
- Declaration of Independence
- <https://www.ushistory.org/declaration//document/index.html>
- The Emancipation Proclamation
- <https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html>
- Federalist Paper No. 1
- <https://www.owleyes.org/text/the-federalist-papers/read/federalist-no-1-general-introduction#root-2>
- Federalist Paper No. 9
- <https://www.owleyes.org/text/the-federalist-papers/read/federalist-no-9-the-union-as-a-safeguard-against#root-24>
- Federalist Paper No. 10
- <https://billofrightsinstitute.org/primary-sources/federalist-no-10>

- Federalist Paper No. 51
- <https://billofrightsinstitute.org/primary-sources/federalist-no-51>
- Federalist Paper No.78
- <https://founders.archives.gov/documents/Hamilton/01-04-02-0241>
- [Dr. Martin Luther King, Jr., Letter from a Birmingham jail](#)

Overview of Grading by Modules

ASSIGNMENTS	POINTS	DUE DATES	MODULE
Self-Introduction	10	August 18-25	One
Discussion Board 1	10	September 1	One
Quiz 1	15	September 8	One
Discussion Board 2	10	September 15	One
Examination 1	20	September 22	One
Discussion Board 3	10	September 29	Two
Discussion Board 4	10	October 6	Two
Quiz 2	15	October 13	Two
Discussion Board 5	10	October 20	Two
Examination 2	20	October 27	Two
Discussion Board 6	10	November 3	Three
Critical Essay	20	November 10	Three
Discussion Board 7	10	November 17	Three
Final Exam	30	December 1	Three
Total Points	200		

Total Points Earned

180-200

160-179

Final Grade

A

B

140-159	C
120-139	D
Below 120	F

Note: Blackboard DOES NOT reflect your letter grade. Your letter grade may be determined by dividing your total earned points by the total number of points available at that time, and then referring to the scale below:

Final Grade Scoring based on percentage

Letter Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 59

Blackboard Technical Support

This course will be taught using the Blackboard Learning Management System. If you need assistance with Blackboard, please contact the SC State **Blackboard Support Service at (844) 348-1608** or online at: <https://help.edusupportcenter.com/shplite/scsu/home>. Blackboard Support Services are available **24 hours a day/7 day a week/365 days a year**.

If your Blackboard password has expired, you may contact the Blackboard Support Service to reset your password.

Course Technology Requirements

You cannot take this course on a cell phone. You must have a laptop or desktop computer with the following configurations:

- Computer with 4GB of RAM and Windows 7 or MAC OS 10.5 or higher.
- Computer with a webcam.
- Access to the Internet.
- Software: Microsoft Office Word; Adobe Acrobat Reader to open PDF files.
- Web Browser: Google Chrome or Mozilla Firefox. Do not use Microsoft Edge or Internet Explorer.

Go to the following website using the using you will use with this class to make sure your web browser is acceptable:
https://help.blackboard.com/Learn/Instructor/Getting_Started/Browser_Support/Browser_Checker

Grading Rubrics

All graded assignments, with the exception of quizzes and exams, in this course include a grading rubric. A rubric describes how the assignment will be graded by the instructor.

Introduction to the Class

- All students must post an introduction in the Introduction to the Class forum by 11:59P August 25.
- See Overview of Grading Chart above on page 4.

Rubric for Self-Introduction to the class

Criterion	Unacceptable 1.0 Points	Acceptable 2.0 Points	Excellent 2.5 Points	Total Pts
Required details in posting	Missing two or more required details in your posting	Missing one of the required details in your posting	All required details that include your name, major, student status, summer break, expectations, and about yourself	
Grammar/Syntax	Numerous grammatical or sentence syntax errors in standard English language	One or two grammatical or sentence syntax errors in standard English language	No grammatical or sentence syntax errors in standard English language	
Response	No response to the Group Discussion Board forum	No responses to posts of others	The posted information advances the	

		[Responded to only one peer member]	discussion. Meets response requirements	
Punctuality	The posting was more than two days late.	The posting was two days late.	The learner posted on time.	
Total				

Open Forum (Located on main menu)

Participation in the Open Forum is **NOT** required. The Open Forum allows the student to exchange ideas among themselves relative to the course content, readings, lectures, Discussion Boards, various issues, etc. The professor may monitor the forum and make comments as appropriate.

Discussion Boards (Located under the ASSIGNMENT Tab)

Submission of the Discussion Board is required. The Discussion Board is a direct forum between the student and the professor that addresses a specific question, topic, activity, etc. It is a graded activity (See work schedule for submission dates) .The students should make substantial contributions to the discussion. The professor will:

- Post the topics or contents to be discussed
- Establish deadlines for the posting of comments
- Award points based on the guidelines set forth in the rubric listed below
- Read and score every post related to the posted topics/content

When posting to the Discussion Boards, acceptable responses must

- Be posted by the established deadline
- Make a direct reference to the posted topic or content
- Be your expressed opinion based on information from readings, and/or information from your research

Unacceptable posts and responses include responses like, “I agree”, “You are right”, or “Good Answer”. Additional unacceptable responses include not adding to the body of knowledge and not responding. Your participation will be graded with these guidelines in mind.

Discussion Board Grading Rubric

Criterion	Unacceptable Points 1.0	Acceptable Points 2.0	Excellent Points 2.5	Total Pts
Quality	The posting is missing major components supported by the learner’s knowledge of the topic. No factual evidence presents	The posting has minor components of factual evidence with minimum support of learner’s knowledge of the topic.	The posting supports learner’s knowledge of the topic with factual evidence.	
Ideas, Views and Response to classmates	Responses show no thoughtful and rich feedback. Only one-word responses such as “I agree” with no reflection following the two-word responses. No response to the Group Discussion Board forum	The posting offers some critical thinking, but the connections appear vague and abstract.	The posting offers critical thinking and connections with the topic and views supported by the learner. Responses show thoughtful and rich feedback. The posted information advances the discussion. Meets response requirements	
Grammar/Syntax	Numerous grammatical or sentence syntax	One or two grammatical or sentence syntax	No grammatical or sentence syntax	

	errors in standard English language	errors in standard English language	errors in standard English language	
Paragraph Posting Length	The posting is below 100 words of the required paragraph length.	The posting is 150 words, less than the paragraph length.	The posting is within a paragraph length of 200 words or more.	
Total				

Critical Essay (Located under the ASSIGNMENT tab)

The critical essay must be completed by the due date. The critical essay should help you further explore the African American experience. The Topic will be placed on Blackboard under the **Assignment Tab**.

1. You do not need to follow any particular documentation style as long as you are consistent and follow the guidelines of one of the acceptable scholarly styles (APA, Chicago, MLA, etc.) for formal work.
2. Essays should be approximately 2-3 pages double spaced. Please answer the questions relative to the assigned topics.
3. Essays must be uploaded to Blackboard by 11:59 PM on the due date.

Essay Grading Rubric

Criterion	Below Standards .83 Pts.	Approaching Standards 1.66 Pts.	Meets Standards 2.49 Pts.	Above Standards 3.33 Pts.	Total Pts
Focus or Thesis Statement	The thesis does not name the topic AND does not preview what will be discussed	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement names the topic of the essay.	The thesis statement names the topic of the essay and outlines the main points to be discussed.	

Accuracy	Most supportive facts were inaccurately reported.	Most supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	All supportive facts are reported accurately.	
Evidence & Examples	Evidence and examples are NOT relevant AND/OR are not explained.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the student's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.	
Grammar/Spelling & Sentence Structure	Student makes more than 4 errors in grammar/spelling that distract the reader from the content. Most sentences are not well-constructed or varied.	Student makes 3-4 errors in grammar/spelling that distract the reader from the content. Most sentences are well-constructed, but there is no variation in structure.	Student makes 1-2 errors in grammar/spelling that distract the reader from the content. Most sentences are well-constructed and there is some varied sentence structure in the essay.	Student makes no errors in grammar/spelling that distract the reader from the content. All sentences are well-constructed with varied structure.	
Closing Paragraph or Conclusion	There is no conclusion -	The student's position is	The conclusion is recognizable.	The conclusion is strong and	

	the paper just ends.	restated within the closing paragraph, but not near the beginning.	The student's position is restated within the first two sentences of the closing paragraph.	leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	
Total					

Quizzes and Examinations (Located under the ASSIGNMENT tab)

There will be 2 scheduled quizzes. No quiz may be taken more than once. Quizzes must be taken between the hours of 8:00A and 11:59P on the due date. You will have 30 minutes to complete each quiz. You may enter the quiz only once. You will not be able to change any submitted answers. The quizzes will automatically shut down at 11:59P, so you should plan accordingly. Quizzes taken after the due date will be penalized 25%.

There will be 3 scheduled exams. No exam may be taken more than once. Exams must be taken between the hours of 8:00A and 11:59P on the due date. Exams will consist of identification, short answer, and essay questions. You will have 1 hour and 15 minutes to complete Exams 1 and 2. You will have 2.5 hours to complete the Final Exam. You may enter the exams only once. You will not be able to change any submitted answers. The exam will automatically shut down at 11:59P, so you should plan accordingly. Exams taken after the due date will be penalized 25%.

Course Reading Assignments and PowerPoint Lectures

PowerPoints Lectures	The African American Odyssey
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The African background	Chapters 1 and 2
Pre-Colonial African life and culture	Chapters 1 and 2
The Atlantic Slave Trade	Chapters 1 and 2
The African American experience in Pre-Revolutionary United States	Chapters 3, 4 and 5
The effect of the American Revolution on slavery	<p>Chapters 3, 4 and 5</p> <p><u>US Constitution</u> https://constitutioncenter.org/media/files/constitution.pdf</p> <p>Declaration of Independence https://www.ushistory.org/declaration//document/index.html</p> <p><u>Federalist Paper No. 1</u> https://www.owleyes.org/text/the-federalist-papers/read/federalist-no-1-gen</p> <p><u>Federalist Paper No. 9</u> https://www.owleyes.org/text/the-federalist-papers/read/federalist-no-9-the-u</p> <p><u>Federalist Paper No. 10</u> https://billofrightsinstitute.org/primary-sources/federalist-no-10</p> <p><u>Federalist Paper No. 51</u> https://billofrightsinstitute.org/primary-sources/federalist-no-51</p> <p><u>Federalist Paper No.78</u> https://founders.archives.gov/documents/Hamilton/01-04-02-0241</p>
Free African Americans, 1790-1860	<p>Chapters 6 and 7</p> <p><u>US Constitution</u> https://constitutioncenter.org/media/files/constitution.pdf</p> <p>Declaration of Independence https://www.ushistory.org/declaration//document/index.html</p>

	<p><u>Federalist Paper No. 1</u> https://www.owleyes.org/text/the-federalist-papers/read/federalist-no-1-gen</p> <p><u>Federalist Paper No. 9</u> https://www.owleyes.org/text/the-federalist-papers/read/federalist-no-9-the-u</p> <p><u>Federalist Paper No. 10</u> https://billofrightsinstitute.org/primary-sources/federalist-no-10</p> <p><u>Federalist Paper No. 51</u> https://billofrightsinstitute.org/primary-sources/federalist-no-51</p> <p><u>Federalist Paper No.78</u> https://founders.archives.gov/documents/Hamilton/01-04-02-0241</p>
Antebellum Slave Cultures	Chapters 6 and 7
The role of African Americans in the Civil War and Reconstruction	Chapters 8, 9, 10, 11 and 12 <u>The Emancipation Proclamation</u> https://www.archives.gov/exhibits/featured-documents/emancipation-proclan
African Americans and the rise of the Jim Crow South, 1877-1920	Chapters 12, 13,14, 15 and 16
The New Negro, 1919-1941	Chapters and 16 and 17
The Great Depression and New Deal	Chapters 17, 18 and 19
World War II & the seeds of an African American Revolution	Chapters 20 and 21
The Civil Rights Movement-Forced Change	Chapters 22 and 23; Dr. Martin Luther King, Jr., Letter from a Birmingham jail
The post-Civil Rights Era, Part II and course review	Chapters 23 and 24

Note: PowerPoint lectures are not comprehensive and are not intended as substitute for the reading of the textbooks.

Additional Reading

Information regarding the following may be obtained from various reading of The African American Odyssey or accessed electronically via the Internet.

A. Phillip Randolph
John L Lewis
Stokely Carmichael
Huey P. Newton
Hip-Hop Optimism

Southern Christian Leadership Conference
Fannie Lou Hamer
Angela Y. Davis
Audre Lorde

Ella Baker
Malcolm X
Black Feminisms
bell hooks

Prince Hall
Henry Highland Garnet
Afrocentrity
Jarvis Tyner

Milo Thompson
Sojourner Truth
Cornel West

Solomon Northrup
Negro Spiritual
Harold Washington

These readings are designed to expand your understanding of the African American experience.

Course Policies

Attendance/Participation

Attendance in an online course is determined by regular submission of class assignments, not by taking roll. Although this class is taught online, that doesn't imply students can submit assignments whenever they choose to do so. Students are expected to log into the course each day and complete assignments by the specified due date. Failing to turn in assignments and participate in online class activities is considered the same as not coming to a face-to-face classroom. If circumstances arise which prevent you from submitting an assignment by the due date, please contact the instructor in advance so that alternative arrangements can be made. If you fail to turn in assignments for two consecutive weeks, this may result in a failing grade for the course.

Late Work/Make-Up Policy

Work submitted after the due date will be assessed a 25% penalty. Exceptions will only be made in extenuating circumstances and at the discretion of the instructor.

Examinations and quizzes must be taken as scheduled on this syllabus. Exceptions will only be made in extenuating circumstances and at the discretion of the instructor.

South Carolina State University, Spring 2023 Semester
~~~~**HHU 250: The African American Experience**~~~~  
Section 1- TR 11:00-12:20, Nance Hall 112

**Instructor:** Dr. Christopher Rounds  
Assistant Professor of History  
Department of Social Science  
College of Education, Humanities, and Social Science

**Email:** crounds@scsu.edu

**Phone:** 803-536-8670

**Office:** Nance Hall 312

**Office Hours:** TR 12:20-2:00pm, 3:20-4:00pm, and by appointment

**Course Description**

HHU 250 surveys the experience of African Americans in the United States. It will focus on specific historical periods that significantly impacted black life and were important in shaping the social, economic, political, ideological, and cultural landscape of American society. Major topics covered will include the following: the African background; the Atlantic slave trade; slavery; the Civil War; Reconstruction; Jim Crow and segregation; blacks and the welfare state; and black political activism. The course not only delineates the experience of African Americans as they confronted hostile institutions and social forces in America, but also juxtaposes those experiences with the ideas and themes articulated in African American social and political thought.

**Course Rationale**

From the emergence of the Black Lives Matter movement as a major force for social justice, to the deep social and cultural divide demonstrated through the reactions to the National Anthem protests engendered by Colin Kaepernick few times in recent history has made an informed understanding of African-American history more necessary to negotiate contemporary social and political issues. In this course, we will examine these matters and more in hopes of producing critical and informed citizens to lead and navigate these vital conversations in the coming years.

**Required Materials**

There is no assigned text to purchase for this course. All readings are online and free access. They will be linked by the instructor, along with notes for each section, on the Blackboard course page. While a computer or laptop is not required for completion of the course, all coursework is required to be submitted digitally through the Blackboard course page by the specified dates.

### **SC REACH Act Required Reading:**

To satisfy the REACH Act Founding Documents requirement, all students enrolled in the course must read the following documents in their entirety:

- U.S. Constitution
- Declaration of Independence
- Federalist Papers #6-10
- Emancipation Proclamation
- Documents foundational to the African American freedom struggle including, not limited to, David Walker's "Appeal to the Colored Citizens of the World," Frederick Douglass' "What to the Slave is the 4th of July?", W.E.B. DuBois' *The Souls of Black Folk*, and selected speeches of Martin Luther King Jr., and Malcolm X.

This course meets all conditions of this requirement. Conditions i, ii, and iv are satisfied during Week 1 and Week 2 through study of slavery and its impact on the founding and development of the United States and its government. Conditions iv and v are satisfied during Week 6 and 7 through study of the abolitionist movement, and the social, economic, and political mechanizations leading to the abolition of slavery. Further readings in support of REACH Act featured in weeks 8, 12, and 13 of the course. The associated readings will be posted and linked on the course Blackboard page.

### **Expected Outcomes**

Through immersion in, and completion of, course content the student will develop and/or exercise skills including, but not limited, to the following:

- How to find, analyze, and evaluate historical sources
- How to cite and properly attribute use of primary and secondary historical sources
- How to critically analyze historical knowledge presented over a variety of mediums
- How to properly develop a sound socio-historical argument in written or oral form
- How to apply historical knowledge to current socio-historical and/or political situations

## Outline of Course Content

*\*all readings and videos are posted and linked on the course Blackboard page*

*\*\*complete instructions for all assignments/projects are posted on the course Blackboard page*

### Week 1 (01/10-01/12)

Course Introduction / The Trans-Atlantic Slave Trade & American Democracy

Read: *New York Times*, “The 1619 Project”

Jstor.org, “The Unbearable Middle Passage”

*The Declaration of Independence*

*The Constitution of the United States of America*

*The Federalist Papers, #6-10*

Watch: Slate.com, *The Atlantic Slave Trade in Two Minutes*

*Amistad* (Middle Passage scene)

Malcolm X, *Our History was Destroyed by Slavery*

Coursework: **ASSIGNMENT #1** due submitted to Blackboard on 01/19

### Week 2 (01/17-01/19)

Resistance and Rebellion

Read: NPR.org, “Denmark Vesey and the History of Charleston’s ‘Mother Emanuel’”

Thomas Gray, *The Confessions of Nat Turner*

*Atlantic*, “Nat Turner’s Insurrection”

*Washington Post*, “What PTSD tells us about the History of Slavery”

Coursework: **QUIZ #1** due submitted to Blackboard on 01/26

### Week 3 (01/24-01/26)

The Old South

Read: *Guardian*, “Do Idyllic Southern Plantations really tell the Story of Slavery?”

Watch: Turner Classic Movies, *Race & Hollywood: Gone With the Wind*

Coursework: **ASSIGNMENT #2** due submitted to Blackboard on 02/02

### Week 4 (01/31-02/02)

Paternalism

Watch: Decoded, *Three Black Female Stereotypes that Need to Die*

Week 5 (02/07-02/09)

Slave Culture

Watch: Discover South Carolina, *Gullah Traditions of the South Carolina Coast*

CBS Sunday Morning, *Sweatgrass Basket Weavers*

*Evolution of Call and Response- a West African Tradition*

Listen: The Southern Tones, "It Must Be Jesus"

Ray Charles, "I Got a Woman"

Kanye West, "Golddigger"

Coursework: **QUIZ #2** due submitted to Blackboard on 02/14

Week 6 (02/14-02/16)

Abolitionism

Read: David Walker, "Appeal to the Colored Citizens of the World"

Frederick Douglass, "What to the Slave is the 4th of July?"

Week 7 (02/21-02/23)

Reconstruction and the Lost Cause

Read: Slate.com, "Take the Impossible Literacy Exam Louisiana gave Black Voters in 1960"

Jourdon Anderson, "To My Old Master"

Week 8 (02/28-03/02)

Jim Crow

Read: Jstor.org, "Birth of a Nation": 100 Years Later"

*Atlantic*, "The Stubborn Persistence of Confederate Monuments"

Coursework: **PROJECT #1** due submitted to Blackboard on 03/07

Week 9 (03/07-03/09)

**NO CLASS**

Week 10 (03/14-03/16)

Washington, DuBois, and Garvey

Read: Booker T. Washington, "The Atlanta Compromise"

W.E.B. DuBois, *The Souls of Black Folk* (selected chapters)

—————"The Talented Tenth"

Watch: PBS' Basic Black: *Booker T. Washington vs W.E.B. DuBois*

Coursework: **ASSIGNMENT #3** due submitted to Blackboard on 03/23

Week 11 (03/21-03/23)

African-American Athlete as Activist / African-Americans and 1950s American Culture

Listen: Big Mama Thornton, "Hound Dog"

Elvis Presley, "Hound Dog"

Week 12 (03/28-03/30)

Civil Rights and Non-Violent Activism

Read: *New York Times*, "...Portraits of Mississippi's Freedom Riders"

Watch: *Segregation at All Costs: Bull Connor and the Civil Rights Movements*

*Four Little Girls* (interview with George Wallace)

*Freedom Riders* ("Who the Hell is Diane Nash?")

Coursework: **QUIZ #3** due submitted to Blackboard on 04/06

Week 13: 04/04-04/06)

Malcolm X

Read: Malcolm X, "The Ballot or the Bullet"

Watch: *Malcolm X* (Hajj scene)

Coursework: **ASSIGNMENT #4** due submitted to Blackboard on 04/13

Week 14 (04/11-04/13)

Malcolm X

**NO CLASS ON 04/13**; instructor will be out of town

Week 15 (04/18-04/20)

Black Power!

Watch: KQED Archives, *Stokely Carmichael and H. Rap Brown in Oakland* (1968)

Coursework: **QUIZ #4** due submitted to Blackboard on 04/25

Week 16 (04/25)

Coursework: **PROJECT #2** due submitted to Blackboard on date TBA

**Methods of Evaluation**

|                             |                    |
|-----------------------------|--------------------|
| 1. Quizzes #1-4             | 30% of final grade |
| 2. Written Assignments #1-4 | 30%                |
| 3. Projects #1-2            | 20%                |
| 4. Attendance               | 20%                |

Please see the Course Schedule section of the syllabus or Blackboard for the exact due date of each quiz, written assignment and project. All work submitted in this course must be your own. Presenting the ideas or work of someone else (from a book, an article, the internet, or your classmates) as your own, without proper acknowledgement, is plagiarism, and is a form of academic misconduct. The use of artificial intelligence programs (i.e., ChatGPT) will also be considered academic misconduct. All incidents of cheating and/or plagiarism will result in an automatic grade of zero for that assignment. Repeated or particularly severe infractions may result in the removal of the student from the course.

Final course grades will be awarded in accordance with the university grading scale, which is established on pages 50-51 of the South Carolina State University Undergraduate Catalog as follows:

A= 90-100      B= 80-89

C= 70-79      D= 60-69

F= 0-59

W= Withdrawn from course

WP= Withdrawn from course with passing grade

WF= Withdrawn from course with failing grade

I = Incomplete

### Attendance

It is the responsibility of the student to attend scheduled class sessions in the courses in which they are enrolled. Attendance will be taken verbally at the beginning of each class session. As stated in the university's Undergraduate Catalog, students who were absent may "present their reasons for being absent to the instructor in charge of the class and the instructor will make the decision as to whether or not the reason is acceptable." Additionally, students who are late to class will be recorded as such, and this will affect the student's attendance grade. Attendance will account for 20% of the final course grade.

### Late/ Incomplete Work

All course work (quizzes, writing assignments, and projects) is due on the date specified on the course syllabus and on Blackboard. Late work will be accepted only at the discretion of the instructor only.

Typical reasons for a student being granted an extension include, but are not limited to, personal hardships (i.e., a student's loved one is seriously ill or passes away), and medical hardships (i.e., a student who breaks his wrist and is not able to type). Issues of mental health will be considered the same as are issues of physical health. While travel for a university course, organization, or athletic team will be accepted as reasons for a student's non-attendance, it is not an acceptable reason for scheduled coursework not being completed.

Students who have a documented need for special accommodations through the Office of Equal Opportunity are responsible for presenting the instructor with a copy of those accommodations at the beginning of the semester. Please address any questions concerning this information to the Office of Equal Opportunity by contacting the Title IX Coordinator at (803) 516-4549

Student Conduct / Academic Honesty

Faculty members have the right and responsibility to maintain classroom decorum and to make public or private requests that a student refrain from disruptive behavior. Severe violations of the Student Conduct Code in the classroom may result in a student being removed from enrollment in a course.





# THE CITADEL

January 15, 2024

Dr. Jessica Berry  
1122 Lady St, Ste 400  
Columbia, SC 29201

On behalf of The Citadel, I am pleased to certify that LDRS 202 -*Principled Leadership in American Government and Society* continues to meet the requirements of South Carolina's Reinforcing College Education on America's Constitutional Heritage [REACH] Act. In compliance with the REACH Act, LDRS 202 is integrated into the College's core general education program of study beginning with the entering class of AY 2021-22. As such, the course does not increase the credit hour requirements of any majors offered at The Citadel. All undergraduate students must satisfy this course requirement to graduate from The Citadel. The course description is provided below.

## **LDRS 202 Principled Leadership in American Government and Society Course Description**

*An interdisciplinary examination of civic leadership and ethics in America from the founding of the country to the present. The course will consider the basic frameworks of Citizen-leadership through the creation and implementation of central documents of governance. Students will explore the leadership process and principled leadership through case studies of American leaders who defend and advance America's fundamental principles amidst the needs of changing times. This course is a graded, three-credit hour course.*

Source: The Citadel 2022-2023 SCCC Catalog

LDRS 202 is offered in every fall and spring term; and beginning in the summer of 2023, offered on a limited basis (1 section). We continue to maintain a review process which ensures that each course section offered is in full compliance with the REACH Act and meets the requirements of statute Section 59-29-120.

In the CHE report, "AY 22-2023 REACH Act Compliance Report", The Citadel was found non-compliant on a few issues. First, The Citadel reaffirms that ALL course sections, regardless of faculty member, assign students the required documents to be read in their entirety. In AY 2022-2023, LDRS 202 sections 9,10, and 11 did not include direct verbiage indicating that documents should be read in their entirety. The Citadel affirms that those sections did require students to read the required documents in their entirety. Further, The Citadel has created a syllabus template to be used by all LDRS 202 Faculty that ensures this language is clearly stated on all syllabi.

Second, the table that summarizes compliance for the reviewed Citadel syllabi has a minor typo that effects the counts of non-compliance. In the Summer (2023), only one section of LDRS 202 was offered;

## **Office of the Provost and Dean of the College**

171 Moultrie Street, Charleston, SC 29409 | (843) 953-5007 | FAX 843-953-5287 | [www.citadel.edu](http://www.citadel.edu)

thus, the count of 2 in the table is in error. This brings the total count of complaint syllabi to 7 and the number of non-compliant syllabi to 2. We will address each of those in turn.

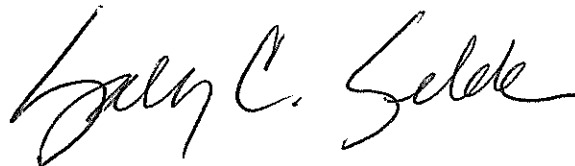
In the Fall of 2022, LDRS 202, Section 9 was found non-compliant for not including documents related to the African American struggle. The syllabus did, in fact, include those documents but they were not labeled clearly to allow for easy discovery in a review process. Those documents were the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments (abolish of slavery, citizenship to all people born in the U.S., and the right to vote for black Americans, respectively).

In the Spring of 2023, one syllabus did not have the Federalist papers listed. Leadership went back to that faculty member who affirmed that Federalist papers 10, 39, 51, 68, 84 were assigned to be read in their entirety. The use of the template will ensure that this is clearer in future reviews.

Given the explanations above, The Citadel attests that we actually were in full compliance with the REACH Act, but that minor oversights in syllabus design made this difficult for outside review.

We believe that studying America's leaders provides lessons of experience that will enhance our students' understanding of the process by which they may influence others to achieve common objectives in a manner that abides with The Citadel's core values of honor, duty, and respect. The promise of America's quest to become "a more perfect union" inspires each generation of Citadel graduates to carry the torch of freedom forward.

Sincerely,

A handwritten signature in black ink, reading "Sally C. Selden". The signature is written in a cursive, flowing style.

Sally C. Selden, Ph.D., SPHR  
Brigadier General, SCM  
Provost and Dean of the College

SCS/js

cc: Dr. Tracey Sigler, Department Head, Leadership Studies  
Dr. Kevin Bower, Associate Provost for Academic Affairs and Dean of General Studies

## LEADERSHIP 202: PRINCIPLED LEADERSHIP IN AMERICAN GOVERNMENT & SOCIETY

Note: Updates in Yellow

LDRS 202 - 09  
Bastin Hall 207  
Fall 2022

Tuesdays and Thursdays: 1100-1215  
Email: [dubose.kapeluck@citadel.edu](mailto:dubose.kapeluck@citadel.edu)

Prof. DuBose Kapeluck  
Office: Mims 307  
Office Hours: email for appointment

The goal of this course is to provide the student with a general understanding of the workings of American democracy. Beginning with the theoretical underpinnings of representative democracy, the class will learn how this ideal is reflected in the institutions of American government. With this understanding, we will examine how these ideal forms are realized in contemporary American government. Special attention will be paid to political parties and interest groups, and other influential extra-constitutional political actors. Concern for the systematic attributes of American government will be complemented by an analysis of the real-world outcomes of the democratic process in particular policy areas such as civil rights and civil liberties. In short, it is hoped the student will gain a well-grounded perspective on both the expectations and consequences of American government.

### Course Overview

- **Constitutional Foundations:** The opening part of the course will focus on the establishment of the basic frameworks of citizen-leadership through the creation and implementation of central governance documents, such as the Declaration of Independence, the Constitution, five of the Federalist Papers, the Emancipation Proclamation, and the Bill of Rights.
- **Framework of Government:** The class will consider the structure of the democratic republic and explore the legislative, executive, and judicial branches of government.
- **Civil Liberties & Civil Rights:** Students will consider the evolution of democratic principles and the role of the Bill of Rights in extending protections to civil, voting, and human rights.
- **Civic Engagement & Citizen Leadership:** Students will gain an understanding of the American electoral process, consider the process of developing public policy, and appreciate the importance of civic engagement in our democratic society.
- **Principled Leadership:** Reflecting on The Citadel's model of principled leadership, over the course of the term, students will consider case studies that illustrate how the founding documents guided leaders in defending and

advancing America's fundamental principles as the nation evolved in pursuit of a "more perfect" union.

### **Course Format**

- This course will utilize a variety of methods of instruction, ranging from class discussions, online assignments, team projects, and civic engagement in the governmental process.
- Weekly assignments will be posted in chapter modules within Canvas. Please refer to the Canvas calendar and schedule of assignments to guide your efforts.
- Students should allocate at least three one-hour blocks of time to complete reading and homework projects in preparation for class each week.

### **Course Outcomes**

Through this course, students will be able to:

1. Describe the founding documents of the American republic, including specifically the Declaration of Independence, the Bill of Rights, and the Constitution.
2. Examine a range of foundational writings, including the Federalist & Anti-Federalist Papers, the Emancipation Proclamation, and "A Letter from a Birmingham Jail".
3. Explain how the founding documents have been interpreted by succeeding generations of American leaders and shaped the American experience.
4. Define and describe the characteristics of principled leadership.
5. Research and assess the effectiveness of past or current leaders with regard to the ideals expressed in the founding documents and The Citadel's model of principled leadership.
6. Develop and employ critical thinking skills through study, assignments, and civic engagement.

### **PARTICIPATION**

Your success in this course is dependent upon your participation and attendance. You are expected to have read the required materials *before* each class period *and* you are expected to be prepared to discuss them in a thoughtful and critical manner. Please bring your text to each class meeting for reference during discussions. Failure to participate and be prepared will result in grade reductions.

### **CLASSROOM ETIQUETTE**

Students must respect the use of technology in the classroom. All cell phone devices are to remain silent during the entire class. The use of laptops, tablets, and other electronic devices are to be used for the sole purpose of note-taking or class discussion.

## **CITADEL POLICIES**

Code of Conduct<sup>1</sup>: Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. CGC students and cadets are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgment in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws. The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel's Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort. Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions.

Academic Integrity Statement: Students will submit only their own work for evaluation in this course, except as appropriately documented. All rules and stipulations of The Citadel's Honor Manual<sup>2</sup> and Honor Code<sup>2</sup> apply to this course, including its definitions and policies related to cheating, lying, stealing, and non-toleration. Cheating or evidence of academic dishonesty on any work submitted for evaluation will result in an "F" for both the assignment and the course. To ensure academic integrity, you must abide by both the letter and spirit of all honor, documentation, and citation requirements. Plagiarism in any form is unacceptable, as it fails to meet any standard of academic work. It is your responsibility to read and understand what constitutes intentional or negligent plagiarism. Plagiarism, intentional or negligent, may be referred as an honor violation.

## **STUDENT RESOURCES**

### Canvas /Citadel's Approved Learning Management System

Students are expected to check the Canvas site regularly, as assignment instructions and course information will be posted on the site. I will use Canvas to send emails to your Citadel email account. Assignments should be submitted via Canvas submission portals.

## **DISABILITY POLICY**

Accommodations: The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations should make their accommodation request through the Student

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<sup>1</sup> "Regulations for Non-Cadet Students for Fall and Spring Semester And All Students, Including Cadets, for Maymester or Summer School,": [http://www.citadel.edu/root/images/cgc/cgc\\_catalog/cgc-academic-catalog.pdf](http://www.citadel.edu/root/images/cgc/cgc_catalog/cgc-academic-catalog.pdf) <sup>2</sup> The Citadel Honor Manual: <http://krausecenter.citadel.edu/wp-content/uploads/2019/08/2019-2020HonorManual-WEB.pdf>

<sup>2</sup> <http://www.citadel.edu/root/images/cgc/cgc-academic-catalog.pdf>

Success Center Services for Students with Disabilities office (117 Thompson Hall, 843-953-6877) to verify their eligibility and to identify appropriate accommodations.

Notice: Students with verified disabilities needing academic accommodations are encouraged to notify me to ensure that accommodations are made to facilitate your success. If you have an immediate access need, please contact me via email or during office hours.

## **USE OF COURSE MATERIALS**

**Course Material:** Course material is for the sole use of students currently enrolled in the course and not for redistribution to electronic file sharing sites (share drives, Chegg, etc.).

**Privacy Statement:** The Citadel is committed to safeguarding and maintaining the privacy of your personal information. Please see the privacy statements below related to technology used in this course.

- **Canvas Privacy Policy:** <https://www.instructure.com/policies/privacy>
- **Zoom Privacy Policy:** <https://zoom.us/privacy>
- **LockDown Browser Privacy Policy:** <https://web.respondus.com/privacy-policy/>

## **EXIGENT CIRCUMSTANCES**

**Weather & Campus Emergencies:** In case of adverse weather, or other campus emergency, critical information will be posted on the Bulldog Alert homepage, as well as pushed to email addresses and phone numbers of those people who have updated their contact information within the Bulldog Alerts section of the Lesesne Gateway (or Canvas). If you have not yet updated your contact information or set up course notifications within Canvas, you should do so immediately.

**Continuity of Instruction (COI):** During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will continue to take place through Citadel email and Canvas. Students should update contact information to ensure instructor-student communication outside of Canvas if required. In the event of such an emergency, check your Citadel email account and Canvas course announcements for instructions.

## **COURSE EXPECTATIONS**

### **REQUIRED TEXTS**

*We the People* (13th Edition) by Ginsberg, et. al.

### **PAPER**

You will write three 2-3 page reaction paper spaced equally throughout the semester. The final one is for assessment. This paper will be on an “unknown” or “little-known” constitutional leader or civil rights leader. Examples of known leaders would be Martin Luther King, Jr., Rosa Parks, Thomas Jefferson, and Alexander Hamilton. These would be excluded. This paper will include the central theme of their contribution and the leaders’ major accomplishments. The purpose of this assignment is to better understand the accomplishments of leaders who are often forgotten but who made significant contributions to history.

Details on the other two papers are forthcoming.

### **EXAM SCHEDULE**

The course will have 3 test. Test 1 is September 29<sup>th</sup>, Test 2 is November 1<sup>st</sup>, and the last test is December 14<sup>th</sup>. The exams are not cumulative.

### **COURSE REQUIREMENTS**

|              |                        |
|--------------|------------------------|
| Short papers | = 15% (5 percent each) |
| Paper        | = 10%                  |
| Test 1       | = 25%                  |
| Test 2       | = 25%                  |
| Test 3       | = <u>25%</u>           |
|              | 100%                   |

## Course Schedule

August 25<sup>th</sup> through August 30<sup>th</sup>: Introduction to course  
A brief history of political theory – from Plato to Rawls

### ***Philosophical Background of the American Political System***

September 1 through September 8: *The Founding and the Constitution*

Chapter 2, pp. 28-59

Federalist Papers No. 1, 9, 10, 69, and 80

The Anti-Federalist Papers: Appendix pg. 30

Appendix: The Declaration of Independence

Appendix: The Articles of Confederation

Appendix: The Constitution of the United States of America

September 13 through September 15: *Federalism*

Chapter 3, pp. 60-87

Appendix: Federalist Papers No. 10 and 51

Appendix: The Anti-Federalist Papers: pg. 38

September 20 through September 27: *Civil Liberties*

Chapter 4, pp. 88-117

The Bill of Rights (Amendments I through X)

14<sup>th</sup> Amendment (Document Foundational to the African American Struggle)

### ***September 29: First Test***

October 4: Civil Rights

Chapter 5, pp. 118-147

[Emancipation Proclamation](#)

13<sup>th</sup> and 15<sup>th</sup> Amendment (Documents Foundational to the African American Struggle)

First reaction paper due – details to be posted on Canvas

### ***Extra-constitutional Factors in American Democracy***

October 6 through October 11: *Public Opinion*

Chapter 6, pp. 148-179

October 13 through October 18: *Political Parties and Interest Groups*

Chapter 8, pp. 212-249



October 20 through October 25: *Participation, Campaigns, and Elections*  
Chapter 9, pp. 250-289

October 27: Discussion on Political Polarization  
Additional readings to be posted on Canvas  
**Second reaction paper due – details to be posted on Canvas**

### ***November 1: Second Test***

#### ***Formal Institutions: Congress, The Presidency, , and Judiciary***

November 3 through November 10: *Congress*  
Chapter 10, pp. 290-331

November 17: *The Presidency*  
Chapter 11, pp. 332-364

November 22: No class – Thanksgiving Furlough  
November 24: No class – Thanksgiving Furlough

November 29: *The Federal Courts*  
Chapter 13, pp. 394-427

December 1 through December 6: *Domestic Policy*  
Chapter 14, just read pp. 428-440  
Reading from James Burnham: *The Managerial Revolution* to be posted on Canvas  
**Final response paper due –this is for assessment purposes – will be turned in through Canvas. Details are below.**

**December 14: Final Exam 1300-1600**

### **Final Response Paper**

This two to three paper will be on an “unknown” or “little-known” Civil Rights or Constitutional Leader. Examples of known leaders such as: Martin Luther King Jr., Rosa Parks, Thomas Jefferson, or James Madison are to be excluded. A list of available options will be made available on Canvas. This paper will include central themes, research questions, and the leader’s major accomplishments. The purpose of this assignment is to

better understand the accomplishments of leaders who are often forgotten but who made significant contributions to history.



# THE CITADEL

LEADERSHIP STUDIES

## LEADERSHIP 202, 01

### PRINCIPLED LEADERSHIP IN AMERICAN GOVERNMENT & SOCIETY

Spring 2023 | Syllabus **Note: Updates in Yellow**

Instructor: Kerry Taylor

Email: kerry.taylor@citadel.edu

Office: Daniel Library

Office Hours: MWF 1-2pm and by appt.

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#### COURSE DESCRIPTION

An interdisciplinary examination of civic leadership and ethics in America from the founding of the country to the present. The course will consider the basic frameworks of citizen-leadership through the creation and implementation of central documents of governance. Students will explore the leadership process and principled leadership through case studies of American leaders who have defended and advanced America's fundamental principles amidst the needs of changing times. This course is a graded, 3-credit hour course.

Requirements/Required: This course is a graduation requirement for all members of the Class of 2024 and beyond.

#### Course Overview

- **Constitutional Foundations:** The opening part of the course will focus on the establishment of the basic frameworks of citizen-leadership through the creation and implementation of central governance documents, such as the Declaration of Independence, the Constitution, five of the Federalist Papers, the Emancipation Proclamation, and the Bill of Rights.
- **Framework of Government:** The class will consider the structure of the democratic republic and explore the legislative, executive, and judicial branches of government.
- **Civil Liberties & Civil Rights:** Students will consider the evolution of democratic principles and the role of the Bill of Rights in extending protections to civil, voting, and human rights.

- **Civic Engagement & Citizen Leadership:** Students will gain an understanding of the American electoral process, consider the process of developing public policy, and appreciate the importance of civic engagement in our democratic society.
- **Principled Leadership:** Reflecting on The Citadel's model of principled leadership, over the course of the term, students will consider case studies that illustrate how the founding documents guided leaders in defending and advancing America's fundamental principles as the nation evolved in pursuit of a "more perfect" union.

### Course Format

- This course will utilize a variety of methods of instruction, ranging from class discussions, online assignments, team projects, and civic engagement in the governmental process.
- Weekly assignments will be posted in chapter modules within Canvas. Please refer to the Canvas calendar and schedule of assignments to guide your efforts.
- Students should allocate at least three one-hour blocks of time to complete reading and homework projects in preparation for class each week.

### Course Outcomes

Through this course, students will be able to:

1. Articulate the importance of the founding documents of the American republic, including specifically the Declaration of Independence, the U.S. Constitution, the Emancipation Proclamation, five Federalist papers, and at least one document foundational to the African American struggle.
2. Explain how the founding documents have been interpreted by succeeding generations of American leaders and shaped the American experience.
3. Assess the effectiveness of past or current leaders regarding the ideals expressed in the founding documents and The Citadel's model of principled leadership.
4. Analyze assumptions and carefully evaluate the relevance of contexts when presenting a position.
5. Develop a commitment to ethics and integrity
6. Demonstrates an appreciation of cultural and human differences.

The course is part of the General Education Program at The Citadel and reinforces the following student learning outcomes:

- Students recognize ethical issues when presented in a complex, multilayered (gray) context, analyze cross-relationships among the issues, and evaluate ethical perspectives and concepts, including their own
- Students can analyze complex issues that have varying positions and assumptions using information from credible sources, and to state positions, create new positions, and acknowledge other positions including implications and consequences

## REACH ACT

This course meets the requirements of the State of South Carolina Act 26 of 2021, the REACH Act (Reinforcing College Education on America's Constitutional Heritage Act). The materials required by the act are included in this syllabus on these dates:

1. The U.S. Constitution – January 30
2. The Declaration of Independence-January 16
3. The Emancipation Proclamation – February 6
4. Five Federalists Papers – January 23
5. One Document Foundational to the African American Freedom Struggle – February 13-20

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## REQUIRED MATERIALS

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- **Reading Materials**
  - Patterson, Thomas E. *We The People*, 14.(McGraw-Hill, 2021), ISBN 9781260395914

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## GRADES

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- **Complete Assignments:** All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments and discussions must be submitted by the given deadline. Late assignments will be marked down 5%.
- **Grading Scale:** Course grades are based on the following scale:
  - A= 90-100%
  - B= 80-89%
  - C= 70-79%
  - D= 60-69%
  - F= 59 and below

## Assignments

Quizzes: 20%

Papers (including common assignment): 20%

Exams: 50%

Participation and ungraded assignments: 10%

## COURSE RESOURCES

### Writing/Tutoring Assistance

I strongly encourage you to visit the Writing Lab and Tutoring Center (in the Student Success Center in Thompson Hall), which offers one-on-one and group tutoring and consultations for students working on writing assignments.

**Canvas /Citadel's Approved Learning Management System:** Over the course of the semester, I may post reading notes, lesson plans, discussion prompts, self-guided lectures,

grades, and other administrative information on the course Canvas site. Students must check Canvas each lesson for pertinent updates and other critical information.

### **COURSE POLICIES, EXPECTATIONS, AND REQUIREMENTS**

**Updated Contact Information:** Students must update contact information at the start of each semester to ensure instructor-student communication outside of Canvas.

**Course Material:** Course material is for the sole use of students currently enrolled in the course and not for redistribution to electronic file sharing sites (share drives, Course Hero, etc.).

**Disability Policy:** The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Services for Students with Disabilities in the Student Success Center (117 Thompson Hall, 843-953-6877) to verify their eligibility and to identify appropriate accommodations. Students should speak to their professor and also make requests for academic accommodations to Services for Students with Disabilities so we can ensure these accommodations and facilitate student success. If you have an immediate access need, please reach out to your faculty immediately in person, via email, or during office hours. Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the Services for Students with Disabilities as noted above. Please know that accommodations are not retroactive, so avoid any delays.

**Accessibility and Privacy Statements:** The Citadel is committed to safeguarding and maintaining the privacy of students' personal information and creating a fully accessible learning environment. For a list of technologies that may appear in our face-to face, hybrid, and online courses courses along with accessibility statements and privacy policies please click the following link: <https://go.citadel.edu/ceitl/accessibility-privacy-statements-for-course-technologies/>.

**Weather & Campus Emergencies:** In case of adverse weather, or other campus emergencies, critical information will be posted on the Bulldog Alert homepage, as well as pushed to email addresses and phone numbers of those people who have updated their contact information within the Bulldog Alerts section of the Lesesne Gateway. If you have not yet updated your contact information In Lesesne Gateway, you should do so immediately.

**Continuity of Instruction (COI):** During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will continue to take place through Citadel email and Canvas. In the event of such an emergency, check your Citadel email account and Canvas course announcements for instructions.

#### **Course Requirements**

- Computer
- Reliable Internet connection and software (DSL, LAN, or cable connection desirable)
- Access to Canvas
- Webcam
- Scanning (possibly with a smartphone)

**Virtual Conferencing:** Zoom may be used as the virtual conferencing platform in this class. Your participation in live Zoom sessions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live

session or to serve as a resource for those who would like to review content that was presented. The use of all recordings will be in keeping with The Citadel's Privacy Policy.

**Zoom Expectations:** *If you do not follow these expectations, you may be removed from the Zoom meeting and marked as absent.*

1. Cameras must be on, and you must remain in view during the Zoom sessions. Classes may be recorded, conduct yourself appropriately.
2. Remain on mute while your professor and/or classmates are speaking.
3. Class materials (books, notes, etc.) should be out and accessible throughout the class.
4. Honor Code and Code of Conduct apply even in the virtual environment.
5. Taking photos, screenshots, or recordings during class is prohibited.
6. Uniform or the appropriate attire is required at all times.
7. All classroom norms and rules apply when in a Zoom meeting. No sleeping, eating, leaving the virtual meeting without permission, being on your phone, playing video games, working on another class, etc.
8. Electronic backgrounds on your Zoom platform must be appropriate and you cannot have any inappropriate items behind you in the room while on a Zoom meeting.

**Technical Assistance:** If you need technical assistance at any time during the course or to report a problem you can:

- Email the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL &DE) at [ceitlde@citadel.edu](mailto:ceitlde@citadel.edu)
- Visit the Canvas tutorials found in your Citadel Online Student Resource course or visit the HELP MENU in your course navigation bar.

**Email:** I will use Canvas to send emails to your Citadel email account. Please check your Citadel email at least once daily. Assignments will not be accepted via email.

**Code of Conduct:** Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. CGC students and cadets are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgement in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws. The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel's Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort. Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions. These rules and regulations are published in "Regulations for Non-Cadet Students for Fall and Spring Semester And All Students, Including Cadets, for Maymester or Summer School," which can be found online at: [http://www.citadel.edu/root/images/cgc/cgc\\_catalog/cgc-academic-catalog.pdf](http://www.citadel.edu/root/images/cgc/cgc_catalog/cgc-academic-catalog.pdf)

**Academic Integrity Statement:** Students will submit only their own work for evaluation in this course, except as appropriately documented. All rules and stipulations of The Citadel's Honor Manual and Honor Code apply to this course, including its definitions and policies related to cheating, lying, stealing, and non-toleration. Cheating or evidence of academic dishonesty on any work submitted for evaluation will result in an "F" for both the assignment and the course. To ensure academic integrity, you must abide by both the letter and spirit of all honor, documentation, and citation requirements. Plagiarism in any form is unacceptable, as it fails to meet any standard of academic work. It is your responsibility to read and understand what constitutes intentional and negligent plagiarism. Plagiarism, intentional or negligent, may be

referred to as an honor violation. The complete Honor Manual may be found at: <https://krausecenter.citadel.edu/leadership-ethics/honor-committee/> and the Honor Code can be found in the CGC Course Catalog: <http://www.citadel.edu/root/images/cgc/cgc-academic-catalog.pdf>

**Complete Assignments:** Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. Late or missing assignments and discussions will affect the student's grade.

**Attendance and Participation Requirements:** *Clearly articulate the college's, department's, and the instructor's attendance policy.* (i.e. - I will record and report attendance for every class meeting. It is the student's responsibility to arrive at class on time and to maintain class attendance throughout the duration of the semester. With this in mind:

- Class attendance is mandatory (Live Streaming, Zoom, in-person).
- Students may miss class only for authorized reasons (athletic events, academic travel, special ceremonies, etc.)
- Illness and personal emergencies may also cause students to be absent for legitimate reasons.
- Should a student miss class for any reason, he/she will make every reasonable effort to notify the professor in advance of the absence.
- The student will be responsible for any material covered in class.
- If a student knows he/she will be absent for an examination or on the due date of a major graded requirement, that student will coordinate with his/her instructor for completion/submission requirements.
- Active participation in class discussions and activities is an expectation of this course.

## COURSE SCHEDULE

*Note: Schedule subject to change. Additional reading/activities will be assigned as needed.*

|                       |                                                  |                                                                                                         |
|-----------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| January 11-13         | Political Culture & the Nature of Politics       | Introductions                                                                                           |
| January 16-20         | Limited and Representative Government            | We the People, pp. 1-58<br>Declaration of Independence                                                  |
| January 23-27         | Federalism – Historical Development              | We the People, pp. 59-91<br>Federalist Papers (10, 39, 51, 68, 84) and Anti-Federalist Papers<br>Quiz 1 |
| January 30-February 3 | Civil Liberties – Free Expression and Fair Trial | We the People, pp. 92-126<br>US Constitution<br>Paper 1                                                 |
| February 6-10         | Civil Rights                                     | We the People, pp. 127-157                                                                              |



|                         |                                            |                                                                            |
|-------------------------|--------------------------------------------|----------------------------------------------------------------------------|
|                         |                                            | Emancipation Proclamation<br>Quiz 2                                        |
| February 13-17          | Public Opinion & Political Socialization   | We the People, pp. 158-186<br>Letter from a Birmingham Jail                |
| February 20-24          | Political Participation and Parties        | We the People, pp. 187-226<br>Black Manifesto                              |
| February 27-<br>March 3 | Campaigns & Elections and Interest Groups  | We the People, pp. 227-273                                                 |
| March 6-10              | News Media & the Internet                  | We the People, pp. 274-300<br>Midterm Exam                                 |
| March 13-17             | Spring Break                               |                                                                            |
| March 20-24             | Congress – Constituency, Party and Process | We the People, pp. 301-341<br>Amendments 1-10<br>Quiz 3                    |
| March 27-31             | Presidency – Evolution & Staffing          | We the People, pp. 342-377<br>Amendments 11-20                             |
| April 3-7               | Federal Bureaucracy                        | We the People, pp. 378-411<br>Amendments 21-27                             |
| April 10-14             | Judiciary & Supreme Court                  | We the People, pp. 412-442<br>Quiz 4<br>Amendments<br>Paper 2              |
| April 17-21             | Domestic Policy                            | We the People, pp. 443-500<br>Barack Obama, “More Perfect Union”<br>Quiz 5 |
| April 24                | Foreign Policy and Review                  | We the People, pp. 501-527<br>Ethics                                       |
|                         | Final Exams<br>LDRS 202-01                 | Schedule<br>December 12 (8-11am)                                           |

|  |             |                     |
|--|-------------|---------------------|
|  | LDRS 202-06 | December 10 (1-4pm) |
|  | LDRS 202-07 | December 9 (1-4pm)  |



# THE CITADEL

LEADERSHIP STUDIES

**LEADERSHIP 202, SECTION #**  
**PRINCIPLED LEADERSHIP IN AMERICAN GOVERNMENT & SOCIETY**  
**Semester Year | Syllabus**

**Instructor:**

**Office:**

**Office Hours:**

**Class Location & Time:**

**Phone:**

**Email:**

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## **COURSE DESCRIPTION**

An interdisciplinary examination of civic leadership and ethics in America from the founding of the country to the present. The course will consider the basic frameworks of Citizen-leadership through the creation and implementation of central documents of governance. Students will explore the leadership process and principled leadership through case studies of American leaders who defend and advance America's fundamental principles amidst the needs of changing times. This course is a graded, 3-credit hour course.

Requirements/Required: This course is a graduation requirement for all members of the Class of 2024 and beyond

## **REACH ACT**

This course meets the requirements of the State of South Carolina Act 26 of 2021, the REACH Act (Reinforcing College Education on America's Constitutional Heritage Act). The following materials required by the act are to be read in their entirety:

1. The U.S. Constitution
2. The Declaration of Independence
3. The Emancipation Proclamation
4. Five Federalists Papers: (Identify at least 5 by number)
5. One Document Foundational to the African American Struggle: (identify at least one document by title)



Office of the Provost

December 4, 2023

Dr. Rusty Monhollon  
President and Executive Director  
South Carolina Commission on Higher Education  
1122 Lady Street, Suite 400  
Columbia, SC 29201

Dear Dr. Monhollon:

Attached are the corrected syllabi for the two courses found not in compliance with the REACH Act during the commission's review. Your finding was that the Federalist Papers were not listed. I have been assured by the Chair of the Department that the Federalist Papers were actually included in the courses, but not accurately reflected on the syllabus. The corrected syllabi template related to the REACH Act will be included in all future syllabi for all sections of both courses.

For the summer syllabus HIST A202: United States History to 1865, the information related to the SC REACH Act of 2021 may be found on page 5.

For the summer syllabus POLI A201: American National Government, the information related to the SC REACH Act of 2021 may be found on page 8.

Please let me know if you have any questions or concerns.

Thank you,

A handwritten signature in blue ink that reads "Thayer McGahee".

Thayer McGahee PhD, RN



# REPOLI-A-201 (SECTIONS 60): AMERICAN NATIONAL GOVERNMENT

Summer 1 2022 TERM (May 31 to June 29, 2022)

## Course Information

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**Instructor:****Phone:**

**Email:** Use my email address. Replies to messages requiring a response will usually take place within 24-48 business hours. Emails not sent through campus email will not receive a response.

**Department:** USCA, Department of History, Political Science, and Philosophy

**Office Location and Hours:** Zoom video conferencing will be used for remote meetings/office hours. See the link that is used for that on blackboard, under Start Here. Please just email me to set a time to meet.

## Course/Catalog Description

The formation and development of the national government, its organization, and powers.

Credit Hours: 3 credits. This course also meets the requirements of the SC REACH Act of 2021.

## Purpose of the Course

This course is a 3-credit course that explores the basics of American governmental and political institutions, including its Constitutional foundations. This is a basic survey course. We cover a lot of material with limited specificity. This course aims to familiarize you with core principles and processes. For more intensive study of these concepts, consider taking additional upper level political science classes.

## Course Organization

This course is structured into content folders (modules), with collections of readings, activities, and assignments in each module folder. Generally, there are two modules due each week, with all activities for each module due Friday night at 11:59 p.m. and Monday night at 11:59 p.m.

- There is a discussion board post for each module. Most discussion board assignments require you to post a response to the prompt (the equivalent of 2-3 paragraphs), and then provide a response to a peer posts (at least one substantial paragraph). Generally, your discussion board responses are due on Thursday, with the reply-to-peer post due on Friday, and then the other module's discussion board post is due on Sunday, with the reply-to-peer post due Monday.



- Each module also includes reading in the Ginsberg text (one chapter) as well as additional readings, provided by links, in each module. The modules usually include a recorded powerpoint-lecture and other internet or video links. You need to listen to/watch all of these in their entirety. There will also be several modules that pull readings/quizzes from the “Founding Documents” folder on Blackboard.
- Reinforcing Assignments (two assignments and the term paper) will be introduced in various modules, but are due during a later module. The first two assignments require about 3 pages of writing. The 4-5 page research paper is due the last week of class on June 29. Go ahead and review the assignments and paper guide in the Assignments feature now to be able to manage time for these requirements.
- There will be two tests (non-cumulative tests) due at different times during the term.
- You will also have three separate modules you will need to complete for REACH Act compliance on the Declaration of Independence, Federalist Papers and the Emancipation Proclamation. Both of these include a short quiz that you will be required to complete. Other REACH Act modules may be required if you do not pass Exam 1 and 3 and/or complete Assignment 1 and Discussion Board 3 with passing grades.
- Always consult the Course Calendar feature in the “Start Here” link on Blackboard to keep up with due dates.

### Prerequisites (Knowledge and/or Competencies)

No prerequisite required. Course credit may be applied to the following, depending on need:

- American Political Institutions requirement
- General Humanities requirement
- General electives requirement
- The Political Science Major core requirements
- South Carolina REACH Act requirements

### Course Delivery

POLI-A-201 Section 60 is an online courses in which practically all of the content and interactions will be accessed through the Blackboard course page. This online course offering is expected to be 100% asynchronous.

### Academic Calendar

Access [USCA's Academic Calendar](#) for important dates throughout the semester.

### Textbooks

**Required** (\*used copies work fine)

*We the People*, 13<sup>th</sup> Essentials Edition. By Ginsberg, Lowi, Weir, Tolbert, Campbell, Spitzer.

Additional assigned readings posted as links on Blackboard and noted in the modules and discussion board forums.



## Learning Objectives (Course-Level)

To successfully complete this course, the student is expected to:

1. Develop a substantive familiarity with the U.S. Constitution, including articles related to inter-governmental relations, relationship of governmental institutions, and civil liberties and civil rights.
2. Critically analyze the U.S. Constitution and five key Federalist Papers to assess how compatible the original Constitution is with democratic norms.
3. Critically analyze and compare the forms of discrimination experienced by different “protected classes” and how civil rights legislation and actions have been applied.
4. Recognize the processes of parties, interest groups, and the media as participants in elections and policy making.
5. Evaluate the role and relationships of institutions of our federal and state government – the Legislative, Executive (including both the Presidency and the Bureaucracy) and Judicial branches.
6. Research and analyze the checks and balances dynamics between branches of government on a substantive policy issue of your choice.

## Course Policies

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As students in this course, you should strive to obtain as much knowledge and improve skill sets that will aid your transition into your discipline. As USCA online learner, you should be courteous, thoughtful, detailed, and diligent throughout your coursework. Lack of initiative or motivation will stymie your opportunities to achieve in this course.

**YOUR ROLE:** My goal is for you to excel in this class and to develop the skills necessary to succeed in meaningful participation in the political system. However, you have the major responsibility for doing well. You must read and watch all lectures in addition to engage thoughtfully in the discussion board to do well. You cannot meet the objectives of this course by being a passive learner. You are expected to ask questions to clarify expectations, evaluations, or other aspects of the course not clear to you. Use email to ask me questions. You also need to engage with your classmates on the Discussion Board to gain exposure to other perspectives.

**Communication Policy:** When you need to communicate with me about your individual class performance always do it via e-mail through your USC Aiken e-mail account. Email direct to my address – [SarahY@usca.edu](mailto:SarahY@usca.edu). I will try to respond to e-mails within 24 hours during Monday – Friday (day), and 48 hours from Friday night to end of day Sunday. Occasionally, I may be “off grid”, but I will give you info on when I will become available, in the rare case this occurs. You **MUST** check the Blackboard page every 48-72 hours during this class to receive any updates. Failure to check the Blackboard page will not be considered a valid reason for missing important announcements or communications.

**Participation/Attendance:** Participation in this course is dependent entirely upon the student. You should make it a point to regularly login to the Blackboard course (at least 3-4



times a week) to check course announcements, posts and respond to weekly assignments, and to communicate effectively with the class.

**Time Management/Expectations:** This online course may **require approximately 9-12 hours a week to complete all necessary assignments**. Just like in face-to-face courses, students are to expect 3-4 hours of homework per credit hour on average in a college course. Associated weekly readings and assignments will also be expected to be completed quickly so plan accordingly. Set aside several hours a week to dedicate to completing your projects and weekly assignments.

**Document Formatting:** Work submitted for this course should be formatted according to the APA or APSA styles for formal papers. Use reasonable formatting for less formal assignments. If the instructor has a hard time deciphering your work it may count against you. Spelling, grammar, and punctuation are important so make the effort to submit your best efforts. For the term paper assignment, I will post a Works Cited format guide, which you can also access at this link: <https://www.mcalester.edu/las/wp-content/uploads/sites/41/2012/09/APSASyleGuide.pdf>

**Students with Disabilities:** If you have a physical, psychological, and/or learning disability that might affect your performance in this class, please contact the Office of [Disability Services](#), Student and Educational Support Building, Suite 104, (803) 643-6815 as soon as possible. The Office of Disability Services will determine appropriate accommodations based on medical documentation. Please note that professors are not permitted to provide accommodations unless instructed to by this office or provide retroactive accommodations.

**Grading Policy and Feedback:** Your grades will come from assignments, discussion board participation, and exams so be sure to follow the instructions. You will have multiple times throughout the semester to receive feedback from the instructor to improve your work.

See Final Grade Scale and Assignment Weighting on the next page.





## Final Grade Scale

## Assignment Weighting

| Letter Grade | Percentage | Assignment                                                                                                                                                                                                  | Percent |
|--------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| A            | 93-100%    | <b>Assignment 1: Reflection on the Constitution</b><br>*Passing grade (D) needed to meet REACH Act Requirements OR "If needed" Testing.                                                                     | 10%     |
| B+           | 89-92.99%  | <b>Assignment 2: Interest Group Exploration Assignment</b>                                                                                                                                                  | 10%     |
| B            | 81-88.99%  | <b>Regular Discussion Board Posts (total)</b><br>*Passing Score (2) needed on Discussion Board 3 to meet REACH Act requirements OR "If Needed" Testing.                                                     | 20%     |
| C+           | 78-80.99%  | <b>Exams (2 in total)</b><br>*Passing grades (D) on Exams 1 and 2 needed to meet REACH Act requirements or "If Needed" Testing.                                                                             | 34%     |
| C            | 70-77.99%  | <b>Checks and Balances Paper</b>                                                                                                                                                                            | 20%     |
| D+           | 67-69.99%  | <b>Federalist Papers Quiz (2%) and<br/>Emancipation Proclamation Quiz (2%) and<br/>Declaration of Independence Quiz (2%)</b><br>*Passing grade of 1.6/2 needed on each quiz to meet REACH Act requirements. | 6%      |
| D            | 60-66.99%  | <b>Total</b>                                                                                                                                                                                                | 100%    |
| F            | 0-59.99%   | *The Discussion Board Intro Post will be added as 1 bonus point if you do it at the end of the term.                                                                                                        |         |



**Late Work:** There is no late work for this course without instructor approval. Technical problems, for example, computer, lost or corrupted files, difficulties with Blackboard, and/or being without internet access are not acceptable excuses for submitting late work. In case of sickness, extensions will be granted, but you need to communicate promptly to alert me.

Makeup exams may be granted at the instructor's discretion in the case of documented extreme hardships, pandemic related circumstances, and true emergencies. Students capable of providing notice in advance must do so or they will not be eligible for a makeup exam. Late work on assignments or discussion board posts will only be granted if notice of lateness was given in advance when possible or a genuine health issue/sickness has occurred.

**Etiquette:** We should all act as professionals throughout the entirety of the course. This includes posting weekly contributions for team communications, discussion contributions, appropriate planning methods among group members, consistent documented progress, and meeting of all established milestones and deadlines. In this course, you are expected to comply with the [USCA Standard for Netiquette](#), which emphasizes respect, dignity, and integrity.

## Assignment Descriptions

For each of the activities listed below, be sure to follow the deadlines provided on the *Course Schedule*, which is linked on the Course Menu in Blackboard. For Missed activities, see additional penalties and policies listed under the Course Policy section of this syllabus.

**Discussion Board:** Students should engage regularly in the online discussion forum. There will be two discussion boards due every week. Students will write a 250 word response to the discussion prompt posted on Blackboard and a 100 word response to another student's post by the two weekly due dates. The discussion posts for the first weekly module are due every Thursday(your post)/Friday(reply to peer), and the discussion posts for the next weekly module are due Sunday(your post)/Monday (reply to peer) (20% collectively).

Participation should include reading associated readings and posting original responses to the questions asked by the professor. The response post should thoughtfully address a discussion point made by a classmate(s). To receive a good mark, both posts and responses should be substantive, demonstrating that you read and critically assessed any related readings for the discussion board (e.g. a series of posts such as "I agree," or "me too," will not result in a good grade) and regular and timely (See the due dates on the prompts to ensure you make posts in time. Late posts will receive no credit if posted after grading the others).

Students are expected to engage with the professor and their fellow students in a respectful manner. Comments on the online forum or private messages/emails that are inappropriate, disrespectful, or harassing may result in the lowering of participation grade or the course grade. The professor retains the right to have another USCA faculty member review any communications at her discretion.



**Assignments:** Assignments will be set up as modules in Blackboard. You will find related readings and links to each of these assignments in the modules. Each assignment will be more fully explained in the module. Below is a brief description of required assignments.

- **Assignment 1** – Interactive exploration of key articles of the Constitution and related amendments, assessing how this document addresses democratic ideals. You will need to integrate assigned Federalist Papers and Constitution readings into this reflection. Write an approximate 3 page, double spaced response interpreting and discussing readings and critically assessing the Constitution. Turn in online (10% of final grade)
- **Assignment 2-** Research on an interest group of your choice. You will report on the group’s leadership structure, its history, its key policy issues and goals, and how it recruits members. You will critically assess how impactful it has been in the political system. Write a 3 page, double spaced response, turned in online. (10% of final grade).
- **Checks and Balances Paper:** You will write a paper of about 4 pages (double spaced), researching a current policy issue in regard to checks and balances dynamics between the branches of national government, as well as any important state-level action. You will need to use at least 8 sources, preferably peer reviewed sources or high-quality government sources, to write this paper. A list of suggested policy issues will be provided. This paper will be turned in online and checked for originality using Safe Assign. (20% of final grade)

**Exams:** There will be two online exams. Each is non-cumulative and will only cover material for a half of the entire course. You will have a time limit on exams. They will be a mix of multiple choice and short answer. Since they are online, they will be open-book format. You can use notes or text when doing them. You may NOT collaborate with others. You will have a limited time to complete the test, so studying ahead is necessary. It will be hard to “look up” all answers during the timed test period. You must submit your exams during the one-day window when the exam is posted, with a closing date/time listed on Blackboard. Tests must be taken in one sitting. VERY FEW EXCEPTIONS TO THIS. (34% collectively)

**Note:** When taking assessments:

- The preferred browsers to use for an assessment or PC and Mac users are Google Chrome or Mozilla Firefox.
- Students should seek a computer with a **wired** connection if available. If using a wireless connection, be sure to be close enough to the wireless router that has the strong signal.

**Declaration of Independence, Fed Papers Quiz and Emancipation Proclamation Quiz**

**(REACH Act Requirements):** These quizzes are required and are in the “Founding Documents” folder. Each are 2% of your final grade. (6% for both). You must make 1.6/2 on each to pass, and you can take the quizzes as many times as necessary to do this.

**REACH ACT REQUIREMENTS**

This course meets the requirements of the SC REACH Act of 2021. According to state law, the following documents must be read in their entirety, in the context of a 3 credit American History or American Government course by students in all degree programs; per state law, you may not graduate from this or any other South Carolina public institution of higher education without satisfying this requirement. In the Founding Document area of the course, you will find a folder for each set of documents (abbreviated FD Folder). Each folder contains an overview of the document, the document(s) in their entirety, and a video lecture by a USCA professor related to the document(s) In this course the documents will be assigned, read, and explained in the following parts of the course:

| <b>Document(s)</b>                                                                                             | <b>Assigned</b>    | <b>Explained</b>                                                                                    | <b>Assessed</b>                                                                                                     |
|----------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| The Declaration of Independence                                                                                | Module 1           | <ul style="list-style-type: none"> <li>• FD Folder 1</li> <li>• Module 1 Powerpoint</li> </ul>      | FD quiz #1                                                                                                          |
| The United State Constitution                                                                                  | Module 1-3 and 6-8 | <ul style="list-style-type: none"> <li>• Module 1-3, 6-8 Powerpoints</li> </ul>                     | <ul style="list-style-type: none"> <li>• Assignment 1</li> <li>• Exam 1 and Exam 2</li> </ul> If needed: FD quiz #2 |
| Federalist Papers, no. 10, 39, 51, 54, 78                                                                      | Module 1, 2, 6     | <ul style="list-style-type: none"> <li>• FD Folder 3</li> <li>Module 2, 3, 6 Powerpoints</li> </ul> | <ul style="list-style-type: none"> <li>• FD quiz #3 (required)</li> </ul> Assignment 1                              |
| The Emancipation Proclamation                                                                                  | Module 3           | <ul style="list-style-type: none"> <li>• FD Folder 4</li> <li>• Module 3</li> </ul>                 | <ul style="list-style-type: none"> <li>• FD quiz #4 (required)</li> </ul>                                           |
| African American Freedom Struggle <ul style="list-style-type: none"> <li>• MLK “Selma March Speech”</li> </ul> | Module 3           | <ul style="list-style-type: none"> <li>• Discussion Board 3</li> </ul>                              | <ul style="list-style-type: none"> <li>• Discussion Board 3</li> </ul> If needed: FD quiz #5                        |

To pass this class, students must earn an 80% (1.6/2) or higher on each of the required founding document quizzes. You may retake each quiz as often as you need to as long as you complete them by the 11:59 pm on the last day of class, at the latest as listed on the USCA Academic Calendar. After this time, the quizzes will no longer be available and you will not be able to pass this class.

Also, if you do not get a passing grade on the other assignments/tests related to the REACH act as noted, you need to take the “If Needed” quizzes to demonstrate compliance with the REACH Act. The “If Needed” scores will not replace your grades on the assignments/tests, but they do give you a back-up option for completing the REACH Act requirements.

**Necessary Study Methods:** To be successful in this course, work through the modules in sequential order. Complete assigned readings and participate in activities as scheduled (as applicable). Complete the activities as assigned by the required due date in the *Calendar feature, posted under “Start Here”*. Be sure to keep a backup of all assignments.



**Syllabus and Content:** I reserve the right to change this syllabus or make modifications to assignment dates (pushing them back), topics under discussion, or readings at any time. A Revised Schedule will be posted to Blackboard if/when this occurs.

### **COVID-19 Related Requirements**

Technology expectations. Students must have the following to succeed in this class. If you foresee a problem, notify your professors immediately.

- A working computer
- Reliable, high speed internet
- A device with a web cam and microphone (such as a laptop, Ipad, smart phone, etc.)
- Familiarity with or willingness to learn to use software for remote collaboration, such as Zoom, Slack, Microsoft Teams, Google Docs, etc. This software is all free or provided to you at no cost by USCA
- Microsoft Office Suite. Available through USCA for free.
- A working Blackboard account, connected to an email account you check daily.

Mode of instruction:

The University of South Carolina Aiken reserves the right to change, adjust, and/or cancel any campus operation, including but not limited to, mode of instruction, delivery of services, or use of campus facilities, whenever the campus administration determines in its sole discretion that circumstances warrant the operational change.

### **Face-covering and Hygiene Requirements**

In an effort to maintain the health and safety of our students, faculty, and staff, the following requirements will be implemented in this course mirroring the policies of the university. You will be alerted if there are changes during the semester.

- Students must wear a face covering for any face-to-face meeting of the course throughout the semester. Any student who does not wear a face mask upon entering will be asked to leave the classroom in order to retrieve a covering before being allowed to return.
- Students who have documented conditions that could be exacerbated by wearing face coverings should apply for accommodations with the Student Office of Disability Services.
- Any student who does not adhere to the face-covering requirement may be referred to the Office for Student Affairs.
- Students should practice social distancing as much as possible.
- Students should practice good hygiene by washing their hands as much as possible, following CDC hand-washing protocol. Each student should use his or her own hand



sanitizer or the hand sanitizer either provided in the classroom or in the hallway outside of the classroom as much as possible.

- If a student becomes sick or feels he or she is becoming ill, that student should not come to campus. The student should immediately notify the course instructor and seek medical assistance/advice from the UofSC Aiken Student Health Center by calling 803-641-2840.

## Technology and University Resources

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You do not have to tackle the challenges of higher education alone! There are many resources available to USC Aiken's online students, from tutoring to counseling to addressing academic honesty. You are encouraged to utilize the available student and academic support services throughout the semester. This link will also help students access Blackboard support and technology resources including a browser checks for Blackboard compatibility, minimal expectations of learner technology skills, links to software applications, and technology requirements for Blackboard compatibility.

**Technology Requirements:** For this course, you will need access to a reliable computer with high-speed internet access. To access the course site, please log into the [Blackboard Learning Management System](#) using your Blackboard username and password credentials.

## Blackboard Help

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**Obtaining Your Blackboard Login Credentials:** *If you are new to Blackboard and/or are not aware of your Blackboard login credentials, follow the steps below.*

1. Complete instructions can be found on [Self-Service Carolina Help](#) at [Self-Service Carolina Help](#).
2. Follow the registrations guides at [Self-Service Carolina Help](#) for getting your network username (for Blackboard) and to set your password at [my.sc.edu](#) or go to [SC Authentication Service](#) to login.

### In the course:

- For Blackboard help tutorials, click the [Blackboard Help Button](#).
- If you have a specific Blackboard concern, please contact [USCA Computer Services Help Desk](#). The [Help Desk](#) is located in B&E Suite 238. You may email the Help Desk, [help@usca.edu](mailto:help@usca.edu), or call 803-641-3391 from non-campus phones or use extension 4357 from campus phones.
- [For After-Hours Outage Reporting](#) call or text 803-265-5266.

## Minimal Technology Skills

If you are an online student at USCA you should have access to a computer that meets [USCA's Laptop MINIMUM Hardware Specifications](#). The Office of Distance Learning





recommends that online students have access to a webcam, either built in or external, and purchase a headset with noise-cancelling microphone for effective communication.

You should have or will acquire the following technology skills throughout this course:

1. Downloading and installing software applications.
2. Using Microsoft Office (or similar alternative software) to draft and save in multiple file formats.
3. Copying and pasting between documents and Blackboard. To **select all** press and hold *Ctrl* (the control key) on the keyboard and then press the *A* on the keyboard. To **copy**, press and hold *Ctrl* and then press the *C* on the keyboard. To **paste**, press and hold down *Ctrl* and then press *V*.
4. Communicate effectively using a webcam and microphone in synchronous interactions or create and upload multimedia content via video or social media platforms.
5. Using Blackboard to upload files, post to discussion boards, complete tests, participate in wikis, and post blog entries (where applicable).
6. Using a USCA supported video conferencing tools (Blackboard Collaborate, Yuja, or Adobe Connect) to participate in video conferencing sessions, view recordings, or create recordings (if applicable).
7. Using USCA email accounts to communicate with your instructors. Using Zoom video conference software for individual meetings.

You must also have access to and be proficient with the following software and hardware:

- **[Firefox](#)** (free download) – Blackboard generally prefers this browser.
- **[Chrome](#)** (free download) or Safari (free download) – These are backup browsers for Blackboard. If you cannot access something in Firefox, try Chrome or **[Safari](#)** before contacting your professor or USC Aiken’s Help Desk. (Note: **Internet Explorer** is **NOT** a recommended browser due to security risks and incompatibility with Blackboard.)
- **[USCA Software Discounts](#)** (free Microsoft 360 download)
- **[Microsoft 365](#)** allows access to the following software applications (Word, Excel, Access, PowerPoint, Publisher, One Note, OneDrive, and Outlook) and may be required to complete various course assignments (part of the free Microsoft 360 download). Full information and download instructions can be found on the **[Office 365 page](#)** of the **[Help Desk website](#)**.
- **Account Recommendations:** **[Google Drive](#)** (**[Privacy Policy](#)** and **[Accessibility Statement](#)**)
- **Office Mix:** Microsoft Office Mix is an add-on to Microsoft PowerPoint. With Mix, you can create voice-over PowerPoint lectures that are self-running and contain a number of interactive items, such as embedded video, quizzes, and screencasts. Mix is an additional tab that appears on your PowerPoint ribbon. Students are afforded the use of Mix for free. The free download can be found on the **[Office Mix](#)** website.

- **Mandatory Accessories:** Webcam (built-in or external), Noise-cancelling headphones/microphone (external, not one built into your computer)

## University Support Services

Listed below are the University of South Carolina Aiken support service and policies. These support services are listed for your benefit should you feel the need to use them. These services or policies may change or be updated periodically. The instructor reserves the right to change or adapt materials within the course if needed.

[USCA Online Student Support Services](#)

[Academic Code of Conduct](#)

## Diversity at the University of South Carolina Aiken

In support of the overall mission of the University of South Carolina Aiken and as an administrative component of the Student Life and Services Division, the Office of Global Studies and Multicultural Engagement seeks to foster a warm, welcoming, and supportive environment for the diverse members of the campus community; to provide minority and international student support services and programs that assist with campus efforts to mirror the retention, graduation, and career placement rates of the larger student population; to work with various departments and committees of the university to provide programs and activities for the campus and local community that encourage an awareness and appreciation of cross-cultural perspectives; and to help equip members of the campus community with practical leadership and interpersonal skills to prepare them for living and working in an increasingly multicultural society.

## Plagiarism, Academic Honesty, and Citing Sources

The [USC Aiken Student Handbook](#) defines violations of academic integrity as follows:

The principle of academic integrity prohibits all forms of academic dishonesty including cheating, lying, bribery, and plagiarism. The following examples illustrate conduct that violates academic integrity, but this list is not exhaustive.

- Giving or receiving unauthorized assistance, or attempting to give or receive such assistance in connection with the performance of any academic work.
- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
- Unauthorized use of any portable electronic device unless required for the course during a test period without consent of the instructor.





- Access to the contents of any test or examination of the purchase, sale, or theft of any test or examination prior to its administration.
- **Using another person's discussion board post as a base for your own, and simply changing around some words here or there.**
- Use of another person's work without proper acknowledgement of source; i.e. plagiarism.
- Intentional misleading of any person in connection with any academic work including the scheduling, completion, performance, or submission of any such work.
- Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
- Conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic program.

Only the appropriate faculty member can "authorize" assistance, use of materials, etc. Whenever a student is uncertain as to whether conduct would violate academic integrity, it is the responsibility of the student to seek clarification from the appropriate faculty member prior to engaging in such conduct.

### University of South Carolina:

Plagiarism could be defined as follows:

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work, which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. Students will be considered to have plagiarized whenever their work is not properly documented.

Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The [Student Guide to Academic Integrity](#) describes appropriate academic conduct in research, writing, assessment, and ethics.

Academic dishonesty is not tolerated at USC Aiken. The penalties can be severe and include: *failing the assignment, failing the course, and referral to Student Judicial Programs to face form conduct charges*. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisors, or with the academic deans.

Please note that even if you paraphrase another's work, you must also cite your source in the text, just as you would a direct quote. Additionally, submitting a paper you have written for another course is also a form of plagiarism known as multiple submissions.



You will be turning in papers through SafeAssign, an online tool on Blackboard that assists in discovering plagiarism. Click on the link for a great resource to help you avoid [plagiarism](#).

*If you intentionally or blatantly plagiarize in this class, you are in danger of failing the class, and the case can be reported to Student Judiciary.*

For this course you may be using either APA or APSA formatting, depending on the topic of your submissions, and cite your sources. Use the following resource guides for APSA style.

- <https://www.macalester.edu/las/wp-content/uploads/sites/41/2012/09/APSASStyleGuide.pdf>
- <http://www.psci.unt.edu/~pmcollins/APSA%20Citation%20and%20Reference%20Guidelines.pdf>

Generally, the following principles apply:

1. All quotes, summaries, paraphrases, and facts must have two types of documentation. The first is a parenthetical or in-text citation inserted in the text where the referenced content appears. The second is a bibliographic entry or endnote on a References/Works Cited page at the end of the paper.
2. Anything cited word-for-word is a quote and must appear in quotation marks. Quotes must be documented.
3. Any source cited in the paper should have a corresponding bibliographic entry/endnote at the end of the document.
4. Only sources cited in the paper should appear in the References/Works Cited. Sources you read but do not cite may be cited in a separate Works Consulted.
5. All quotes, paraphrases, and summaries must have page numbers as they are identified in the original source. Many internet sites do *not* have page numbers listed online (it does not count if they appear when you print out the document), although some do (such as pdfs and online journals). Only site a page number if it is identified in the original source.

Be sure to review this information carefully, as it includes clarifications of the policies upheld in this course, especially the [Student Guide to Academic Integrity](#).

## Academic Freedom

“Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject.” The preceding comes from the [American Association of University Professors’ statement on academic freedom](#). Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of [coursework], this means that faculty members have the right to conduct their classes in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.



## Tutoring Services

USCA's [Center for Student Achievement](#) wants students to excel academically. To that end, we offer a variety of academic support services that are free for currently-enrolled USCA students. Please take a look at the sections below to find a tutoring service that best fits your needs.

## Accessibility

The University of South Carolina Aiken seeks to provide effective services and accommodation for qualified individuals with documented disabilities. The technology tools utilized within this course offer a variety of accessibility features, such as compatibility with screen readers, text-based visual alternatives, video scripts, and attention to Universal Design. The central platform for this course, [Blackboard](#), also [complies with ADA requirements](#).

**Americans with Disabilities Act Statement:** By federal law, you are entitled to and eligible for accommodation through the [Disability Services Office](#). USC Aiken seeks to provide effective services and accommodation for qualified individuals with documented disabilities.

The Disability Services Office provides accommodations to ensure that educational programming and services are accessible to students with disabilities. If you have a physical, psychological, and/or learning disability that might affect your performance in this class, please contact the [Disability Services Office](#), in the Student Support Services Bldg, Suite 104, at (803) 643-6815 as soon as possible, if you believe you are eligible for accommodations. The Disability Services Office will require appropriate documentation to determine accommodations.

### [USC Accessibility Resources](#)

## Student Disclosure of Sexual Misconduct

It is the policy of the University of South Carolina Aiken, in order to maintain an environment in which the dignity and worth of all members of the institutional system are respected, that sexual harassment of employees or students is prohibited. Such conduct is a form of behavior, which seriously undermines the atmosphere of trust essential to the academic environment. This policy is consistent with federal and state laws prohibiting sex discrimination. It is also a policy of the University that willful false accusation of sexual harassment shall not be condoned. Review [USCA's Sexual Assault Policy](#). If you disclose a potential violation of the sexual misconduct policy, I will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged to contact confidential resources listed below. To make a report to the Title IX Coordinator, visit the [Equal Opportunity and Title IX](#) website.

## Military and Veteran Resources

The [Veteran and Military Student Success Center](#), or VMSSC, is just that: a center for your education and transition success. Staff at the center can answer questions that relate to your service, benefits, education and career choices. Contact the center to receive

University of South Carolina Aiken



information about VA benefits, DoD Tuition Assistance, financial aid and scholarship opportunities, paperwork requirements, transfer credits, and other services specifically for military veterans, active or reserve service members and their families. Call 803-643-6767 or email [vmss@usca.edu](mailto:vmss@usca.edu).

### Gregg-Graniteville Library

USC Aiken online students have access to the vast resources within the [Gregg-Graniteville Library](#), which strives to provide the academic community with the information required for intellectual, professional and personal development. For assistance with access to library materials, visit [library chat](#) or call 803-641-6808. You can also fill out an [online form](#) with reference questions for a librarian.

### Confidential Resources

The [USC Aiken Counseling Center](#) - To schedule an appointment with a counselor, call the Counseling Center at (803) 641-3609 or stop by Room 126 in the Business and Education Building during office hours.

### Emergency Services

Unfortunately, a catastrophic event could occur on a local, regional, or national level that disables communication to or from the University of South Carolina Aiken. Students should provide for their own safety and the safety of their family and then contact their instructors by phone, private e-mail, or through alternately provided numbers. Every effort on the faculty's part will be made to reasonably attempt to continue with the course and to meet the course objectives. If, for any reason, there is no Internet or telephone communication available for an extended period of time, postal service will be used to continue; and in this instance students will be awarded incomplete grades until revised completion plans can be determined. The [Department of Law Enforcement & Public Safety](#) website can be accessed for the emergency response plan and other documents concerning student and faculty safety.

## **HIST A202: UNITED STATES HISTORY TO 1865, WRITING INTENSIVE**

**ONLINE  
SUMMER 2022**

### **Faculty Contact Information**

Professor:

Department: USCA, Department of History, Political Science, and Philosophy

Contact: message me through the message function in Blackboard: typically, all messages requiring a reply will receive a response within 48 business hours. Messages sent to my email account will not receive a reply.

Online Course Delivery: Blackboard Learning Management System

Office Hours: Office hours will be held remotely. See Blackboard for schedule and details.

### **If you need help**

We are all living through confusing and difficult times. If you need help—if you don't feel well mentally or physically, if you're not safe at home, or if you're struggling in school—please message me or come to office hours. If I can't help, I'll find you someone who can. You can find more specific resources on Blackboard, under the "life help" section.

### **Copyright Disclaimer**

Materials associated with this course are subject to copyright laws and protections. These materials are intended for the viewing of only those students enrolled in this course and only for the time during which they are enrolled. The contents of this course may not be saved, copied, and/or shared.

### **Description of Course Content**

This course explores American history, beginning with human settlement of the Americas and ending in 1865. It pays particular attention to issues of culture, gender, race, religion, and society, and how they shaped American history and contributed to today's America.

HIST A201 is a 3-credit, asynchronous online course. Depending on the circumstances, it may be applied to:

- American Political Institutions requirement
- General Humanities requirement
- Writing Intensive requirement
- General electives requirement

### **Student Learning Outcomes**

Upon completion of this course, students should be able to:

1. Identify major patterns of economic development, social and cultural change, and political reform in the United States to 1865.
2. Explain how colonization, political developments, industrialization, immigration, religion, and social activism reshaped American demography, geography, social relationships, labor conditions, and conceptions of humanity.
3. Apply critical and comparative thinking to a variety of primary and secondary sources, draw valid conclusions from documentary evidence, and evaluate the significance of events and ideas within their contemporary contexts.
4. Appreciate the process of peer review and academic scholarship in the historical profession.
4. Communicate clearly and argue persuasively in writing to multiple audiences.

## Assessment of Student Learning Outcomes

The student learning outcomes will be assessed using different graded evaluation tools: quizzes, an analytical paper, online participation, and essay exams. See the course requirement section for further details.

## Required Books

Bissell, Victoria and Timothy Shannon. *Going to the Source*, v. 1 (5<sup>th</sup> edition). Boston: Bedford/St. Martin's, 2019. Do not purchase an earlier edition, you will not be able to complete the assignments. Do not purchase an electronic edition, you will not be able to complete the assignments. (Abbreviated *GTS*)

U.S. History.org, *U.S. History: Pre-Columbian to the New Millennium*. <http://www.ushistory.org/us/index.asp>

Note: this is a free online textbook; you do not need a login or code to use it.

## Technology and Software Requirements

*To be able to participate fully in this course you must have ALL of the following on or before the first day of class and throughout the entire course:*

- **Regular access to a computer:** You MUST access the course materials and complete all work in Blackboard using a computer, NOT a tablet or smartphone. Your computer must be up-to-date enough and in good enough working condition to use all required software and access all required websites.
- **Reliable and speedy internet access:** This course requires you have reliable internet access and fast connection speed, as you will be taking online quizzes. If your wireless connection drops during a quiz or test, you will not be able to submit the quiz or test or retake it.
- **Speakers installed and working properly on your computer:** You MUST have this required technology in place to properly view lectures and other course material.
- **A web camera installed and working properly on your computer:** You MUST have this required technology in place to properly participate in the course introduction session, office hours, exam review sessions, etc. Note: this is a USCA requirement for all classes.
- **Computer competency:** Participation in an online course requires some basic knowledge of computer technology. You must be comfortable using an internet browser(s); email/messaging and discussion boards; Microsoft Word and PowerPoint; QuickTime; uploading and downloading documents; and accessing resources such as search engines and websites (e.g., Google, YouTube, etc.).
- **USCA Library:** You must be comfortable locating and using electronic resources in the USCA library catalog and using a working login for the USCA library proxy server. In particular, you will use Kanopy (a USCA library database) throughout the course. You must be able to log in and locate films.

### *Blackboard Learning Management System*

Students must have access regular and reliable access to this course on the Blackboard Learning Management System. Students will need to know how to use the system, including how submit assignments, take tests and quizzes, locate and use course resources, participate in the discussion board, use the message function, and regularly locate their grades and the professor's comments. Directions for obtaining your Blackboard login credentials can be found at Self-Service Carolina Help. If you have read this far, send me a photo of an otter and where you found it as a Blackboard Message by the second day of class for extra credit on your first module quiz.

### *Microsoft Office*

Access to the current version of Microsoft Office Word will be required to complete various course assignments. This program may be obtained free of charge through the USCA IT desk.

### *USCA Library Access*

Some elements of the course will require you to locate and view documentaries and other media elements



through USCA's online collections. You must have and know how to use your login credentials, including those for accessing library materials off-campus.

### ***Safe Assign***

USCA is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the professor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Blackboard's Safe Assign feature and will be included as source documents in Safe Assign's restricted access database solely for the purpose of detecting plagiarism in such documents.

### ***Technical Support***

To obtain assistance with technical issues (removing pop-up blockers, opening pages or quizzes, etc.), if you are unable to see the course content, or if you have other technical questions regarding the course, please visit the USCA Computer Services Help Desk, email [help@usca.edu](mailto:help@usca.edu), or call 803-641-3391. For problems with Blackboard itself that USCA IT cannot assist you with, students should contact the USC Columbia IT for help (803.777.1800), they will direct you to the Blackboard experts (make sure you listen to the entire menu).

**NOTE: Do NOT contact the professor with technical questions; I will NOT be able to assist you, and I will only direct you to the Computer Services Help Desk or Blackboard Support.**

## **Course Grading and Policies**

### ***Grading***

#### Module Quizzes (25%):

For each module (M1-M13), you will have a 10 question objective quiz based on the following module elements:

- textbook assignment
- video lecture
- documentary

For Module 1 (course introduction), the quiz may also test information found on the syllabus and on the course Blackboard site. See the course resources folder for further information.

Late, missed, incomplete, or incorrectly submitted quizzes may not be made up for any reason, but three will be excluded from your final grade to accommodate any issues that arise, including technical difficulties. If you complete more than required, the lowest quizzes will be excluded instead. You will not see these quizzes vanish from Blackboard—they stay there but Blackboard excludes them from your final module quiz average. For security purposes, only your final grade for each quiz will be available, but you can come to office hours if you have questions about your performance on individual questions.

Students are strongly encouraged to attempt to complete all the quizzes—leave yourself some room to have a technical problem, illness, or an emergency.

#### Going to the Source Quizzes (25%):

For each module (M1-M13), you will have a 10 question objective quiz based on the assigned *Going to the Source* chapter(s). See the course resources folder for further information.

Late, missed, incomplete, or incorrectly submitted quizzes may not be made up for any reason, but three will be excluded from your final grade to accommodate any issues that arise, including technical difficulties. If you complete more than required, the lowest quizzes will be excluded instead. You will not see these quizzes vanish from Blackboard—they stay there but Blackboard excludes them from your final module quiz average.

For security purposes, only your final grade for each quiz will be available, but you can come to office hours if you have questions about your performance on individual questions.

Students are strongly encouraged to attempt to complete all the quizzes—leave yourself some room to have a technical problem, illness, or an emergency.

#### Exploring History Assignment (25%):

A paper where you choose a peer reviewed journal article and use it to expand on one or more of the course topics, of your choosing. See Blackboard for details. Late, missed, or incorrectly submitted portions of the assignment cannot be made-up outside of extraordinary, documented emergencies (technical problems are not an excuse) so you are strongly encouraged to complete and submit your essay in advance of the deadline. You may resubmit your assignments as often as necessary before the deadlines. Details are in the module folder, in the Exploring History folder. You should open this at the beginning of class and review the assignment details.

#### Final Exam (20%):

The final exam will be an essay open-book and open-notebook exam. Late or missed exams cannot be made-up outside of extraordinary emergencies (technical problems are not an excuse) so you are strongly encouraged to complete and submit your exam in advance of the deadline.

#### Class Participation (5%): Students should engage regularly in the online discussion forum.

- 1) For each module thread, post a meme that relates to some or all of the module material. Either indicate that it is your own creation, or cite your source. Then explain how it relates to the module in a thoughtful paragraph.
- 2) Respond to what your classmates are posting in a way that engages with the course material.
- 3) To receive a good mark, both posts and responses should be thoughtful, substantive (e.g. a series of posts such as “I agree,” or “me too,” will not result in a good grade nor will sharing a meme without substantive commentary) and regular and timely (i.e. a flurry of new posts or responses to old posts at the end of the semester will not result in a good grade).

Research shows that students who get to know their classmates in online courses are more successful in the course. To this end, I have created two forums: an off-topic forum (where you can discuss pets, hobbies, what you're watching on Netflix, etc.) and a help and advice forum (where you can ask your classmates questions or offer advice about succeeding in college, in an online course, etc.). If you message me with a question that is of general interest to the class, I will answer it in this forum. Participation in these forums is optional but highly recommended.

Thoughtful participation in the course orientation session and meetings with the professor can also positively contribute to the participation grade if you are also using the discussion board productively.

Students are expected to engage with the professor and their fellow students in a respectful manner. Comments on the online forum, in private messages/emails; during orientation sessions, review sessions, office hours, or appointments; or any other interactions that are inappropriate, disrespectful, or harassing may result in the lowering of the course grade and/or removal from the course or reporting to USCA. The professor retains the right to have another USCA faculty member review any communications at her discretion.

*All assignments must be typed in 12 point font, single spaced. Technical problems, for example, computer, lost or corrupted files, difficulties with Blackboard, and/or being without internet access are not acceptable excuses for submitting late work. It is your*



responsibility to make sure that the files have been correctly submitted, in the allowed format. Do not submit your assignments in the comment box or they will not be graded.

|    | <b>Letter Grade</b> | <b>Explanation</b> |
|----|---------------------|--------------------|
| A  | 90-100%             | Excellent          |
| B+ | 85-89.99%           | Very Good          |
| B  | 80-84.99%           | Good               |
| C+ | 75-79.99%           | Above Average      |
| C  | 70-74.99%           | Average            |
| D+ | 65-69.99%           | Below Average      |
| D  | 60-64.99%           | Poor               |
| F  | 0-59.99%            | Failing            |

### **Founding Documents**

This course meets the requirements of the SC REACH Act of 2021. According to state law, the following documents must be read in their entirety, in the context of a 3 credit American History or American Government course by students in all degree programs; per state law, you may not graduate from this or any other South Carolina public institution of higher education without satisfying this requirement.

In the Founding Document area of the course, you will find a folder for each set of documents (abbreviated FD Folder). Each folder contains an overview of the document, the document(s) in their entirety, and a video lecture by a USCA history or political science professor related to the document(s).

In this course the documents will be assigned, read, and explained in the following parts of the course:

| <b>Document(s)</b>                                                                                                                                                   | <b>Assigned</b> | <b>Explained</b>                                                                     | <b>Assessed</b>                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| The Declaration of Independence                                                                                                                                      | FD Folder 1     | <ul style="list-style-type: none"> <li>• FD Folder 1</li> <li>• Module 7</li> </ul>  | <ul style="list-style-type: none"> <li>• FD quiz #1</li> <li>• Midterm exam*</li> </ul> |
| The United State Constitution                                                                                                                                        | FD Folder 2     | <ul style="list-style-type: none"> <li>• FD Folder 2</li> <li>• Module 8</li> </ul>  | <ul style="list-style-type: none"> <li>• FD quiz #2</li> <li>• Midterm exam*</li> </ul> |
| Federalist Papers no. 10, 39, 51, 54, 78                                                                                                                             | FD Folder 3     | <ul style="list-style-type: none"> <li>• FD Folder 3</li> </ul>                      | <ul style="list-style-type: none"> <li>• FD quiz #3</li> </ul>                          |
| The Emancipation Proclamation                                                                                                                                        | FD Folder 4     | <ul style="list-style-type: none"> <li>• FD Folder 4</li> <li>• Module 13</li> </ul> | <ul style="list-style-type: none"> <li>• FD quiz #4</li> <li>• Final exam*</li> </ul>   |
| African American Freedom Struggle <ul style="list-style-type: none"> <li>• Fannie Lou Hamer, Testimony...</li> <li>• MLK Jr., Letter from Birmingham Jail</li> </ul> | FD Folder 5     | <ul style="list-style-type: none"> <li>• FD Folder 5</li> </ul>                      | <ul style="list-style-type: none"> <li>• FD quiz #5</li> </ul>                          |

**To pass this class, students must earn an 80% or higher on each of the required founding document quizzes. You may retake each quiz as often as you need to as long as you complete them by the 11:59 pm on the last day of class, as listed on the USCA Academic Calendar. After this time, the quizzes will no longer be available and you will not be able to pass this class.**

\*Depending on the version of the midterm and final exam you take, the tests may or may not additionally assess your understanding of these documents.

### ***Academic Dishonesty***

Academic dishonesty in any form is the most serious offense you can commit as a student. All students are expected to observe the USCA Honor Code, as defined in the Student Handbook. According to the USCA Student Handbook, academic dishonesty includes “cheating, lying, bribery and plagiarism.” The Handbook

further provides that, a student “may receive a 0 or F on the assignment or requirement for which the violation occurred,” or “may receive an F in the course or requirement for which the violation occurred.” Please refer to the USCA Student Handbook (available online at <http://www.usca.edu/studenthandbook>) for more specific information. Please keep in mind:

- Students are responsible for understanding and following the University of South Carolina Aiken’s policy on academic dishonesty.
- Students must be aware of the definition of **plagiarism** and of the rules one must follow when quoting from, paraphrasing, and citing others’ work (including work posted on the Internet). Resubmitting papers in part or in whole that were written for other courses without permission of both instructors, or resubmitting work already submitted for this course (this semester or in a prior semester) also constitutes plagiarism. Depending on the circumstances, academic dishonesty of any kind may result in failure of the assignment/quiz/test or the course and will be reported to the university.
- Sharing or discussing assignments, quizzes, or exams (including questions, prompts, or responses with anyone other than the professor (before, during, or after completing the assignment, quiz, or exam) without written permission from the instructor constitutes academic dishonesty and will result in failing the course and a report being made to the university.
- Sharing Blackboard access to this course, or elements of this course, constitutes academic dishonesty.

### ***Students with Disabilities***

If you have a physical, psychological, and/or learning disability that might affect your performance in this class, please contact the Office of Disability Services, Student and Educational Support Building (formerly the Supply and Maintenance Building) (803.643.3609) as soon as possible. The Office of Disability Services will determine appropriate accommodations. Please note that professors are not permitted to provide accommodations unless instructed to by this office or provide retroactive accommodations.

### ***Makeup Work***

A makeup paper, midterm or final exam may be granted at the instructor’s discretion in the case of documented extreme hardships or true emergencies. Students capable of providing notice in advance must do so or they will not be eligible for a makeup assignment or exam. Exam or paper formats may differ significantly from the original formats and will be given at the instructor’s convenience.

The excluded lowest/missing quizzes are designed to accommodate emergencies of any kind. Therefore, missed quizzes may not be made up for any reason.

### ***Additional Feedback and Grade Challenges***

I am happy to provide students with additional feedback on their assignments, quizzes, or exams, to explain grades, and to provide suggestions for improving future performance.

Grade challenges must be 1) made no sooner than 24 hours and no later than 3 days after the quiz, test or assignment grades are entered into Blackboard (for the final exam and participation grade, they must be submitted before the instructor submits final grades to USCA) and 2) be submitted in writing by messaging the instructor through Blackboard; the challenge must include a clear explanation of why you believe the original grade to be incorrect and why you believe you earned a different grade. Grade challenges will result in the elimination of the original grade—the instructor will re-grade the entire assignment, quiz, or test: the resulting grade may be the same, higher, or lower. At the instructor’s discretion, another USCA professor may be consulted in assigning the final grade. Students are strongly encouraged to discuss the situation with the instructor informally prior to submitting a grade challenge.



January 11, 2024

From: Eric Skipper, USCB Provost and EVCAA

A handwritten signature in blue ink, appearing to read "ES", is positioned to the right of the "From:" line.

To: Rusty Monhollon, CHE President and Executive Director

Re: *USCB Response to CHE REACH Act Noncompliance Findings*

In accordance with SC Act 26 of 2021, known as the Reinforcing College Education on America's Constitutional Heritage Act (REACH Act), and Commission on Higher Education (CHE) requirements, the University of South Carolina Beaufort (USCB) has established procedures to ensure that no student, beginning with the entering freshman class of AY 2021-22, will be awarded a bachelor's degree without having completed a three-credit course that requires, at a minimum, reading the entirety of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, at least five Federalist Papers, and at least one document that is foundational to the African American Struggle.

USCB has identified four History (HIST) courses and one Political Science (POLI) course that satisfy REACH Act requirements—HIST B111 (History of the United States from Discovery to 1865), HIST B430 (US Constitutional History), HIST B442 (The Old South), HIST B469 (American Legal History), and POLI B201 (American National Government)—and all students are required to complete one of these courses as a requirement for baccalaureate degree conferral.

In response to CHE's request for copies of every syllabus for each section of the courses certified as REACH Act compliant, USCB submitted syllabi for each section of these courses taught between Fall 2022 and Fall 2023. Each syllabus included language specifying that the course requires, at a minimum, reading the entirety of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, at least five Federalist Papers, and at least one document that is foundational to the African American Struggle.

Seven syllabi were submitted to verify compliance, as shown in Table 1 (adapted from CHE's *Draft REACH Act Report* for the December 4, 2023 CAAL Agenda). CHE found four of the syllabi noncompliant. In each case, noncompliance was due to clerical errors or omissions by the faculty when updating their syllabi. All required REACH Act documents were included in every course, and they were read in their entirety. The "USCB Response" column delineates the errors in specificity.

**Table 1: USCB REACH Act Syllabus Review Findings and Response**

| Semester    | Number of Syllabi Reviewed | Number of Syllabi Compliant | Compliance Percentage | Reason for Noncompliance                                                                                                                                                                                                                    | USCB Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------|----------------------------|-----------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall 2022   | 4                          | 1                           | 25                    | <ul style="list-style-type: none"> <li>HIST B111, Sections 1 and 2: Specific Federalist Papers not listed.</li> <li>Poli B201, Section 1: Neither the Emancipation Proclamation nor an African American Struggle document listed</li> </ul> | <ul style="list-style-type: none"> <li><i>HIST B111, Sections 1 and 2</i>: Federalist Papers #s 1, 10, 51, 54, and 78 were required reading, although the specific #s were not listed in the syllabus. The same instructor taught the same course in Fall 2023 and updated the syllabus to include the numbers of the Federalist Papers to be read in their entirety. That course was found compliant by CHE. All syllabi for future sections of this course by this instructor will be updated and reviewed to reflect the Federalist Papers numbers.</li> <li><i>POLI B201, Section 1</i>: Syllabus updating error; “Emancipation Proclamation” and “African American Struggle” document were listed in the course syllabus introduction. The Emancipation Proclamation and <i>Letter from MLK, Birmingham Jail</i> were read in their entirety, but omitted from the course schedule during the syllabus updating process. POLI B201 001W was taught in Fall 2022 by the same instructor with the same materials, but the specifics were in the course schedule. That section was found compliant by CHE. Syllabi for all future sections of POLI B201 taught by this instructor will be updated and reviewed to ensure appropriate information is included.</li> </ul> |
| Spring 2023 | 1                          | 1                           | 100                   | n/a                                                                                                                                                                                                                                         | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Fall 2023   | 2                          | 1                           | 50                    | <ul style="list-style-type: none"> <li>Poli B201, Section 1: An African American Struggle document not listed</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li><i>POLI B201, Section 1</i>: Syllabus updating error; “Emancipation Proclamation” and “African American Struggle” document were listed in the course syllabus introduction. The Emancipation Proclamation and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|              |          |          |           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------|----------|----------|-----------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |          |          |           |  | <p><i>Letter from MLK, Birmingham Jail</i> were read in their entirety, but omitted from the course schedule during the syllabus updating process. POLI B201 001W was taught in Fall 2023 by the same instructor with the same materials, but the specifics were in the course schedule. That section was found compliant by CHE. Syllabi for all future sections of POLI B201 taught by this instructor will be updated and reviewed to ensure appropriate information is included.</p> |
| <b>Total</b> | <b>7</b> | <b>3</b> | <b>43</b> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

Because of the feedback from CHE's *Draft REACH Act Report*, USCB has met with the Chair of the department that houses these courses and the faculty currently teaching the courses to ensure that the syllabi for the approved courses will reflect their continued commitment to meet the REACH Act mandates. Additionally, the Department Chair and faculty have revised the syllabus requirement for courses identified as REACH Act compliant. All future syllabi will include the language below, specifying the Federalist Papers and African American Struggle documents that will be read in the course and that all documents will be read in their entirety. The syllabi for REACH Act courses will be reviewed by the Department Chair and Academic Affairs administration to ensure sufficient specificity to be deemed compliant.

### **REACH Act Compliance**

In compliance with the South Carolina legislature's REACH Act (SCL 26-2021), this course offers a comprehensive overview of the major events and turning points of American history and government. Additionally, students will read and discuss some of the foundational documents of the American political tradition, including the Declaration of Independence, the Constitution, the Emancipation Proclamation, at least five of the Federalist Papers, and at least one document foundational to the African American freedom struggle.

To satisfy the REACH Act requirements, all students enrolled in this course must read the following documents in their entirety:

- Declaration of Independence
- U.S. Constitution
- Emancipation Proclamation
- Federalist Papers: [*identify at least 5 by number*]
- Documents foundational to the African American freedom struggle: [*identify at least one document by title*]

USCB remains committed to complying with both the letter and spirit of the REACH Act and demonstrating compliance through course syllabi when requested. Again, we reiterate that despite the clerical errors of not listing some of the specific readings on the syllabi, all required REACH Act documents were included in every REACH Act course taught between Fall 2022 and Fall 2023, and they were read in their entirety. If additional information is needed, please let me know.

January 12, 2024

Dr. Jessica Berry  
South Carolina Commission on Higher Education

Re: Response to REACH Act Compliance review

Dr. Berry:

Per the request from Dr. Monhollon in the email dated December 1, 2023, we would like to clarify the compliance of our course syllabi.

### **Spring 2022**

#### ***HIST211-002***

The semester on the syllabus was incorrect. This was for Spring 2023. The semester was corrected. CHE's review noted the syllabus for HIST211-002 did not include a document central to the African American Freedom struggle. The instructor listed and designated the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the Constitution as these documents

### **Fall 2023**

#### ***HIST211-008***

The review noted HIST 211-008 syllabus did not include a document central to the African American Freedom struggle. The syllabus noted the Dred Scott v. Sandford Supreme Court Case specifically, with additional to be added. The course also specifically assigned and covered the following:

- The 1935-1936 interviews conducted by the Works Progress Administration (WPA) with FORMER slaves. These are on the Library of Congress website. Many of these interviews have been digitized and students can actually hear the VOICES of 90+ year old ex-slaves.
  - <https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/>
- The 1872 Elias Hill testimony before Congress about the brutality of the Ku Klux Klan in YORK COUNTY. <https://allisoncreekchurch.com/elias-hill-and-liberia/> specifically: <https://allisoncreekchurch.com/wp-content/uploads/2020/08/EliasHilltestimony.pdf>

This has been added to the syllabus.

## ***PLSC201-005***

The review noted “Federalist Papers 34, 44, 78 listed in “outside assignments” but not on course schedule. The section noting this reading assignment fully noted: “There will be an online assignment related to 3 of the Federalist Papers in addition to the 2 we cover in lectures and the main part of the course. You will read Federalist Papers 30, 44, and 78 and complete a quiz and written assignment on these.” This assignment was noted as being due on September 16, 2022. The syllabus was updated to refer to the three specific Federalist Papers covered on this due date.

## **For Spring 2023**

## ***HIST211-004***

Winthrop did not submit a syllabus for HIST211-004 for Spring, we did submit HIST212-004. The review noted only 13th, 14th, and 15th Amendments listed in course schedule, not entire Constitution; an African American Struggle document not listed.

The faculty member noted the following:

The constitutional amendments were assigned for that particular module in addition to the entire constitution being assigned for the corresponding Primary Source Analysis assignment (see details below):

### Primary Source Analysis

In conjunction with your assigned readings from *Give Me Liberty* and course lectures, utilize the following primary sources to respond to the assigned prompt:

- Federalist #10 [https://avalon.law.yale.edu/18th\\_century/fed10.asp](https://avalon.law.yale.edu/18th_century/fed10.asp)
- Federalist #32 [https://avalon.law.yale.edu/18th\\_century/fed32.asp](https://avalon.law.yale.edu/18th_century/fed32.asp)
- Federalist # 51 [https://avalon.law.yale.edu/18th\\_century/fed51.asp](https://avalon.law.yale.edu/18th_century/fed51.asp)
- Federalist # 62 [https://avalon.law.yale.edu/18th\\_century/fed62.asp](https://avalon.law.yale.edu/18th_century/fed62.asp)
- Federalist # 68 [https://avalon.law.yale.edu/18th\\_century/fed68.asp](https://avalon.law.yale.edu/18th_century/fed68.asp)
- [Emancipation Proclamation](#)
- [Declaration of Independence](#)
- [United States Constitution](#) (Consider the sentiment with which was drafted)

**The Founding Documents (Declaration of Independence, these specific Federalist Papers, Emancipation Proclamation and the United States Constitution) set forth the ideals of how the nation defines "the people" which is often in start contradiction to the realities of the late nineteenth and early twentieth centuries. Use these sources in addition to the assigned readings for "Who are the "people" to identify and discuss two examples that demonstrate the ideals of "the people" and at least two examples that demonstrate the realities of how "the people" are defined in the late nineteenth and early twentieth centuries.**

**Follow these guidelines in your response:**

The response must be **2(full)-3 pages**

- Use formal sentences; paying attention to spelling and grammar
- Use specific details and examples from the assigned readings to support your response



- Feel free to use direct quotes but do not overuse them; Balance specific information with your thorough analysis and discussion of the information
- Typed; double spaced; Times New Roman 12-pt font
- 1-inch margins
- Cite your sources using Chicago/Turabian-style citations - Footnotes and Bibliography
- Include heading - name, class/section, assignment title, date
- **Due on February 5 by 11:59pm**

In regards to the African American freedom document:

I have attached the PowerPoint that I use to teach in Weeks 1 & 2 and also provide for students to use. The PowerPoint in conjunction with the assigned readings demonstrate the transition from slavery to freedom in the Reconstruction era and how ideals of freedom are being set forth by the nation and contradicted by the African American experience with racism, discrimination, violence, etc. We worked through this content and then students were assigned the Primary Source Analysis above.

- The Emancipation Proclamation is an African American freedom document. While it doesn't bring an end to widespread slavery, it does lead to some freedom of the enslaved, African Americans serving in the Union Army, and the Civil War becoming a war for freedom/an end to slavery.
- The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments are collectively African American freedom documents. They abolish slavery and change the status of people of African descent from slaves/property to people (13<sup>th</sup>), grant citizenship to African Americans and officially give them a space in the republic (14<sup>th</sup>), and give African Americans the right to vote and the ability to have a voice in said republic (15<sup>th</sup>). While it takes African Americans another 100 years to actualize the fullness of these amendments, they are added to the Constitution and lay foundation for the main aims of the African American Freedom Struggle.

***PLSC201-001 (This is a Summer 2023 section)***

The review noted "Only two Federalist Papers listed, under "outside assignments" but not in the course schedule". On page 2, the syllabus notes "There will be an online assignment related to 3 of the Federalist Papers in addition to the 2 we cover in lectures and the main part of the course. You will read Federalist Papers 30, 44, and 78 and complete a quiz and written assignment on these." Federalist 10 and 51 are assigned and lectured on specifically in the class. 30, 44, and 78 are in this reading and online assignment. This assignment was noted as being due on May 24, 2023. The syllabus has been corrected to indicate this assignment.

Feel free to reach out to me if you have any questions or need more information.

Tim Drueke  
Assistant Provost  
Winthrop University

## Winthrop University

### Department of History

History 211-008 Fall 2022 On-Line After Mid-Semester CRN 17739

Instructor: Dr. Edward Lee

Email: [lee@winthrop.edu](mailto:lee@winthrop.edu)

Phone: 803 323 4844(o)

Credits: 3 undergraduate hours

803 628 6615(r)

Office hours: 8:00 a.m.-9:00 a.m. and

Office: 364 Bancroft

by appointment

### Scope of Course

Commencing with Christopher Columbus' voyage to America and his initial encounter with indigenous people who had arrived thousands of years earlier, History 211 moves swiftly through our past. We will examine the social, economic, and political factors which gave birth to our country and the forces which, by 1860, plunged us into a bloody Civil War. Along our journey, we will consider events such as colonialism, the Salem Witch Trials, the American Revolution, the drafting of the Constitution, and the Age of Jackson. History 211 climaxes with the expansionism of the 1840s, divisions over slavery, the turmoil of the 1850s, and the rupture of the Union. We conclude our course with Reconstruction and the fate of the formerly enslaved people. Obviously, we have much material to ponder. Please gain access to my [Excerpting American History, From 1492 To 1877](#). This text is available at the Winthrop University bookstore and from Cognella Academic Publishing.

## On-Line Courses

Our section of History 211 is on-line, beginning on 10/20. We conclude the course on 12/5. On-line courses have become increasingly popular worldwide as we have avoided as much face-to-face contact as possible during the Covid pandemic. The on-line experience allows you schedule flexibility in addition to maintaining our health. The main thing to remember is: regularly check your email and our course's Blackboard. I will keep in touch with you and schedule several zoom chats. Also, I am available for conferences in my office (Bancroft 364) throughout the course. Let me know if I can be of assistance!

## Instructor

Dr. Lee, professor of history, is a 38 year veteran of the university classroom and has taught this course for that entire time. He was a pioneer in remote learning, having received a Presidential Citation 25 years ago for his effort to deliver on-line content. He is the author of South Carolina In The Civil war and 17 other books. Frequently, he lectures on a wide range of historical topics, and his commentary has appeared on Fox News, CNN, NBC News, and National Public Radio.

## Attendance

Students are expected to promptly participate in each class session. Try not to fall behind. Let Dr. Lee know if you encounter any attendance challenges.

## Covid

When Covid began affecting universities in March 2020, one of our major objectives became maintaining the health of students, staffs, and faculty. On-line course formats assisted with this important goal, as mentioned above. Please regularly check our university's website and emails for any adjustments which we must make to keep everyone safe and healthy.

### Goals

In History 211, we will improve our ability to interpret and analyze historical data and to orally and in written form use evidence to support our understanding of this data. Reading, writing, speaking, and analytical skills will be sharpened in this course as we "think historically" about America's past. The department's Student Learning Outcomes are addressed through a rigorous adherence to these outcomes.

We will "communicate clearly and effectively in standard English," "identify sound and unsound reasoning," "analyze and use a variety of information-gathering techniques," "use the library and other information sources competently," and "recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles."

History 211 satisfies the historical perspectives **and Founding Documents/ Freedom Struggle** requirements of the general education program for Winthrop University undergraduate students. It fulfills the Founding Documents requirement because our nation's founding documents are an essential focus of History 211. For example, **the Declaration of Independence, the Constitution, the Federalist Papers (numbers 10, 14, 39, 70, and 78), the Bill of Rights, the Emancipation**

Proclamation, and the African American freedom struggle (with emphasis on the work of Abolitionists like the Grimke Sisters and the activities of the Underground Railroad). These are essential to our understanding of the era from 1492-1877. Additionally, Supreme Court cases like Dred Scott v. Sandford are analyzed in History 211. Students will be assessed at the end of the semester on all Founding Documents and at least one document associated with the Freedom Struggle.

As our department's general education Student Learning Outcomes for Founding Documents/Freedom Struggle state, students will identify the social and political contexts of the Founding Documents (United States Constitution, Declaration of Independence, Federalist Papers, and Emancipation Proclamation). Students will identify one or more documents that are foundational to the African American Freedom Struggle. This class will read and review WPA interviews of former slaves and the 1872 Elias Hill Testimony before Congress regarding the Ku Klux Klan in York County.

As one of the United States History surveys, History 211 also satisfies three hours for the history major and minor.

### Grade Opportunities

A rewarding performance in History 211, requires that the student complete several tasks. There are four grade opportunities: two essay/short answer exams will be administered (11/4 and a final exam on 12/5). The exam format will be discussed with you. Additionally, two book reviews are required (11/18 and 11/30). Book Review Instructions are attached and will be discussed with you. Each grade opportunity counts 25% of your semester grade. A ten point grading scale is used in History 211 (i.e., 90=A, 80=B). Make up exams and late book reviews are not normally accepted. You will be alerted to any changes in this

syllabus. You are expected to adhere to the Winthrop University code of academic integrity regarding these grade opportunities.

### Students Needing Accommodations

If you have a disability or need accommodations, Dr. Lee will gladly accommodate you. Please contact the Office of Accessibility, Bancroft G04, 803 323 3290, as soon as possible. Once you have your professor notification letter completed, the Office of Accessibility will notify Dr. Lee.

Welcome To History 211!

## Book Review Instructions For Dr. Edward Lee's History Course

Select non-fiction books (NOT novels) on the time period covered by this course. Choose books which interest you and notify Dr. Lee of your selection. Keep in mind that these are BOOK REVIEWS-not book reports. Reviews stress analysis and criticism. Reports heavily summarize a book. Criticize. Don't summarize. A good review includes several elements which are woven together in smoothly-flowing paragraphs to form a double-spaced typed paper of about 4-5 pages. There is NO "works cited" page or bibliography for a book review. Your book review should include the following parts:

- On top of page one, type the book's citation. For example, Jones, Maxwell P. My Life In The Counterculture. San Francisco: Free Press, Inc.,1995. (NOTE: line two of the citation is indented five spaces).
- Clearly state the book's thesis or main idea. You may use a quotation to illustrate the thesis. When quoting, smoothly introduce the quote (less than three lines of quoted material), cite the page NUMBER, and follow with your analysis.
- Is the thesis proved to your satisfaction? Be specific.
- Select one of the book's strengths and analyze it.
- Select one of the book's weaknesses and criticize it.
- Give an example of the author's writing style. Quote a sample of how he/she uses language to present his/her information and analyze the example. For instance, "The creek flowed red with the blood of America's youth." (69) Notice that ONLY PAGE NUMBERS are necessary.
- Examine the author's sources. Is the bibliography impressive, fair, balanced? Are there footnotes/endnotes?
- Conduct research on the author's background and qualifications. Dr. Lee will make suggestions for this research.
- Search for TWO other reviews of your book. Quote from them and assess whether or not they agree with your analysis. When quoting from other

reviews, cite them like this: “This book vanishes into a haze of 1960s nostalgia” (American Historical Review, May 1995, 301).

- Would you recommend this book to your classmates? Why? Why not?
- Conclude with your name.

As you will notice, there is NO “works cited” page. This book review is a critique of non-fiction historical literature; it is NOT a research paper. Sprinkle quotations throughout your review and follow with analysis. Begin your review with the book’s citation and end with your name. Everything else can be re-arranged. Since you are the reviewer, be creative and original. You are the critic and have complete freedom to analyze the book in your own style. Read and re-read these instructions. They will be discussed in class. If you need book suggestions or assistance, contact Dr. Lee.



## American National Government

PLSC 201 section 005  
Online: non-synchronous  
Fall 2022

3 credit hours

Instructor: Dr. Scott Huffmon Office: 344 Bancroft (will rarely be there)

Phone #: ext. 4669 (323-4669 from off campus)

**\*\*BEST CONTACT\*\*** email: [huffmons@winthrop.edu](mailto:huffmons@winthrop.edu)

Office Hours: Wednesdays 9-11am or email for zoom or in person appointment

"Knowledge will forever govern ignorance, and a people who mean to be their own governors, must arm themselves with the power knowledge gives. A popular government without popular information or the means of acquiring it, is but a prologue to a farce or a tragedy or perhaps both."

--James Madison

### Course Goals

This course is designed to familiarize you with the institutions and processes of the American government and the forces that drive them. You may have been previously exposed to a knowledge of the names of some of the various governmental institutions, but through the course of this semester you will (hopefully) begin to understand what they do and why they do it.

Perhaps most importantly, we will examine how the ordinary citizen can (and should!) participate in the governmental process.

An introductory course on American Government is important on several levels. No matter what direction you take in life there will be governmental departments, agencies, bureaucracies, and regulations that affect you. In an ever changing and shrinking world where events half a world away affect our daily lives instantly, an ignorance of our own government is not merely unadvisable, it could be downright dangerous! Finally, we must all realize that this is OUR government and a knowledge of how to make it accessible to ourselves should be basic.

### LEARNING OBJECTIVES

#### Student Learning Outcomes

Students who successfully complete this course will demonstrate 1) an understanding to the philosophical underpinnings of our constitutional republic; 2) familiarity with the U.S. Constitution, the Declaration of Independence, and the Federalist Papers; 3) familiarity with the concept of federalism; 4) an understanding of the general structure of American National Government and the general functions of the major branches; 5) a knowledge of the American political system including political parties, public opinion, and elections.

#### Learning Objectives

To achieve the goals above, the students will meet the following objectives:

- Identify the American Founding Documents
- Recall the philosophies that contributed to the American Founding Documents
- Recall the underlying concepts of the US Constitution
- Recall court cases that affirm, or alter, clauses in the Constitution

- Recall the branches of American Government
- Recall the functions of the branches of government
- Recall how political parties, elections, public opinion, interest groups, and the media operate within the American political system
- Apply your knowledge of the above in 3 specific ways
  1. successfully passing exams that test your recall of the information
  2. participate in weekly discussions of the topics covered each week by posting a question or observation and responding to someone else's question or comment
  3. several writing assignments where you are required to apply knowledge to specific topics or scenarios

### Student Learning Activities

Grades will be calculated using the following formula:

| Assignment                     | Percent of Final Grade |
|--------------------------------|------------------------|
| Exam Average (3)               | 60%                    |
| Outside Assignment Average (3) | 30%                    |
| Discussion Board Participation | 10%                    |

This course employs Winthrop's +/- grading system. Note: grades themselves will NOT be artificially forced into a normal distribution. The "0" grade will move into the next highest letter grade range. By way of explanation, the following will be the cut points for the "C" grade range: 70 - 72.4999 = C- ; 72.5 - 77.4999 = C ; 77.5 - 79.9999 = C+

#### Exams:

There will be **three** exams over the course of the semester (two mid-term exams and a final exam). The exams may be multiple choice, short answer, fill-in-the-blank, essay, or any combination thereof. Material for the exams will be drawn from readings, lectures, and class discussions. Make up exams must be scheduled one week in advance in the case of an *unavoidable* planned absence; otherwise, make ups will be given only in the case of a **documented** illness or emergency. "Documented" means a legitimate doctor's note dating from *prior* to the exam. Any student health center note describing vague symptoms dated the day of or after the exam will not be acceptable. In either case, make up exams will consist entirely of essay questions.

**EXAM DATES NOTED BELOW ARE TENTATIVE AND SUBJECT TO CHANGE.**

**EXAMS WILL BE TAKEN USING THE RESPONDUS LOCKDOWN BROWSER AND MAY BE TAKEN ANY TIME ON THE EXAM DATE.**

[A few notes on STUDY GUIDES](#)

#### Outside Assignments

There will be 3 outside assignments.

1) There will be an online assignment related to 3 of the Federalist Papers in addition to the 2 we cover in

lectures and the main part of the course. You will read **Federalist Papers 30, 44, and 78** and complete a quiz and written assignment on these.

2) You will read the **Emancipation Proclamation and "Letter from a Birmingham Jail"** and complete a quiz and written assignment on these.

3) A written assignment referred to as the "Carrie Buck Assignment"

### Discussion Board

Every week, a Discussion forum will become available Monday morning at 7am. By Thursday at 7pm, you must have posed a question or observation based on something from that week's readings or lectures. This will begin a "thread" on the forum. By 7pm on Saturday of that week, you must have made at least one reply to someone else's "thread," i.e. their question or observation. There will be a maximum of 8 points (up to 3 for your question/observation and up to 5 for your response to someone else's question/observation) for each week. Your discussion board participation grade (which accounts for 10%, a full letter grade, of your final grade) will be based on how many points you earned out of the maximum possible.

**This syllabus may be revised throughout the semester.**

[Note key dates for the university on the University Calendar here.](#)

**Drop/Add Date: August 26, 2022**

**Course Withdrawal Deadline: October 26, 2022**

**Students with Accessibility Issues:** Winthrop University is dedicated to providing access to education. If you have an accessibility and require specific accommodations to complete this course, contact the Office of Accessibility at 323-3290 and make an appointment to see a professional staff member. Once you have your official notice of accommodations from the Office of Accessibility, please inform me as early as possible in the semester.

### **REQUIRED MATERIALS**

#### **Required Text**

The following book is required --- you need to be sure you have the **correct edition** of the textbook – note, this is only available in an online/Ebook format:

**Government by the People: Structure, Action, and Impact, 2020 Presidential Election Edition**, 27th Edition - REVEL edition

Purchase access code from the Winthrop Bookstore, or go here: <https://www.pearson.com/us/higher-education/program/Magleby-Revel-for-Government-By-the-People-2020-Presidential-Election-Edition-Access-Card-27th-Edition/PGM100003053994.html> - choose REVEL edition

The instructor reserves the right to add supplemental readings if necessary. Between 45% - 55% of the questions on the exams will come from the book...do not neglect your readings!

### **Academic Misconduct**

Academic misconduct will not be tolerated. Winthrop's *Conduct Code* defines academic misconduct as:

"Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; presenting, as one's own, the ideas or words of another for academic evaluation without proper acknowledgment; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved. In addition, academic misconduct involves attempting to influence one's academic evaluation by means other than academic achievement or merit. More explicit definitions of academic misconduct specific to certain academic disciplines may be promulgated by academic departments and schools."

I will prosecute cases of academic misconduct to the fullest extent of university policy, and that can mean expulsion from the university. Obviously, any student caught cheating or plagiarizing, in any manner, on an exam or assignment will receive a zero for that assignment in addition to academic prosecution. Additionally, I reserve the right to award the student an "F" in the course for ANY act of academic misconduct if I feel it is warranted. This is in addition to academic prosecution by the Dean of Students.

**\*\*ADDITIONALLY**, the Department of Political Science has it's own policies on plagiarism and academic misconduct: [Poli Sci Statement on Plagiarism](#). In the immortal words of Brad Hamilton: "Learn it; Know it; Live it!"\*\*

### **Class Policies:**

Tests will be taken on Blackboard and timed. [Respondus Lockdown Browser AND Monitor](#) will be used. Go here for instructions if you have never used this before:

<https://www.winthrop.edu/uploadedFiles/onlinelearning/UsingLockDownBrowseratHome.pdf>

I do not provide separate lecture notes for students under any circumstances. To repeat, I do not provide lecture notes for students under any circumstances.

Grade Appeals: If you wish to dispute a grade on a particular assignment for any reason other than an obvious arithmetic error on my part, you will need to type a one-page explanation of your position and turn it in, along with the original graded assignment, at least one week after the assignment is returned to you. Appeals submitted less than one week after the grade/assignment is returned to you will not be accepted. I will then consider your appeal and make a determination.

For appeals regarding your final grade in the course, please consult the Student Handbook and Catalog for procedures.

### **Constitution, University Level Competencies (ULCs), and Global Learning Initiative (GLI)**

**Requirements:** PLSC 201, American Government, fulfills the University's constitution requirement. This course contributes to student mastery of the following ULCs: Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live and Competency 4: Winthrop graduates communicate effectively. The GLI components of this course are an examination of the Universal Declaration of Human Rights alongside our Bill of Rights, a discussions of the differences between our legislative system and the parliamentary system of other countries, and discussions contrasting the preferences and opinions of people from around the United States with those locally and regionally.

**Syllabus Changes: This syllabus is subject to change by the instructor throughout the semester.**

**Lectures:** All lectures for each week will be made available Sundays at 5pm. For example, the second Monday – Friday week is Aug 29 – Sept 2. The lectures for that week will go live Sunday, Aug 28<sup>th</sup> at 5pm. The lectures for week 3, Sept 5 - 9, will go live Sunday, Sept 4<sup>th</sup> at 5pm ... etc.

### Reading Assignments

Readings should be done BEFORE viewing the lecture. Very frequently, the lecture will assume you learned a basic concept from the text and will be a springboard from the text.

| Topic                                                                                                                                                                                                                                                                             | Week                           | Reading Assignment                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------------------------------------------------|
| <b>For Week 1, You will watch lectures 1 - 3</b>                                                                                                                                                                                                                                  |                                |                                                                                  |
| History of Democracy & Representation                                                                                                                                                                                                                                             | <b>Week 1:</b> August 22 - 26  | Chapter 1 and The Declaration of Independence (in the Appendix of your textbook) |
| American Drive for Democracy                                                                                                                                                                                                                                                      | <b>Week 1:</b> August 22 - 26  | " <a href="#">The Articles of Confederation</a> "                                |
| <b>For Week 2, You will watch lectures 4 - 6</b>                                                                                                                                                                                                                                  |                                |                                                                                  |
| Building a Constitution                                                                                                                                                                                                                                                           | <b>Week 2:</b> Aug 29 – Sept 2 | Chpt 2                                                                           |
| Principles of the Constitution                                                                                                                                                                                                                                                    | <b>Week 2:</b> Aug 29 – Sept 2 | The Constitution in the Appendix                                                 |
| <b>For Week 3, You will watch lectures 7 - 8</b>                                                                                                                                                                                                                                  |                                |                                                                                  |
| The Federalists Papers                                                                                                                                                                                                                                                            | <b>Week 3:</b> September 5 - 9 | Federalist Papers #10 and #51 in Appendix                                        |
| <b>Online Federalist Papers Assignment Due<br/>By 5pm September 16, 2022<br/>Read Federalist # 34, 44, and 78</b>                                                                                                                                                                 |                                |                                                                                  |
| Federalism                                                                                                                                                                                                                                                                        | <b>Week 3:</b> September 5 - 9 | Chapter 3 all                                                                    |
| <b>For Week 4, You will watch lectures 9 - 10</b>                                                                                                                                                                                                                                 |                                |                                                                                  |
| Civil Liberties                                                                                                                                                                                                                                                                   | <b>Week 4:</b> Sept. 12 - 16   | Chapter 14 all                                                                   |
| Civil Rights                                                                                                                                                                                                                                                                      | <b>Week 4:</b> Sept. 12 - 16   | Chapter 15 all                                                                   |
| <b>Week 5<br/>Exam 1 (Chpts 1, 2, 3, 14, 15, the Constitution, Articles of Confederation, Declaration of Independence, and Federalist Papers (only those lectured on), and all lectures since beginning of course<br/>***Between 6am September 22 and 11:30pm September 23***</b> |                                |                                                                                  |
| <b>For Week 6, You will watch lectures 11 - 12</b>                                                                                                                                                                                                                                |                                |                                                                                  |
| Congress                                                                                                                                                                                                                                                                          | <b>Week 6:</b> Sept 26 - 30    | Chapter 10                                                                       |
| How a Bill Becomes a Law                                                                                                                                                                                                                                                          | <b>Week 6:</b> Sept 26 - 30    | Chapter 10 (same as above)                                                       |

|                                                                                                                                                |                                     |                              |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------|
| <b>For Week 7, You will watch lectures 13 and 16</b>                                                                                           |                                     |                              |
| The Presidency                                                                                                                                 | <b>Week 7:</b> October 3 - 7        | Chapter 11                   |
| The Federal Bureaucracy                                                                                                                        | <b>Week 7:</b> October 3 - 7        | Chapter 12                   |
| <b>Emancipation Proclamation/Letter from Birmingham Jail quiz and written assignment due by 5pm, October 7</b>                                 |                                     |                              |
| <b>For Week 8, You will watch lectures 14 - 15</b>                                                                                             |                                     |                              |
| The Judiciary                                                                                                                                  | <b>Week 8:</b> October 10 - 14      | Chapter 13                   |
| <b>Week 9<br/>Exam 2 (Chpts 10, 11, 12, &amp; 13 and all lectures since last exam)<br/>***Between 6am October 20 and 11:30pm October 21***</b> |                                     |                              |
| <b>For Week 10, You will watch lectures 17 - 18</b>                                                                                            |                                     |                              |
| Public Opinion                                                                                                                                 | <b>Week 10:</b> Oct 24 - 28         | Chapter 4 and Chpt 7.1 – 7.3 |
| Political Parties                                                                                                                              | <b>Week 10:</b> Oct 24 - 28         | Chapter 6                    |
| <b>For Week 11, You will watch lectures 19 - 20</b>                                                                                            |                                     |                              |
| Participation                                                                                                                                  | <b>Week 11:</b> Oct 31 – Nov 4      | Chapter 7.4 – end of Chpt 7  |
| Campaigns & Elections                                                                                                                          | <b>Week 11:</b> Oct 31 – Nov 4      | Chapter 8                    |
| <b>Week 12<br/>Carrie Buck Assignment Due Nov 11</b>                                                                                           |                                     |                              |
| <b>For Week 13 - 15, You will watch lectures 21 - 22</b>                                                                                       |                                     |                              |
| Interest Groups                                                                                                                                | <b>Week 13:</b> Nov 14 - 18         | Chapter 5                    |
| Media & Politics                                                                                                                               | <b>Week 14 - 15:</b> Nov 21 – Dec 2 | Chapter 9                    |
| <b>Final Exam (Chpts 4, 5, 6, 7, 8, 16, 17 and all lectures since last exam)<br/>Dec 9, 5:30am – Dec 11, 11pm</b>                              |                                     |                              |

## History 211-002, U. S. History to 1877—Spring 2023

**Instructor: Dr. Andy Doyle**

**Course: HIST 211-002; CRN: 23623**

**Time and Site: MW 12:30-1:45; Kinard 308**

**Office: 376 Bancroft; email: [doylea@winthrop.edu](mailto:doylea@winthrop.edu); phone: 323-4689**

**Office Hours: MW 3:30-5:00; Tuesdays 6:30-7:30**

**Turnitin ID: 37338602; password: Roark (case-sensitive)**

**Please feel free to email, make an appointment, or drop by my office.**

**Course description and objectives:** This course offers students a broad introduction to the political, social, cultural, economic factors that shaped American society from the era of European conquest through Reconstruction. We will explore America's rich human, economic, and ideological diversity, focusing on the leaders whose actions affected many millions of people as well as the ordinary citizens whose experiences helped to shape the nation's social fabric. As with any exercise in critical thought, the study of history involves far more than the simple memorization of names, places, and dates. We will broaden our focus by instead focusing on how and why historical change occurs, and you will be required to synthesize your ideas into written form. The critical reading of primary and secondary sources is a fundamental element of the historian's craft, and that ability to think critically is one of the key skills that you will use throughout your life. Even if you never use historical knowledge in your professional career, I hope that you come away with a greater appreciation for the intrinsic value of advanced thought and the deeper levels of understanding that it provides.

I know that some of you don't like history. Please approach this course with an open mind, and that might change. You might not love the study of history by the end of the semester, but you might come to believe that it's worthwhile and even mildly interesting.

**This course is structured to help students realize the following outcomes:**

**University Level Competencies (ULCs):**

ULC 1: Winthrop graduates think critically and solve problems.

ULC 2: Winthrop graduates are personally and socially responsible.

ULC 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

ULC 4: Winthrop graduates communicate effectively.

**Student Learning Outcomes (SLOs) of the Department of History:**

SLO 1: History majors demonstrate the ability to comprehend major issues in historiography.

SLO 2: History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments.

SLO 3: History majors demonstrate their understanding of the interconnectedness of the world, past and present, by conducting independent research based on the critical assessment of both primary and secondary sources.

SLO 4: History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form.

To meet these goals, the course is structured to help students realize the following learning outcomes:

- 1) Students will synthesize information from multiple sources and make critically reasoned written arguments on both essay exams and the book review (ULCs 1, 2, 3, and 4/SLOs 1, 2, 3, and 4).
- 2) Students will examine critically primary sources and write brief analysis papers on a number of issues, including slavery, the Revolutionary War, industrialization, the social and economic role of women, and others in assignments posted on Blackboard. (ULCs 1, 2, 3, and 4/SLOs 1, 2, 3, and 4).

**Constitution and Founding Documents requirement:** This course fulfills the Constitution and Founding Documents requirement of the general education program. We will examine critically the origins of the U. S. system in the British Constitution, the Enlightenment thought on which both the Declaration of Independence and the U. S. Constitution are grounded, especially that of John Locke, the problems with the **Articles of Confederation**, the creation and ratification of the **Constitution**, and the formulation and adoption of the **Bill of Rights**. It will also examine the social and political context that informed these documents, including the role the **Federalist Papers** played in the ratification debate, and the various interpretations of constitutional law by the courts. It will also compare and contrast the expansive promises made in the **Declaration of Independence** with the more practical worldview that informed the Constitution.

### **General Education Student Learning Outcomes for Founding Documents and the Black Freedom Struggle:**

- 1) Students will identify the social and political context of the Founding Documents, including the Declaration of Independence, the U.S. Constitution, and the Federalist Papers.
- 2) Students will identify one or more documents that are foundational to the African American Freedom struggle.

History 211 meets the **General Education Founding Documents and Black Freedom Struggle requirement**. The course will address critical components of the **Founding Documents**, and it will emphasize the evolution of thinking about slavery. These exercises include examination of the **Declaration of Independence**, the founding principles articulated in the writings of John Locke in the 17<sup>th</sup> century and Real Whig Theorists of the 18<sup>th</sup> that informed the delegates at the **Constitutional Convention** in 1787.

**The Federalist Papers:** No clear understanding of the construction and intent of the U.S. Constitution is possible without reference to the *Federalist Papers*. As a result, this course will examine a number of the essays that comprise this collection collectively authored by James Madison, Alexander Hamilton, and John Jay (all three writing over the name Publius). This exercise will include (but not be limited to) the following:

Federalist #10 [https://avalon.law.yale.edu/18th\\_century/fed10.asp](https://avalon.law.yale.edu/18th_century/fed10.asp)  
Federalist #32 [https://avalon.law.yale.edu/18th\\_century/fed32.asp](https://avalon.law.yale.edu/18th_century/fed32.asp)  
Federalist # 51 [https://avalon.law.yale.edu/18th\\_century/fed51.asp](https://avalon.law.yale.edu/18th_century/fed51.asp)  
Federalist # 62 [https://avalon.law.yale.edu/18th\\_century/fed62.asp](https://avalon.law.yale.edu/18th_century/fed62.asp)  
Federalist # 68 [https://avalon.law.yale.edu/18th\\_century/fed68.asp](https://avalon.law.yale.edu/18th_century/fed68.asp)



**The Black Freedom Struggle:** This course will address the transformational moment in U.S. history that finally dealt with the fractious issue of slavery. It will examine the long and difficult journey of African Americans toward the equality articulated in the **Declaration of Independence**, including an epic turn for the better when Abraham Lincoln's **Emancipation Proclamation** evolved from a strategic military decision in fall of 1862 to an *actual* movement to free the slaves. This culminated in the passage and ratification of **Amendments 13 (abolishing slavery), 14 (granting citizenship to former slaves), and 15 (ensuring that former slaves could exercise the right to vote).**

**Required textbook:**

Roark, James, et. al. *The American Promise: Value Edition*, 9<sup>th</sup> edition plus Achieve; vol. 1. ISBN 13: 9781319532567

- You must buy or rent either a **new paper copy or an e-book** of *The American Promise*. You cannot buy a used paper copy of the textbook.
- Only e-books and new hard copies give you access to Achieve, which is the publisher's website. **Achieve access is required for the course.** Achieve access includes a full e-book, along with the required Learning Curve quizzes, documents, and other resources.
- You cannot buy a used copy of *The American Promise*, as these do not have Achieve access.
- You can get **7-day free access** to give you time to decide whether you want a paper copy or e-book, buy or rent, or you don't have the money at hand.
- If you have questions about the book, billing issues, tech problems, or need help of any kind, **call customer support at 800-936-6899.**
- Full instructions for the above are posted on Blackboard under "**Achieve Instructions.**"

Wood, Gordon, *The Americanization of Benjamin Franklin*

**Evaluation:**

|                              |     |
|------------------------------|-----|
| First exam                   | 24% |
| Final exam                   | 24% |
| Book Review                  | 21% |
| Blackboard assignments       | 16% |
| Learning Curve Quizzes       | 10% |
| Attendance and participation | 5%  |

**Grading scale:**

A (93+); A-minus (90-92)  
B-plus (87-89); B (83-86); B-minus (80-82)  
C-plus (77-79); C (73-76); C-minus (70-72)  
D-plus (67-69); D (63-66); D-minus (60-62)  
F (59 and below)  
S (70 and above); U (69 and below)

**Exams:** There a midterm exam and a non-comprehensive final exam. Each exam will be comprised of essay and short-answer questions. Study guides will be posted on Blackboard one week prior to each exam. **You must submit a large blue to me at least twenty-four hours prior to each exam.**

**Book Review Essay:** You must write a 1300-1500-word review essay of *The Americanization of Benjamin Franklin*. The word limits are there for a reason; learn to edit your work in order to fit within them. **All papers must be submitted to Turnitin. I only grade papers there.** If you fail to submit an assignment to Turnitin by the time I calculate final grades for your class, you will receive a zero for that assignment. **The Turnitin course ID number and password are in the information at the top of the first page of this document.** Remember to save your digital receipt from Turnitin. Feel free to bring a rough draft of your essay to me in advance of the due date. (If you do this, please hand in the rough draft to me by the due date.) Complete guidelines are posted on Blackboard.

**Late papers:** Late book reviews will be penalized ten points for papers submitted during the first week following the due date and five points for each additional week, up to a possible twenty-five points. Late Achieve quizzes will not be accepted, so please do not ask me to reopen a quiz for you. There are two extra credit/optional quizzes to make up for those you miss. Late Blackboard assignments will not be accepted after they have been discussed in class.

**Learning Curve quizzes:** There are sixteen Learning Curve quizzes on the Achieve website, one for each chapter in the textbook. You must complete fourteen of them to make a score of 100 on your final grade. Quizzes for Chapters 1 and 2 are denoted as extra credit, but these can also serve to make up for ones you may have missed. You must complete thirteen of the quizzes by **ten minutes before the start of class** on the due dates; three quizzes are due at 11:59 pm on the due dates. Completion of the quiz requires that you attain the required number of points for each chapter. **You should keep answering questions until the website tells you that you have completed the quiz.** You either finish the quiz or you do not—there is no partial credit. Difficult questions have a larger point value than easier ones, and clicking the “Get a Hint” tab will reduce the points you get for that question and force you to answer more questions to get credit for the quiz. You must also make a minimum grade of 60% on a quiz for it to count. This grade is designed to be a simple way to earn 10% of your final average—if you make the effort.

**Blackboard:** The course module on Blackboard contains required written assignments, as well as the syllabus, Achieve instructions, exam study guides, and other essential course content. There will be six primary source-based written assignments on Blackboard; I will drop the lowest of these scores in the calculation of this portion of your grade.

**Attendance and participation:** I encourage you to contribute to the class by making comments, asking questions raising relevant issues. This is your course, and you can improve the learning experience for yourself and others by contributing to the class. Regular attendance is crucial, so I will deduct one point from this portion of your grade for each unexcused absence. Arriving late or leaving early counts as one-half absence, and doing this more than once or twice is a problem. If you come late to class, you must inform me of this after class, as you will have been marked absent. I strongly discourage anyone from leaving class and coming back. I strongly encourage you to attend **each class**. To encourage this, I will add five points to the final exam grade of anyone with perfect attendance. However, engaging your classmates in conversation, staring at your phone, or otherwise being a pain to me and your classmates will not be tolerated and will adversely affect this portion of your grade.

**Per the Arts and Sciences policy, the use of phones, laptops, or any other electronic device is prohibited unless I approve it. This includes texting.** The world won't spin off its axis if you

can't text or look at social media for 75 minutes. If you have a special situation requiring the use of a phone on a particular day, please see me. Otherwise, keep your phone turned off and out of sight. Please don't act like you're in middle school and repeatedly violate this rule.

**Email:** You are responsible for all information distributed via email, which I will do via Blackboard and via the class email listserv. If you have an active winthrop.edu email account, you should be automatically included in the listserv. If you are not included on the listserv, I cannot add you to it. You must self-subscribe at <http://www.winthrop.edu/technology/default.aspx?id=7081> If you email me personally, please include your name and the day and time of your class. Two things to observe regarding emails to me:

- **When you email me, always include either the section number (001, 002, or 004) or the day and time of the class.**

**Cheating:** Any student caught cheating will automatically receive a zero on that assignment, and, at my discretion, an additional letter-grade deduction from your final average. If I see you looking at a phone or a smartwatch during an exam, I must assume that you are cheating. Plagiarism, or the unattributed use of the words or ideas of another author, constitutes cheating. I do my best to deter cheating, so I hope that we will have no problems with it. It's no fun for me, and it's an even bigger problem for you. If you do not understand the rules regarding plagiarism, please discuss this with me or look at any of the many websites on the subject.

**Students with disabilities:** If you have a disability and need specific accommodations, please go to the Office of Accessibility website at <https://www.winthrop.edu/hcs/about-accessibility.aspx>, or call them at 323-3290. Once you have your official notice of accommodations, please contact me as soon as possible.

**Tutoring services at the Academic Success Center:** The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu). For more information on ASC services, please visit [www.winthrop.edu/success](http://www.winthrop.edu/success). To utilize ASC Peer Tutoring during the 2020-2021 semester, students must enroll in and complete the Tutee Seminar on Blackboard. A two minute video on how to enroll so can be found on the [www.winthrop.edu/asc](http://www.winthrop.edu/asc) webpage.

**Excused absences and makeup exams:** These will be granted only for a documented illness, the illness or death of a member of your family, or in other extraordinary circumstances. Please submit documentation of your illness or other reason for absence as soon as possible and no later than when you return to class.

**Syllabus change policy:** I will do my best to adhere to the syllabus, but weather emergencies, illness, or other unavoidable circumstances may require deviations from it. I will inform students in class, via email, and/or on Blackboard regarding any changes. If I update the syllabus, the new one posted on Blackboard will always take precedence. If you have any questions, please ask.

## MW Schedule

Jan 9: Course introduction; the origins of European exploration and conquest; the collision of cultures in the Americas and the Columbian Exchange

Jan 11: European conquest of North America; the origin and growth of the Chesapeake colonies

- Readings: Roark, Chapter 2

Jan 16: King Holiday, no class

Jan 18: The transition to slave labor in Virginia; the origins and growth of the Carolinas

- Readings: Roark, Chapter 3
- First Blackboard assignment due by 12:20 pm

Jan 23: The origin and growth of the New England colonies

- Learning Curve quiz on Chapter 3 must be completed before 12:20 pm

Jan 25: The origin and growth of the Middle Colonies; economic and population growth during the 18<sup>th</sup> century

- Readings: Roark, Chapter 4
- Learning Curve quiz on Chapter 4 must be completed before 12:20 pm

Jan 30: The slave trade and slavery in the Americas; the transition to slave societies in the South;; the transition to a slave labor system in the southern colonies; slavery in the New England and middle colonies

- Readings: Roark, Chapter 5
- Learning Curve quiz on Chapter 5 must be completed before 12:20 pm

Feb 1: The Enlightenment; the Seven Years' War

- In-class quiz on Founding Documents

**Sunday, Feb 5: Extra credit Learning Curve quizzes on Chapters 1 and 2 due by 11:55 pm**

Feb 6: The colonial crisis

- Readings: Roark, Chapter 6
- Learning Curve quiz on Chapter 6 must be completed before 12:20 pm

Feb 8: The outbreak of the Revolutionary War; the Declaration of Independence

- Readings: Roark, Chapter 7
- Learning Curve quiz on Chapter 7 must be completed before 12:20 pm

**Sunday, February 12: Book review of *The Americanization of Benjamin Franklin* due by 11:59 pm**

Feb 13: The Revolutionary War in the Middle and Southern colonies; Yorktown and the Treaty of Paris of 1783

- Second Blackboard assignment due by 12:20

Feb 15: The new nation under the Articles of Confederation

- Readings: Roark, Chapter 8
- Learning Curve quiz on Chapter 8 must be completed before 12:20 pm

Feb 20: The framing of the Constitution and the ratification debate

Feb 22: Washington and the foundations of stability in a hazardous world

- Readings: Roark, Chapter 9
- Learning Curve quiz on Chapter 9 must be completed before 12:20 pm

### **Feb 27: Midterm Exam**

March 1: The War of 1812; the Missouri Compromise

- Readings: Roark, Chapter 10
- Learning Curve quiz on Chapter 10 must be completed before 12:20 pm

March 6: The Jacksonian era, the expansion of democracy, and the second party system

- Readings: Roark, Chapter 11
- Learning Curve quiz on Chapter 11 must be completed before 12:20 pm

March 8: The Market and Transportation Revolutions

- Third Blackboard assignment must be completed before 12:20 pm

March 13-17: Spring Break

March 20: The First Industrial Revolution in America; immigration; The Second Great Awakening

March 22: Antebellum reform movements; the antislavery movement

- Readings: Roark, Chapter 12
- Learning Curve quiz on Chapter 12 must be completed before 12:20 pm

March 27: The antebellum South: class structure and planter dominance

- Readings: Roark, Chapter 13
- Learning Curve quiz on Chapter 13 must be completed before 12:20 pm

March 29: The antebellum South, continued; the proslavery ideology; the slavery experience

April 3: The slavery experience, cont'd; labor, family, culture, religion, and resistance; free blacks

April 5: Manifest Destiny, the Mexican War, and the Compromise of 1850

April 10: The sectional crisis: the Kansas-Nebraska Act and the birth of the Republican Party

- Readings, Roark, Chapter 14
- Learning Curve quiz on Chapter 14 must be completed before 12:20 pm

April 12: The sectional crisis intensifies: Bleeding Kansas, the John Brown Raid, and the election of 1860

- Fourth Blackboard assignment due to 12:20 pm

April 17: Secession and the Civil War through 1862

- Readings: Roark, Chapter 15

April 19: The end of the war and emancipation

- Learning Curve quiz on Chapter 15 must be completed before 12:20 pm

April 24: Reconstruction

- Learning Curve quiz on Chapter 16 must be completed before 11:55 pm

**Final Exam: 11:30 am Tuesday, May 2**

# WINTHROP UNIVERSITY

## Department of History Spring 2023

### HIST 212: United States History Since 1877

Course Section: 004    Credit Hours: 3  
Online

**Instructor: Dr. O. Jennifer Dixon-McKnight**

Office Location: 370 Bancroft

Office Hours: Tuesday and Thursday 11:00am-1:30pm  
Monday and Wednesday By Appointment

Email: [dmcknightoj@winthrop.edu](mailto:dmcknightoj@winthrop.edu)

Office Phone: 803-323-3701

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*"I've learned that I still have a lot to learn." ~Maya Angelou*

### The Course

This course is designed to explore the American experience from the end of Reconstruction into the dawn of the Industrial Revolution through the present. We will approach the material chronologically as we address these major overarching themes: cause and effect over time, shifting meanings of freedom and American identity, social change, political evolution, and activism. These themes come to life through a focus on the developing nation and its people from the top down and the bottom up. Watershed moments and key individuals will help guide us through and expand our understanding of this American history.

The readings for this course are essential to your ability to understand the lectures and participate in discussion. The course readings come from two general categories. The scholarly materials offer you context and background for the various moments that we will cover. The primary documents, news articles, etc. give us an opportunity to explore history through those who experienced it firsthand.

Finally, this course is about certain processes of thinking that that you will practice. By the end of the semester, I expect you to have greater skill in interpreting facts, discerning historical contexts and marshaling those contexts to analyze change, also continuity, over time. Over the course of the term you will also hone your writing skills.

### University-Level Competencies (ULCs)

This is a Constitution and historical perspectives course that contributes to the mastery of the following university-level competencies (ULCs):

**Competency 1: Winthrop graduates think critically and solve problems.**

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

#### **Competency 4: Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

#### **History Department Student Learning Outcomes**

- History majors demonstrate an ability to comprehend major issues in historiography.
- History majors demonstrate their understanding of the interconnectedness of the world, past and present, by conducting independent research based on the critical assessment of both primary and secondary sources.
- History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form.
- Students will identify the social and political contexts of the Founding Documents (United States Constitution, Declaration of Independence, Federalist Papers, AND Emancipation Proclamation).
- Students will identify one or more documents that are foundational to the African American Freedom struggle.

**History 212 satisfies both the Historical Perspectives and Constitution requirement** for the General Education Curriculum by addressing the following:

##### **Historical Perspectives –**

1. HIST 212 students will examine knowledge or ideas through a historical perspective. Historical perspective must be a central focus of the course, not merely a peripheral concern or a method of organizing the material to be studied.
2. HIST 212 will enable students to demonstrate their ability to think historically; identify sound and unsound historical reasoning.
3. HIST 212 will enable students to demonstrate their ability to articulate a philosophy of history or use the “tools” of historiographical study or research.
4. HIST 212 will enable students to demonstrate an understanding of how historical change occurs and be able to identify causes that contribute to change.
5. HIST 212 will enable students to demonstrate their knowledge and appreciation of diverse cultures, aesthetic, and/or intellectual viewpoints and milieus.
6. HIST 212 also adheres to the following by requiring a minimum of eight pages of evaluated writing: Historical Perspective Component courses must include a significant writing component.

##### **Constitution –**

Preamble for 212: *The founding documents and the rationale for their adoption (Federalist Papers for Constitution) from the Declaration of Independence through the Constitution and Bill of Rights inform not simply the history of the Early Republic but all of American history. As a result, HIST 212 reflects on the core issues and intent of the founding documents as it traces the evolution of the Constitution through both landmark Supreme Court decisions and the ratification of monumental Constitutional amendments.*

1. In HIST 212 students read, write, and speak standard English on topics related to the essentials of the United States Constitution, the Declaration of Independence and the Federalist Papers (including the following: #10, #32, #51, #62, and #68).
2. When successfully completed, HIST 212 students understand American institutions and ideals and appreciate how their culture is influenced by these factors.



3. In HIST 212 students understand how their roles in school, work and community involvement are impacted by the structures and ideas emanating from the Constitution, Declaration of Independence, and the Federalist Papers.
4. In HIST 212 students recognize problems and issues that confront citizens.
5. After successfully completing HIST 212 students are able to analyze and effectively choose among the choices available to citizens confronting problems and issues.
6. After successfully completing HIST 212 students understand their civic responsibilities.
7. HIST 212 satisfies the following by requiring a minimum of eight pages of evaluating writing: Constitution Component courses must include a writing component: a single paper or combination of assignments totaling eight pages of evaluated writing or at least four evaluated writing assignments.

## Required Texts

Foner, Eric. *Give Me Liberty!: An American History*. Vol. 2. Seagull 7<sup>th</sup> ed. New York: W. W. Norton & Company, 2023.

## Required Resources

### Chicago/Turabian Style Citation

\*In this course all of your writing assignments must include footnotes and a work cited/bibliography page. All citations must be formatted in Chicago/Turabian style.

- UNC-CH Library - <https://guides.lib.unc.edu/citing-information>
- Purdue OWL - [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/chicago\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/chicago_style_introduction.html)
- Chicago Manual of Style - <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>
- Footnote format - <https://www.youtube.com/watch?v=xFnH1YZOK1c>

### Writing Resources

- History Writing - <https://writingcenter.unc.edu/tips-and-tools/history/>
- Thesis Statements - <https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>
- Annotated Bibliography - <https://writingcenter.unc.edu/tips-and-tools/annotated-bibliographies/>
- Concise Writing - [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/conciseness/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/index.html)
- Compare/Contrast Essays - <https://writingcenter.unc.edu/tips-and-tools/comparing-and-contrasting/>
- Appropriate Language - [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/using\\_appropriate\\_language/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/index.html)

## Attendance/Participation

Blackboard will be an integral part of this course. Students should check Blackboard and student email accounts daily. You are responsible for any information and/or communication that is posted on Blackboard and/or sent via email. Any announcements pertaining to this class will be posted on Blackboard and/or sent via email.

There is a participation component of your overall grade. To do well in this area, students should be actively engaged in the learning process: maintain consistent participation, read the assigned materials and complete all assignments. You will not be able to fully grasp the topics or be successful in this course if you do not read, do the work and participate. If you are absent, you are responsible for obtaining any pertinent information.

Be sure to communicate with the professor if an issue arises that affects any aspects of your participation.

### **Electronic Devices**

Any unauthorized use of personal electronic devices – including but not limited to cell phones – during examinations will be considered academic misconduct. I will immediately confiscate the examination of any student caught using such devices. The student will not be permitted to complete the test and the incident will be reported to University authorities.

Refer to the [Policy for Appropriate Use of Digital Technology in the College of Arts and Sciences](#) for more detail.

### **Collegiality**

Many of the topics that we will cover are sensitive. Be respectful of the space, your colleagues, and instructor. We will have open dialogue but we must do so collegially and respectfully.

### **Late Work Policy**

**Complete all assignments and exams on time!**

Failure to turn in assignments on the scheduled due date will result in a full letter grade reduction for each day that the assignment is late. **No assignment will be accepted later than three days after the assignment is due.** Exceptions can be made for extenuating circumstances and will be handled on a case-by-case basis. Documentation will be required. The instructor reserves the right to provide limited feedback on assignments turned in late.

Students are expected to take exams on the scheduled date. Make-up exams will only be allowed if you have proper documentation to explain missing the exam. Rescheduling the make-up exam will be handled on a case-by-case basis.

You must communicate with the instructor about late work/exams on or before the due date of the assignment/date of the exam.

**You are responsible for keeping up with due dates and exam dates.**

### **COVID-19 Statement:**

The health and safety of the campus community is Winthrop's top priority. As socially responsible members of this community, everyone is expected to engage in daily health self-monitoring and to stay home (residence hall or off-campus housing) from on-campus class, work, or activities if they begin experiencing any COVID-related symptoms. Please do not attend class if you have a fever or any signs of the COVID virus, do not attend class if your roommate or someone you have close contact with acquires the virus, and be respectful of others' desire to remain COVID-free. Masking on campus remains optional but strongly encouraged, especially in indoor settings around others. Use the Patient

Portal COVID-19 form to report illness or exposure and upload the positive test, if relevant. Students who violate WU guidelines will be asked to comply. Continued failure to comply may result in referral to the Dean of Students Office as a student conduct violation.

### **COVID-Related Absence**

Students should contact Health Services regarding a positive test, close contact, or enhanced COVID-like symptoms. Any student who has either tested positive, has COVID-like symptoms, or has close contact with someone who has COVID, must contact Health Services. Students should log in to the [Patient Portal](#) to complete a C19 form and upload the positive test, if relevant. Health Services will communicate with the student on what steps to take next, and if need be, the Dean of Students Office will receive absence verification for required isolation and quarantine. Students who verify their absences through the Dean of Students Office often minimize any academic impact caused by missed class time. Health Services will only provide dates of absence, not medical information. Please note, residential students who test positive must follow their personal COVID Quarantine and Isolation Plan.

### **Methods of Evaluating Student Performance**

\*In addition to the general guidelines listed below, there will be detailed instructions available on Blackboard or handed out in class for all assignments with specific expectations for how those must be completed.

**\*All writing assignments must include footnotes and a bibliography in Chicago/Turabian style.**

### **Virtual Check-Ins**

Each student will be required to attend **two 5-10 minute** virtual check-in meetings held via Zoom throughout the semester.

- **The first meeting will occur during the first week of classes (between January 9 and 12) and will be group meetings.** The purpose of this meeting is to have “face-to-face” communication where we can discuss questions, concerns, or other course-related matters.
  - **Sign up via Doodle** <https://doodle.com/meeting/participate/id/boVN96Xa>
  - **These are group meetings so multiple people can sign up for the same time slots.**
- **The second meeting will occur between February 27 and March 3 and will be individual meetings.** The purpose of this meeting is to check-in regarding your progress in the course after interim grades become available and to address any questions and/or concerns. These meetings are a part of your participation grade. More details are available on Blackboard and/or via email.
  - **You will be sent a Doodle Poll closer to the first date of meetings.**
  - **These are individual meetings so each person will be assigned a 15-min time slot.**

### **Current Event Discussions**

Write a **two paragraph** Current Event discussion. Your current event must relate to the topic we are covering that week. For example, if we are covering about the Roarin’ 20s, your Current Event must relate to that topic or some other aspect of that time period in some way. Use a current event that comes from a reputable news/media outlet such as

newspapers, magazines, or online news outlets (CNN, MSN, BBC, etc.). It cannot be no more than two weeks old.

In addition to your Current Event discussion, you will write a one paragraph response to at least two of your classmate's Current Events.

### **Primary Source Analysis – February 2 and April 4**

You will complete **two 2-3 page** double-spaced papers that provide an analysis of assigned primary sources. Your paper will be comprised of the answers you develop in response to the questions relevant to the assigned reading. **You will submit a printed copy of your papers in class on the due dates.**

### **Quizzes – Jan. 22, Feb. 5, Feb. 19, Mar. 5, Mar. 26, & April 9**

You will have a quiz based on the assigned readings for each topic. Quizzes will be completed on Blackboard and consist of **5 questions** (Multiple Choice, True-False, and Matching). Quizzes are open book/notes but you will only have **30 minutes** to complete the quiz. You need to be prepared for the quiz before you begin. **Quizzes will be due on the assigned Sunday by 11:59pm.**

### **Research Project**

You will be required to complete **5-part** Research Project. Your research must include a thorough examination of the topic and a critical analysis that goes beyond a summary of the facts. You will need to explore the topic, its relevance, and how it fits into a broader historical context. This project has five components and will culminate with a **10-12 slide** PowerPoint:

#### **Part 1 – Topic Approval**

Choose a topic relevant to United States History from 1877 through the present. Write **2-3 sentences** that explain your topic and how you plan to approach it. **Due on January 22.**

#### **Part 2 - Introduction**

Write a **2-paragraph** introduction to your topic. The introduction must include a discussion of what the topic is and how you plan to approach it. In this assignment you will also provide a rough draft of your thesis and main arguments. **Due in on February 12.**

#### **Part 3 – Annotated Bibliography**

Identify at least five sources that you will use for preliminary research. **Use at least 3 secondary sources and at least 2 primary sources.** For each source provide: a citation, summary of the source's thesis/main argument, and a brief discussion of how it contributes to your project. You will need to provide at least **1 paragraph per source.** **Your Annotated Bibliography will be due on February 26.**

#### **Part 4 – Partial Draft**

Write a **5-6 slide** partial draft of your research powerpoint. The draft must include the following: introduction (including a solid thesis statement), body paragraphs that provide preliminary exploration of your topic, its relevance, and historical context, footnotes, images and bibliography (The bibliography is a separate slide and does not count toward the total number of slides. Slides with only images don't count toward your total number of slides.). **The Partial Draft will be due on March 23<sup>rd</sup>.**

## Part 5 - Research PowerPoint

Your Research PowerPoint will be due on **April 16**.

You must complete all aspects of the assignment. Each counts toward the overall grade for the assignment:

**Topic Approval - 5%**

**Introduction - 10%**

**Annotated Bibliography - 15%**

**Partial Draft - 20%**

**Research PowerPoint - 50%**

## Final Exam - Due Sunday, April 30 by 11:59pm

I will provide a study guide and details for the exam at least two weeks prior.

| Assignments                    | Weight      |
|--------------------------------|-------------|
| Virtual Check-In               | 5%          |
| Quizzes                        | 15%         |
| Current Events                 | 15%         |
| Primary Source Analysis Papers | 15%         |
| Research Project               | 30%         |
| Final                          | 20%         |
| <b>TOTAL</b>                   | <b>100%</b> |

## Grading Scale

|          |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> | 93-100 = A<br>90-92 = A-              | <b>Designates work of superior quality</b><br>Class participation is voluntary, frequent, relevant, and reflects you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well organized and thought provoking, and free of grammatical or mechanical errors.                                                 |
| <b>B</b> | 87-89 = B+<br>83-86 = B<br>80-82 = B- | <b>Designates work of high quality</b><br>Class participation is voluntary, frequent, and reflects you are keeping up with the assigned materials. Performance on exams is strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors.                                                                                      |
| <b>C</b> | 77-79 = C+<br>73-76 = C<br>70-72 = C- | <b>Designates work that minimally meets the course requirements</b><br>Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams demonstrates acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors.    |
| <b>D</b> | 67-69 = D+<br>63-66 = D<br>60-62 = D- | <b>Reflects minimal clarity and comprehension</b><br>Class participation is minimal, never voluntary, and reveals you have either not read the assigned materials or did not understand the readings. Performance on exams demonstrates minimal mastery of facts and concepts. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred by errors. |
| <b>F</b> | 0-59 = F                              | <b>Unsatisfactory performance</b> along most (or all) measures.                                                                                                                                                                                                                                                                                                                                                                  |

## Withdrawal and S/U

This semester, the deadline to withdraw from a full-term course with an automatic grade of "N" or S/U a full-term course is **March 21**. *Students may not withdraw from the course after this date without documenting extenuating circumstances to the Registrar.*

## Course Schedule

## Introduction

Who are the “people”

Weeks 1 & 2 - January 9-22

*Martin Luther King, Jr. Holiday - January 16 - No Class*

Read: Syllabus

Resource Information

*Give Me Liberty* - Chapter 15, pgs. 661-678

United States Constitution (pay special attention to the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments)

- *Give Me Liberty* A-21 Declaration of Independence - *Give Me Liberty* A-17

[Federalist Papers](#)

[Emancipation Proclamation](#)

## Industrial Revolution and the Rise of Progressivism

Weeks 3 & 4 - January 23-February 5

Read: *Give Me Liberty* - Chapters 16 & 17

## World War I

Weeks 5 & 6 - February 6-19

Read: *Give Me Liberty* - Chapter 19

“Echoes of the Great War” - <https://www.loc.gov/exhibitions/world-war-i-american-experiences/about-this-exhibition/arguing-over-war/>

“Fourteen Points” - [https://avalon.law.yale.edu/20th\\_century/wilson14.asp](https://avalon.law.yale.edu/20th_century/wilson14.asp)

## The Roaring 20s

Weeks 7 & 8 - February 20-March 5

Read: *Give Me Liberty* - Chapter 20

“Louis Armstrong: A Cultural Legacy” - <https://npg.si.edu/exh/armstrong/>

Louis Armstrong, “Wild Man Blues” - [https://www.youtube.com/watch?v=xO3k-S\\_pqK4](https://www.youtube.com/watch?v=xO3k-S_pqK4)

“A Flapper Gir” - <https://www.loc.gov/resource/cph.3a38696/>

Emily Spivack, “The History of the Flapper, Part 1: A Call for Freedom” -

<https://www.smithsonianmag.com/arts-culture/the-history-of-the-flapper-part-1-a-call-for-freedom-11957978/>

## Great Depression and the New Deal

Weeks 9 -11 - March 6-26

*Spring Break - March 13-17 - No Class*

Read: *Give Me Liberty* - Chapter 21; pgs. 815-821

Franklin D. Roosevelt, First Inaugural Address, March 1933

[https://www.gilderlehrman.org/sites/default/files/inline-pdfs/00675\\_FPS\\_0.pdf](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/00675_FPS_0.pdf)

## WWII & the Homefront at War

Weeks 12 & 13 - March 27-April 9

Read: *Give Me Liberty* - Chapter 22

Franklin D. Roosevelt, “The ‘Four Freedoms’”

<http://docs.fdrlibrary.marist.edu/od4freed.html>

## 20<sup>th</sup> Century Movements

Weeks 14 & 15 - April 10-24

Read: *Give Me Liberty* - Chapter 25; pgs. 973-989

**Last Day of Class - April 24**

**Study Day - April 25**

**Final Exam due Sunday, April 30 by 11:59pm**

### **Additional Information**

#### **Students with Disabilities/Need of Accommodations for Access**

Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request.

If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely manner.

OA contact information: [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu); 803-323-3290; Kinard Hall Rooms 322-325.

If you need to utilize the **Testing Center**, it is your responsibility to initiate contact and seek their assistance in making the necessary arrangements. Follow this link for Testing Center guidelines <https://www.winthrop.edu/hcs/default.aspx?id=23199>. For further information call (803) 323-3290 or via email at [testcenter@winthrop.edu](mailto:testcenter@winthrop.edu).

#### **Code of Conduct**

Students are expected to abide by the Winthrop Code of Conduct. Follow this link for more details: <https://www.winthrop.edu/studentconduct/>.

This includes academic integrity. Any academic misconduct such as cheating, plagiarism, or any other academic-related infraction is serious. Significant issues with documentation or plagiarism in your assignments will result in a zero.

#### **Dacus Library**

Use of Dacus Library will be an integral part of this course. Dacus houses a wide array of scholarly materials in print and digital. Not everything can be found online. You will need to actually go to the library for this course. For information call (803) 323-2362 or visit their website <http://libguides.library.winthrop.edu/dacus>.

#### **The Writing Center**

This course is writing intensive. I urge students to utilize the Writing Center located in **242 Bancroft Hall** to hone your writing skills. The center has staff that can work with you on writing assignments in any discipline and at any phase of your writing process. For information call (803) 323-2138 or visit their website <https://www.winthrop.edu/writingcenter/>.



## **Academic Success Center**

Winthrop University's Academic Success Center provides comprehensive free resources for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as peer tutoring, academic coaching, learning development, advising, and first-year readiness. In addition to services within the ASC, other campus services (e.g., Writing Center, Language Learning Center, Library) are available. For more information, please visit:

- ASC Peer Tutoring & Learning Support - <https://www.winthrop.edu/success/peer-tutors.aspx>
- ASC Advising - <https://www.winthrop.edu/ucadvising>
- ASC Academic Coaching - <https://www.winthrop.edu/success/academic-coaching.aspx>
- ASC First-Year Experience - <https://www.winthrop.edu/fye>
- Campus Support Services - <https://www.winthrop.edu/success/campus-resources.aspx>

You can also contact the ASC at 803/323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu) with any questions.

## **Syllabus Updates**

The syllabus and/or course schedule could change based on the progression of the course. These changes are at the discretion of the instructor; however, students will be notified via in-class announcements, email, and/or blackboard announcements when any changes/additions are made to the syllabus and/or course schedule.



## American National Government

PLSC 201 section 001  
Online: non-synchronous  
May 2023

3 credit hours

Instructor: Dr. Scott Huffmon Office: 344 Bancroft

Phone #: ext. 4669 (323-4669 from off campus)

**\*\*BEST CONTACT\*\*** email: [huffmons@winthrop.edu](mailto:huffmons@winthrop.edu)  
Student Hours: via Zoom appointment

"Knowledge will forever govern ignorance, and a people who mean to be their own governors, must arm themselves with the power knowledge gives. A popular government without popular information or the means of acquiring it, is but a prologue to a farce or a tragedy or perhaps both."

--James Madison

### Course Goals

This course is designed to familiarize you with the institutions and processes of the American government and the forces that drive them. You may have been previously exposed to a knowledge of the names of some of the various governmental institutions, but through the course of this semester you will (hopefully) begin to understand what they do and why they do it.

Perhaps most importantly, we will examine how the ordinary citizen can (and should!) participate in the governmental process.

An introductory course on American Government is important on several levels. No matter what direction you take in life there will be governmental departments, agencies, bureaucracies, and regulations that affect you. In an ever changing and shrinking world where events half a world away affect our daily lives instantly, an ignorance of our own government is not merely unadvisable, it could be downright dangerous! Finally, we must all realize that this is OUR government and a knowledge of how to make it accessible to ourselves should be basic.

### LEARNING OBJECTIVES

#### Student Learning Outcomes

Students who successfully complete this course will demonstrate 1) an understanding to the philosophical underpinnings of our constitutional republic; 2) familiarity with the U.S. Constitution, the Declaration of Independence, and the Federalist Papers; 3) familiarity with the concept of federalism; 4) an understanding of the general structure of American National Government and the general functions of the major branches; 5) a knowledge of the American political system including political parties, public opinion, and elections.

#### Learning Objectives

To achieve the goals above, the students will meet the following objectives:

- Identify the American Founding Documents
- Recall the philosophies that contributed to the American Founding Documents
- Recall the underlying concepts of the US Constitution
- Recall court cases that affirm, or alter, clauses in the Constitution

- Recall the branches of American Government
- Recall the functions of the branches of government
- Recall how political parties, elections, public opinion, interest groups, and the media operate within the American political system
- Apply your knowledge of the above in 3 specific ways
  1. successfully passing exams that test your recall of the information
  2. participate in weekly discussions of the topics covered each week by posting a question or observation and responding to someone else's question or comment
  3. several writing assignments where you are required to apply knowledge to specific topics or scenarios

### Student Learning Activities

Grades will be calculated using the following formula:

| Assignment                     | Percent of Final Grade |
|--------------------------------|------------------------|
| Exam Average (3)               | 60%                    |
| Outside Assignment Average (2) | 40%                    |

This course employs Winthrop's +/- grading system. Note: grades themselves will NOT be artificially forced into a normal distribution. The "0" grade will move into the next highest letter grade range. By way of explanation, the following will be the cut points for the "C" grade range: 70 - 72.4999 = C- ; 72.5 - 77.4999 = C ; 77.5 - 79.9999 = C+

#### Exams:

There will be **three** exams over the course of the semester (two mid-term exams and a final exam). The exams may be multiple choice, short answer, fill-in-the-blank, essay, or any combination thereof. Material for the exams will be drawn from readings, lectures, and class discussions. Make up exams must be scheduled one week in advance in the case of an *unavoidable* planned absence; otherwise, make ups will be given only in the case of a **documented** illness or emergency. "Documented" means a legitimate doctor's note dating from *prior* to the exam. Any student health center note describing vague symptoms dated the day of or after the exam will not be acceptable. In either case, make up exams will consist entirely of essay questions.

**EXAM DATES NOTED BELOW ARE TENTATIVE AND SUBJECT TO CHANGE.**

**EXAMS WILL BE TAKEN USING THE RESPONDUS LOCKDOWN BROWSER AND MAY BE TAKEN ANY TIME IN THE DESIGNATED TIME WINDOW ON THE EXAM DATES.**

#### [A few notes on STUDY GUIDES](#)

#### Outside Assignments

There will be 2 outside assignments.

1) There will be an online assignment related to 3 of the Federalist Papers in addition to the 2 we cover in lectures and the main part of the course. You will read Federalist Papers 30, 44, and 78 and complete a quiz and written assignment on these.

2) You will read the **Emancipation Proclamation and "Letter from a Birmingham Jail"** and complete a quiz and written assignment on these.

**This syllabus may be revised throughout the semester.**

[Note key dates for the university on the University Calendar here.](#)

**Drop/Add Date: May 16, 2023**

**Course Withdrawal Deadline: May 25, 2023**

**Students with Accessibility Issues:** Winthrop University is dedicated to providing access to education. If you have an accessibility and require specific accommodations to complete this course, contact the Office of Accessibility at 323-3290 and make an appointment to see a professional staff member. Once you have your official notice of accommodations from the Office of Accessibility, please inform me as early as possible in the semester.

### **REQUIRED MATERIALS**

#### **Required Text**

The following book is required --- you need to be sure you have the **correct edition** of the textbook – note, this is only available in an online/Ebook format:

**Government by the People: Structure, Action, and Impact, 2020 Presidential Election Edition**, 27th Edition - REVEL edition

Purchase access code from the Winthrop Bookstore, or go here: <https://www.pearson.com/us/higher-education/program/Magleby-Revel-for-Government-By-the-People-2020-Presidential-Election-Edition-Access-Card-27th-Edition/PGM100003053994.html> - **choose REVEL edition.**

Only the REVEL edition allows you to "join" the course and access the book via the REVEL link on the Pearson (publisher) website.

Use your Winthrop email when purchasing the REVEL edition of the textbook. You should be sent a code which you will use to activate your textbook here: <https://console.pearson.com/enrollment/tbxhds>

The instructor reserves the right to add supplemental readings if necessary. Between 45% - 55% of the questions on the exams will come from the book...do not neglect your readings!

### **Academic Misconduct**

Academic misconduct will not be tolerated. Winthrop's *Conduct Code* defines academic misconduct as:

"Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; presenting, as one's own, the ideas or words of another for academic evaluation without proper acknowledgment; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved. In addition, academic misconduct involves attempting to influence one's academic evaluation by means other than academic achievement or merit. More explicit definitions of academic misconduct specific to certain academic disciplines may be promulgated by academic departments and schools."

I will prosecute cases of academic misconduct to the fullest extent of university policy, and that can mean expulsion from the university. Obviously, any student caught cheating or plagiarizing, in any manner, on an exam or assignment will receive a zero for that assignment in addition to academic prosecution. Additionally, I reserve the right to award the student an "F" in the course for ANY act of academic misconduct if I feel it is warranted. This is in addition to academic prosecution by the Dean of Students.

**\*\*ADDITIONALLY**, the Department of Political Science has its own policies on plagiarism and academic misconduct: [Poli Sci Statement on Plagiarism](#) In the immortal words of Brad Hamilton: "Learn it; Know it; Live it!"\*\*

### **Class Policies:**

Tests will be taken on Blackboard and timed. [Respondus Lockdown Browser AND Monitor](#) will be used. Go here for instructions if you have never used this before:  
<https://www.winthrop.edu/uploadedFiles/onlinelearning/UsingLockDownBrowseratHome.pdf>

I do not provide separate lecture notes for students under any circumstances. To repeat, I do not provide lecture notes for students under **any** circumstances.

Grade Appeals: If you wish to dispute a grade on a particular assignment for any reason other than an obvious arithmetic error on my part, you will need to type a one-page explanation of your position and turn it in, along with the original graded assignment, **at least one week after** the assignment is returned to you. Appeals submitted less than one week after the grade/assignment is returned to you will not be accepted. I will then consider your appeal and make a determination.

For appeals regarding your final grade in the course, please consult the Student Handbook and Catalog for procedures.

### **Constitution, University Level Competencies (ULCs), and Global Learning Initiative (GLI)**

**Requirements:** PLSC 201, American Government, fulfills the University's constitution requirement. This course contributes to student mastery of the following ULCs: Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live and Competency 4: Winthrop graduates communicate effectively. The GLI components of this course are an examination of the Universal Declaration of Human Rights alongside our Bill of Rights, a discussions of the differences between our legislative system and the parliamentary system of other countries, and discussions contrasting the preferences and opinions of people from around the United States with those locally and regionally.

**Syllabus Changes: This syllabus is subject to change by the instructor throughout the semester.**

**Lectures:** Other than the first week, all lectures for each week will be made available Saturday at 8am for the next week.

## Reading Assignments

Readings should be done BEFORE viewing the lecture. Very frequently, the lecture will assume you learned a basic concept from the text and will be a springboard from the text.

| Topic                                                                                                                                                                                                                                                                      | Week                                          | Reading Assignment                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------|
| <b>For Week 1 You will watch lectures 1 - 10</b>                                                                                                                                                                                                                           |                                               |                                                                                  |
| History of Democracy & Representation                                                                                                                                                                                                                                      | <b>Lectures 1 - 3</b>                         | Chapter 1 and The Declaration of Independence (in the Appendix of your textbook) |
| American Drive for Democracy                                                                                                                                                                                                                                               | <b>Lectures 1 - 3</b>                         | " <a href="#">The Articles of Confederation</a> "                                |
| Building a Constitution                                                                                                                                                                                                                                                    | <b>Lectures 4 - 6</b>                         | Chpt 2                                                                           |
| Principles of the Constitution                                                                                                                                                                                                                                             | <b>Lectures 4 - 6</b>                         | The Constitution in the Appendix                                                 |
| The Federalists Papers                                                                                                                                                                                                                                                     | <b>Lectures 7 - 8</b>                         | Federalist Papers #10 and #51 in Appendix                                        |
| Federalism                                                                                                                                                                                                                                                                 | <b>Lectures 7 - 8</b>                         | Chapter 3 all                                                                    |
| Civil Liberties                                                                                                                                                                                                                                                            | <b>Lectures 9 - 10</b>                        | Chapter 14 all                                                                   |
| Civil Rights                                                                                                                                                                                                                                                               | <b>Lectures 9 - 10</b>                        | Chapter 15 all                                                                   |
| <b>Exam 1 (Chpts 1, 2, 3, 14, 15, the Constitution, Articles of Confederation, Declaration of Independence, and Federalist Papers (only those lectured on), and all lectures since beginning of course<br/>***Between 6am Friday, May 19 and 11:00pm Sunday, May 21***</b> |                                               |                                                                                  |
| <b>For Week 2, You will watch lectures 11 – 16, but NOT in order</b>                                                                                                                                                                                                       |                                               |                                                                                  |
| Congress                                                                                                                                                                                                                                                                   | <b>Lectures 11 - 12</b>                       | Chapter 10                                                                       |
| How a Bill Becomes a Law                                                                                                                                                                                                                                                   | <b>Lectures 11 - 12</b>                       | Chapter 10 (same as above)                                                       |
| The Presidency                                                                                                                                                                                                                                                             | <b>Lectures 13 AND 16 (not 13 through 16)</b> | Chapter 11                                                                       |
| The Federal Bureaucracy                                                                                                                                                                                                                                                    | <b>Lectures 13 AND 16 (not 13 through 16)</b> | Chapter 12                                                                       |
| <b>Online Federalist Papers Quiz Completed and Written Assignment turned in by By 5pm Wednesday, May 24, 2023 (Federalist Papers 30, 44, and 78 )</b>                                                                                                                      |                                               |                                                                                  |
| The Judiciary                                                                                                                                                                                                                                                              | <b>Lectures 14 - 15</b>                       | Chapter 13                                                                       |
| <b>Exam 2 (Chpts 10, 11, 12, &amp; 13 and all lectures since last exam)<br/>***Between 6am Friday May 25 and 11:00pm Saturday May 26***</b>                                                                                                                                |                                               |                                                                                  |

**For Week 3, You will watch lectures 17 - 22**

|                                                                                                                                                                      |                         |                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------|
| Public Opinion                                                                                                                                                       | <b>Lectures 17 - 18</b> | Chapter 4 and Chpt 7.1 – 7.3 |
| Political Parties                                                                                                                                                    | <b>Lectures 17 - 18</b> | Chapter 6                    |
| Participation                                                                                                                                                        | <b>Lectures 19 - 20</b> | Chapter 7.4 – end of Chpt 7  |
| Campaigns & Elections                                                                                                                                                | <b>Lectures 19 - 20</b> | Chapter 8                    |
| <p><b>Online Emancipation Proclamation/Letter from Birmingham Jail Quiz Completed and Written<br/>Assignment turned in by<br/>By 5pm Wednesday, May 31, 2023</b></p> |                         |                              |
| Interest Groups                                                                                                                                                      | <b>Lectures 21 - 22</b> | Chapter 5                    |
| Media & Politics                                                                                                                                                     | <b>Lectures 21 - 22</b> | Chapter 9                    |
| <p><b>Final Exam (Chpts 4, 5, 6, 7, 8, 16, 17 and all lectures since last exam)<br/>Friday, June 2, 6:00am – Saturday, June 3, NOON</b></p>                          |                         |                              |