Memorandum

To: Chouki El Hamel, General Studies Council Chair
    Phyllis Lucie, General Studies Council Program Coordinator

From: Ron Dorn, School of Geographical Sciences and Urban Planning

Re: Review of GCU113/HST113, Pending Approval of Permanent Course Number

Date: October 3, 2011

The Teaching Foundations Project is a part of a large federal grant to develop new lower division courses to host rich content material for aspiring elementary educators. The intent is to replace a potpourri of random courses now taken with rich content that is targeted towards what elementary educators need to learn.

The course:

GCU 113: United States and Arizona Social Studies
& cross listed
HST 113: United States and Arizona Social Studies

is one of two lower division courses being developed to integrate the core areas of “social studies” taught in elementary classrooms: economics; geography, government (political science), and history.

This course is now under review for a permanent number, since it is on the major map of for Elementary Education majors starting in the Fall of 2012.

I understand that this course review is pending approval of a permanent number. I also understand that the Teaching Foundations Project consortia leadership will review the syllabi for any changes. If they identify any changes, the new syllabus will be sent to the subcommittee chairs. In this case, the subcommittees will be SB and H.
Please see the material that follows this cover form.

Luc Anselin

Luc Anselin, Director, School of Geographical Sciences and Urban Planning
October 3, 2011
## ASU--[H] CRITERIA

THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
<td>1. History is a major focus of the course. See yellow color in syllabus</td>
</tr>
<tr>
<td>✗</td>
<td>✗</td>
<td>2. The course examines and explains human development as a sequence of events. See red color in syllabus</td>
</tr>
<tr>
<td>✗</td>
<td>✗</td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time. See green color in syllabus</td>
</tr>
<tr>
<td>✗</td>
<td>✗</td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. See blue color in syllabus</td>
</tr>
</tbody>
</table>

THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCU</td>
<td>113</td>
<td>United States and Arizona Social Studies</td>
<td>H</td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>How course meets spirit</th>
<th>Evidence of how course meets criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History is a major focus of the course</td>
<td>Social studies in the elementary curriculum has a heavy focus on history. Thus, history is the major focus of a course designed to train future elementary teachers in social studies.</td>
<td>Over 70% of the grade tasks students with understanding American history, Arizona history, and U.S. government that has a major focus on history. For specifics, see the yellow annotated sections in the syllabus.</td>
</tr>
</tbody>
</table>
| 2. The course examines and explains human development as a sequence of events | Students learn history and government in terms of a sequence of events.                                                                                                                                                 | 45 contact hours of lectures by ASU historians advances student understanding in the history of the United States and Arizona. I encourage members of the general studies council to examine the history lectures found at these URL:  
http://alliance.la.asu.edu/consortium/GCU113Web/  
The logon is: social  
The password is: studies  
Then, click on History Core to view the U.S. History lectures and History Supplemental to view the Arizona History lectures.  
Also, the 25 hours of government lectures have history as a major focus. Please click on these lectures by going to “Government Core” lectures.  
Thus, the basic lectures have history as a major focus.  
See the red annotated material in the syllabus |
| 3. There is a disciplined systematic examination of human institutions as they change over time | The history and government readings articulate well together in terms of understanding the institutions of the U.S. and Arizona government as they have changed over time.                                                                 | The lectures described under criteria #2 in the above table cell do cover the institutions of U.S. Governmenta and Arizona government as they have changed over time. These threads run through the lectures.  
See the green annotated material in the syllabus |
<table>
<thead>
<tr>
<th>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context</th>
<th>The lectures described under criteria #2 in the above table cell cast the history of the United States and Arizona under the broader context of social change, political change, and economic change in ten broad periods of history defined by the national history standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlike other general studies applications, the council has the opportunity to view the full set of lectures to assess whether this and the other criteria are met. In other words, the full set of lectures are available online here: <a href="http://alliance.la.asu.edu/consortium/GCU113Web/">http://alliance.la.asu.edu/consortium/GCU113Web/</a> The logon is: social The password is: studies</td>
<td></td>
</tr>
<tr>
<td>Please feel free to evaluate whether the lectures meet the spirit and specifics of these criteria. Also, see the blue annotated material in the syllabus.</td>
<td></td>
</tr>
</tbody>
</table>
1. Instructor Information:
Dates of classes: Fall Semester 2012
Instructor: Dr. Ronald Dorn
Email: ronald.dorn@asu.edu
Work Phone: 480-965-7533
Office Hours: MWF 10 to 11 am
Office Location: Coor 5580
Background: Ron Dorn has been a Professor of Geography (now Geographical Sciences and Urban Planning) since 1988. He has been working with K-12 teachers since 1995 in his role as co-coordinator of the Arizona Geographic Alliance. He is the co-leader of the social studies consortia in the Teaching Foundations Project.

2. Course Information:

Catalog Description: Introduction to the United States and Arizona from the integrated social science perspectives of history, geography, and government.

General Studies: Under consideration for SB and H

This course meets the Social and Behavioral Sciences (SB) criteria, because it requires students to learn about social scientists’ observations about human behavior and how social science perspectives on human events contribute to civic dialogue. To accomplish this, students learn social science theories and principles in government, geography, and the social science side of history. Students learn about methods used to acquire social science knowledge. Students also learn about the impact of social scientific understanding.

This course also meets the Historical Awareness (H) criteria, because this course focuses more than half of the grade on enhancing the awareness of students on the importance of history in studying American and Arizona government, in studying the history of the United States and Arizona, and in understanding the geographical context of the United States and Arizona.
These two general studies requirements interweave with one another in a way that promotes both social science understanding and historical awareness through transdisciplinary perspectives.

**Course Format:** This course is designed to be taught in multiple formats: face-to-face, hybrid, and online. This particular syllabus is designed for the hybrid format.

**Required Course Texts, Materials and Resources:** There are no required expensive textbooks for this course.

1. Lectures, reading and other resources are available through hyperlinks in the course schedule.

2. ASU Blackboard Course Management Website at [http://myasucourses.asu.edu](http://myasucourses.asu.edu) (All ASU students have FREE access to this web resource). The blackboard website will be used to facilitate assignments and instructor feedback for the history and government components of the course.

3. A specially designed grading program ([http://socialstudies.courseassign.com/](http://socialstudies.courseassign.com/)) will facilitate student engagement in the geography component of this class, modeling the integration of technology into the learning process.

**Student Learning Outcomes Linked to Educational Standards**

The intended audience for this course are ASU students who aspire to become certified teachers and any student interested in an integrated understanding of the social studies of the United States and Arizona.

This is not a course in how to teach. It is a content-rich course about the social studies (government, history, geography) of the United States and Arizona. This content does, however, relate to a number of different educational standards that must be mastered by aspiring elementary teachers. The content of this course is part of a sequence of two courses, cross-listed in history (HST) and geography (GCU) that will prepare you to master these standards:

**GCU 113 or HST 113: United States and Arizona Social Studies (SB, H)**
**GCU 114 or HST 114: World Social Studies (SB, G)**

<table>
<thead>
<tr>
<th>Educational Standard</th>
<th>How this course connects</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The AEPA Test for Middle School Grades Social Studies.</td>
<td><strong>United States and Arizona Government:</strong> Objective 0009: Understand the historical development of government in the United States. Objective 0010: Understand the United States Constitution. Objective 0011: Understand the structure, organization, and operation of the</td>
<td>Those elementary students interested in taking the AEPA Middle Grades Social Studies Test.</td>
</tr>
</tbody>
</table>

*Note: even if you do not plan to teach in middle school, having deeper knowledge of what is taught in slightly higher grade levels is valuable.*
plan to teach in middle school, having deeper knowledge of what is taught in slightly higher grade levels is important in helping you make connections for your students.

federal government.

Objective 0012: Understand the relationship of government to the United States economic system.

Objective 0013: Understand the development of political parties in the United States.

Objective 0014: Understand the election process in the United States.

Objective 0015: Understand the role of political culture, public opinion, and the media in United States politics.

Objective 0016: Understand state and local government in the United States.

Objective 0017: Understand the rights and responsibilities of U.S. citizenship.

Objective 0018: Understand basic features of democratic government in the United States.

Objective 0019: Understand state government and government of American Indian nations in Arizona.

United States and Arizona History:

Objective 0019: Understand the ideas, values, and institutions that have shaped the culture of the United States.

Objective 0020: Understand developments in the arts, literature, science, religion, and philosophy in the United States.

Objective 0021: Understand the role of immigration and cultural diversity in the continuing development of the United States.

Objective 0022: Understand European exploration of North America and the development of colonial settlements.

Objective 0023: Understand the Revolutionary War and major developments related to the creation of the federal government and establishment of U.S. society.

Objective 0024: Understand the westward movement in U.S. history.

Objective 0025: Understand the Civil War and Reconstruction.

Objective 0026: Understand industrialization in the United States.

Objective 0027: Understand the U.S. rise to world power.

Objective 0028: Understand political and military developments, economic trends, and social movements in the United States since WWI.

Objective 0029: Understand major developments in Arizona history.

United States and Arizona Geography:

Objective 0020: Understand the world in spatial terms.

Objective 0021: Understand places and regions.

Objective 0022: Understand physical systems.

Objective 0023: Understand human systems.

Objective 0024: Understand environment and society.

This is a course rich in academic knowledge and does not have any focus on pedagogy. Thus, the standards addressed are 7 and 8:

Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor’s degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards.

Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning.
Arizona Student Content Standards Addressed in this Course.

This course uses explicit examples from Strand 1: American History:
(https://www.ade.state.az.us/standards/sstudies/articulated/strand1.pdf)

This course uses explicit examples from Strand 3: Civics/Government of the Social Studies Standard:
(https://www.ade.state.az.us/standards/sstudies/articulated/strand3.pdf)

This course uses explicit examples from Strand 4: Geography of the Social Studies Standard:
(https://www.ade.state.az/standards/sstudies/articulated/strand4.pdf)

The course does not provide material at the level of elementary school students. Rather, different performance objectives in Grades K-8 are explained at the college level. For example, although Kindergarten students are to explore the role of citizens by showing understanding of fair rules on the playground and classroom, college students will have assignments requiring them to show an understanding of the pathways of citizen engagement and policy change.

Instructor-Student Trust: Trust is an important aspect of any successful educational setting.

In this class, the instructor anticipates that students come into this class: (a) trusting that the course developers of the Teaching Foundations Project have compiled class material highly relevant to aspiring elementary educators; (b) trusting that your course instructor greatly desires you to do well in the class and will not employ such “tricks” as “gotcha” tests that assess material that has never been presented; (c) trusting that grading will be done fairly with useful feedback; and (d) trusting that the workload of the class accurately reflects Arizona Board of Regents guidelines for three credit semester courses.

Commensurately, in this class, the instructor trusts that the students truly want to learn the material as opposed to just meet a requirement. The instructor trusts that the students will let the instructor know when any learning problems arise. The instructor also understands that students do sometimes have problems in their everyday life that can interfere with learning, and that the instructor wants to learn of these problems as soon as possible to come up with mutually beneficial solutions that promote learning.

3. Tentative Course Calendar, Lectures and Readings

**Weeks 1-4: Promoting Disciplinary Thinking about the History of the United States and Arizona [15 hours of lectures]**

<table>
<thead>
<tr>
<th>Course Topic</th>
<th>Standard Connections</th>
<th>Lectures and Readings</th>
<th>Date of Class Discussing Material in Person for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Each link below opens a new webpage that links to online lectures and</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>PDF files of readings</td>
<td>Online presentations and reading link</td>
<td>Hybrid Class</td>
</tr>
<tr>
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<tr>
<td>Three Worlds Meet (Beginnings to 1620)</td>
<td></td>
<td>[Link]</td>
<td>Week 1</td>
</tr>
<tr>
<td>Colonization and Settlement (1585-1763)</td>
<td></td>
<td>[Link]</td>
<td>Week 1</td>
</tr>
<tr>
<td>Revolution and the New Nation (1754-1820s)</td>
<td></td>
<td>[Link]</td>
<td>Week 2</td>
</tr>
<tr>
<td>Expansion and Reform (1801-1861)</td>
<td></td>
<td>[Link]</td>
<td>Week 2</td>
</tr>
<tr>
<td>Civil War and Reconstruction (1850-1877)</td>
<td></td>
<td>[Link]</td>
<td>Week 2</td>
</tr>
<tr>
<td>The Development of the Industrial United States and Arizona (1870-1900)</td>
<td></td>
<td>[Link]</td>
<td>Week 3</td>
</tr>
<tr>
<td>Era 7 The Emergence of Modern America and Arizona (1890-1930)</td>
<td></td>
<td>[Link]</td>
<td>Week 3</td>
</tr>
<tr>
<td>Era 8 The Great Depression and World War II (1929-1945)</td>
<td></td>
<td>[Link]</td>
<td>Week 3</td>
</tr>
<tr>
<td>Era 9 Postwar United States and Arizona (1945 to early 1970s)</td>
<td></td>
<td>[Link]</td>
<td>Week 4</td>
</tr>
<tr>
<td>Era 10 Contemporary United States and Arizona (1968 to the present)</td>
<td></td>
<td>[Link]</td>
<td>Week 4</td>
</tr>
</tbody>
</table>

**Weeks 5-10: Promoting Disciplinary Thinking about Government of the United States and Arizona [15 hours of lectures]**

<table>
<thead>
<tr>
<th>Course Topic</th>
<th>Standard Connections</th>
<th>Lectures and Readings</th>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of the State</td>
<td>National Standard</td>
<td>Online presentations and reading link</td>
<td>Week 5</td>
</tr>
<tr>
<td>State Power</td>
<td>National Standard</td>
<td>Online presentations and reading link</td>
<td>Week 5</td>
</tr>
<tr>
<td>Formation of the American Idea</td>
<td>National Standard</td>
<td>Online presentations and reading link</td>
<td>Week 6</td>
</tr>
</tbody>
</table>
Weeks 11-14 Promoting Disciplinary Thinking about Geography of the United States and Arizona [10 hours of lectures]

<table>
<thead>
<tr>
<th>Course Topics</th>
<th>Standards</th>
<th>Lectures and Readings</th>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the structure of geography</td>
<td></td>
<td>Each link below opens a new webpage that links to online lectures and PDF files of readings</td>
<td></td>
</tr>
<tr>
<td>Online presentations explaining national geography standards and Arizona social studies standard and the Arizona geography strand.</td>
<td></td>
<td>Online presentations and reading link</td>
<td></td>
</tr>
<tr>
<td>Maps of the US and Arizona</td>
<td>National Standard 1</td>
<td>Online presentations and reading link</td>
<td></td>
</tr>
<tr>
<td>Mental Mapping of the</td>
<td>National Standard</td>
<td>Online presentations and reading link</td>
<td></td>
</tr>
<tr>
<td>US and Arizona</td>
<td>2</td>
<td>3</td>
<td>Online presentations and reading link</td>
</tr>
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<td>----------------------------------------------------</td>
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<td>---------------------------------------</td>
</tr>
<tr>
<td>Spatial Organization of the US and Arizona</td>
<td>National Standard 4</td>
<td>National Standard 5</td>
<td></td>
</tr>
<tr>
<td>Physical and Human Characteristics of the US and Arizona</td>
<td>National Standard 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People create regions in the US and Arizona</td>
<td>National Standard 7</td>
<td>National Standard 8</td>
<td></td>
</tr>
<tr>
<td>How Culture and Experience influences perceptions of the US and Arizona</td>
<td>National Standard 9</td>
<td>National Standard 10</td>
<td></td>
</tr>
<tr>
<td>Physical Processes and Patterns of the US and Arizona</td>
<td>National Standard 11</td>
<td>National Standard 12</td>
<td></td>
</tr>
<tr>
<td>Characteristics and Distribution of Ecosystems in the US and Arizona</td>
<td>National Standard 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population Distribution, Characteristics and Migration in the US and Arizona</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Mosaics in the US and Arizona</td>
<td>National Standard 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic interdependence in the US and Arizona</td>
<td></td>
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<tr>
<td>Settlement patterns and functions in the US and Arizona</td>
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<tr>
<td>Cooperation and conflict in the US and Arizona</td>
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<tr>
<td>Human Modification of Earth's Surface in the US and Arizona</td>
<td></td>
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</tr>
</tbody>
</table>
### Course Topics

<table>
<thead>
<tr>
<th>How Nature Affects People in the US and Arizona</th>
<th>National Standard 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Resources in the US and Arizona</td>
<td>National Standard 16</td>
</tr>
<tr>
<td>Applying Geography to Interpret The Past in the US and Arizona</td>
<td>National Standard 17</td>
</tr>
<tr>
<td>Applying US and Arizona Geography to Plan for the Future</td>
<td>National Standard 18</td>
</tr>
</tbody>
</table>

### Lectures and Readings

- **Each link below opens a new webpage that links to online lectures and PDF files of readings**
- **Online presentations and reading link**

### Date of Class Discussing Material in Person for Hybrid Class

<table>
<thead>
<tr>
<th>Course Topics</th>
<th>Lectures and Readings</th>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Assignment: Student Presentations</td>
<td>Online presentations on integrative assignment reading link</td>
<td>Week 15</td>
</tr>
<tr>
<td>Retrospective on Integrating Perspectives: Linking learned materials on Social Studies to Reading, Writing, Mathematics, Science, Fine Arts and Diverse Learners</td>
<td>Online presentations and reading link</td>
<td>Week 15</td>
</tr>
</tbody>
</table>

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### GCU 113 Reading List for Students

**Introduction:** The readings are all linked in connection to assignments. The students access these assignments as hyperlinks. Most of these readings can be accessed by clicking on a hyperlink. A few readings are stored in a directory that is password protected. The logon is: social
The password is: studies

The students will not see this lengthy reading list. The readings will be parsed out slowly, a few hyperlinks at a time. Our observation is the lengthy linear reading lists can discourage students.
In contrast, this hyperlinked generation will read if the sections are bite-sized and they relate directly to the task at hand – whether it be an assignment, a quiz, or studying for a test.

Readings in the Government Section of the Course

For Quiz 1: Role of the State

For Quiz 2: State power
[Locke’s Treatise on Government](http://thisnation.com/textbook/whygovt.html) in particular, chapter 7

For Quiz 3: Formation of the American Idea
[Text of the Magna Carta](http://thisnation.com/textbook/whygovt.html) and  [Text of the Mayflower Compact](http://thisnation.com/textbook/whygovt.html)

For Quiz 4: Revolutionary Origins

For Quiz 5: The Constitution


[The Constitution with commentary by the Founders](http://thisnation.com/textbook/whygovt.html)

For Quiz 6: Federalism


For Quiz 7: Congress


For Quiz 8: The Presidency

[The Executive Branch](http://thisnation.com/textbook/whygovt.html)
[First Inaugural Address of George Washington](http://thisnation.com/textbook/whygovt.html)
For Quiz 9: Interest Groups and parties
Carry out your own research on Third Parties. Here are examples of some resources:
The Whig Party
About Political parties
1992 Presidential Debate

For Quiz 10: Social Movements and Public Policy
History and background on the development of Social Security
Virtual Tour of the Social Security History Museum
Frances Perkins speeches about Social Security

For Quiz 11: Arizona statehood and constitution
Short Summary of Arizona History
Time line of Arizona History
Arizona Constitution – Hyperlink Version

For Quiz 12: Arizona Legislature
Arizona Legislature http://www.azleg.gov/

For Quiz 13: Arizona Executive Branch
Offices of the Governor
Please watch this presentation on Arizona's Executive Branch.
(logon: social password: studies)

Readings in the History Section of the Course, used in Quizzes and History Project

The main readings in the history section are linked to Digital History. Each of these readings are hyperlinks associated with the online lectures and quizzes. The students do not see this extensive list of readings in one place. Rather, these readings are parsed out in small bits. To access these readings, just click on the link. They are all hyperlinks.

These readings are mix of meeting Criteria 1, Criteria 2, Criteria 3 and Criteria 4. Many readings integrate the different criteria. These are hyperlinks. Thus, please click on them to evaluate.

The Cultures of Prehistoric America
Native America on the Eve of Contact
European Commercial and Financial Expansion
Slavery and Spanish Colonization
The Black Legend
Slavery Takes Root in Colonial Virginia
The Puritan Idea of the Covenant
Dimensions of Change in Colonial New England
The Salem Witch Scare
Struggles for Power in Colonial America
Fear of Slave Revolts
The Middle Colonies: William Penn’s Holy Commonwealth
The Southernmost Colonies: The Carolinas and Georgia
The Newness of New World Slavery
The Impact of the Slave Trade on West and Central Africa
Slavery in Colonial North America
The American Revolution and Slavery
Slave Resistance and Revolts
The Emergence of New Ideas about Personal Liberties and Constitutional Rights
The Seven Years’ War
The Rise of Antislavery Sentiment
The Fate of Native Americans
The Road to Revolution
Why did the American Revolution take place?
Declaring Independence
The Revolutionary War
How were the colonies able to win independence?
How revolutionary was the American Revolution?
Creating New State Governments
The Founders: A Biographical Guide
Articles of Confederation
Economic and Foreign Policy problems
Shays’ Rebellion
What Americans Don’t Know About the Constitution
Completing a Final Draft
The Constitution and Slavery
The Bill of Rights
Amending the Constitution
Constitutional Quiz
Defining the Presidency
The Birth of Political Parties
Alexander Hamilton’s Financial Program
The Revolution of 1800
Black Abolitionists
Was the Revolution a missed opportunity to end slavery?
Jefferson in Power
The War of 1812
The War’s Significance
The Growth of American Nationalism
Defending American Interests in Foreign Affairs
Emergence of a New Party System
The Presidency of Andrew Jackson
Indian Removal
American Transcendentalism
The Birth of American Popular Culture
Schooling in Early 19th Century America
Horace Mann
Should teachers be allowed to use physical punishment?
Obstacles to Education
Manifest Destiny
The Texas Question in American Politics
The U.S.-Canadian Border
The Mexican War
The War's Significance
The Gold Rush
A Thirty Years War
Nez Perce
Native Americans at the Turn of the Century
Lincoln Responds to Secession
A War for Union
Native Americans and the Civil War
The Meaning of the Emancipation Proclamation
The Second American Revolution
The Confederacy Begins to Collapse
The Battle of Gettysburg
Slaves' Role in Their Own Liberation
A Stillness at Appomattox
'The President is murdered'
The War’s Costs
Reuniting the Union: A Chronology
The Significance of Reconstruction
Jim Crow and the Courts
Booker T. Washington and the Politics of Accommodation
Building the Transcontinental Railroad
Closing the American Frontier
Labor in the Age of Industrialization
The Origins of American Trade Unionism
Socialist and Radical Alternatives
The Statue of Liberty
Migration as a Key Theme in U.S. and World History
The United States's Changing Face
Statue of Liberty Quiz
The Rise of Mass Communication
Commercialized Leisure
J.P. Morgan
Social Darwinism
The Rise of Big Business
The Rise of the Modern City
Boss Tweed
New Arguments and New Constituencies
Opponents of Suffrage
Did the Vote Make a Difference?
The Gilded Age
Grover Cleveland
The United States Becomes a World Power
The Populist Crusade and Restrictions on African Americans
Progressivism
Theodore Roosevelt
The United States in 1900
World War I
Over There: American Doughboys Go to War
The Ku Klux Klan
The 1920s - An Overview
Herbert Hoover
The New Woman
The Great Depression in Global Perspective
Why It Happened
Franklin D. Roosevelt
The New Dealers
African Americans and the New Deal
Legacy of the New Deal
Mobilizing for War
Social Changes During the War
The Military Conflict
The Cold War
Anti-Communism During the Early 1950s
McCarthy Condemned
The Space Race
The Rise of the Sunbelt
The Military-Industrial Complex
The March on Washington
Kennedy Finally Acts
The Civil Rights Act of 1964
The Great Society and the Drive for Black Equality
Women's Liberation
The Native American Power Movement
The Earth First
Ralph Nader and the Consumer Movement
Why Vietnam?
The Vietnam War and American Culture
The Meaning of the Vietnam War
Watergate
New Style Presidents
A New American Role in the World
The Reagan Revolution
The Bush Presidency
The Clinton Presidency
The Presidency of George W. Bush
September 11, 2001

In addition, there are Supplementary Readings that students read in preparation for some of the history quizzes (logon: social  password: studies)

The Hierarchy of Race, by Michael Hunt, 1987
http://alliance.la.asu.edu/consortium/GCU113Web/113Readings/HistoryReadingQuizHierarchyofrace.pdf

Primary Source Accounts in World War II:
Account of Marines on Guadalcanal
http://alliance.la.asu.edu/consortium/GCU113Web/113Readings/WWII_Quiz_guadalcanal.pdf

Account of Fighting on Guam Island
http://alliance.la.asu.edu/consortium/GCU113Web/113Readings/WWII_Quiz_guammarines.pdf

Account of the Italian Front
http://alliance.la.asu.edu/consortium/GCU113Web/113Readings/WWII_Quiz_italianfront.pdf

Account of the Kamikaze Campaign
http://alliance.la.asu.edu/consortium/GCU113Web/113Readings/WWII_Quiz_kamikazes.pdf

Account 2 of the Kamikaze Campaign
http://alliance.la.asu.edu/consortium/GCU113Web/113Readings/WWII_Quiz_kamikazes2.pdf

Account of the Regensburg Raid
Readings in the Geography Section of the Course

GENERAL STUDIES NOTES: The geography section of the course provides a broader geographic context valuable in understanding the history and government of the United States and Arizona.

The only online textbook on American Geography is a bit outdated. However, there are two reasons for using “Regional Landscapes of the United States” by Stephen S. Birdsall and John Florin.

First, there is no cost to the student. In these days of high tuition, it is imperative the faculty consider this issue. Second, the out-of-date portions of the textbook often result in teachable moments in the classroom.

These are the different chapters, where each chapter is a hyperlinks.

- Themes and Regions
- The Physical Environment
- Foundations of Human Activity
- Megalopolis
- The Manufacturing Core
- The Bypassed East
- Appalachia and the Ozarks
- The Deep South
- The Southern Coastlands
- The Agricultural Core: The Deep North
- The Great Plains and Prairies
- The Empty Interior
- Southwest Border Area
- California
- The North Pacific Coast
- The Northlands
- Hawaii
4. Student Assessment

Class Grading Scale

A+ 100% and up
A 92-99.99%
A- 90-91.99%
B+ 88-89.99%
B 82-87.99%
B- 80-81.99%
C+ 76-79.99%
C 65-75.99
D 50-64.99%
E < 50

Course Assignments:

Class participation — attendance and discussion (10% of the grade)

Lecture Quizzes (30% of the grade)

QUIZZES BELOW ARE PRESENTED AS EXAMPLES FOR THE PURPOSE OF SYLLABUS REVIEW. THEY WILL BE RELEASED TO STUDENTS IN A TIMELY FASHION. EXPLICIT SCORING GUIDES ARE PROVIDED FOR EACH QUIZ

History (10% of the grade)

History Quiz Example #1: In the context of the Puritans of the Massachusetts Bay Colony, you have been introduced to the term American Exceptionalism. Loosely defined, it is a longstanding notion that the colonial experiments of the Thirteen Colonies (and later the republic that grew out of them) were unique and destined for greatness; i.e., leadership, on the international stage. There have been many contributors to this concept over the years and they have not agreed entirely on what it means or how it should be employed. But this is a core value in the American experience.

As a "quiz" I would like you to prepare a short analysis of American Exceptionalism. Conduct an internet search and find 2-3 articles on the subject. Do not just grab the first few that show up through your search engine. Try to select some that genuinely interest you. Be sure that at least one takes a generally positive view on American Exceptionalism while at least one is more critical (since it is a loaded concept these days). In a few paragraphs (just like with your political science quizzes), explore whatever combination of value and potential danger that you see in how this idea has been used or could be used. Be careful to do more than just report what others have claimed. Work with their evidence and reach your own judgments.

History Quiz Example #2: Using the chapter on the U.S. hierarchy of race, answer the following question. How did it serve U.S. foreign policy interests to have such a
systematic and widely recognized ranking of races and ethnic groups? To what extent did these characterizations seem to be permanent?

History Quiz Example #3: Using the posted readings from World War II veterans, explore what you see as their motivations, coping mechanisms, and outlooks on life as they served their countries. What do their remarks suggest about the nature of combat? Be careful to offer explanations in your own words instead of parroting the contents of the documents.

Government (10% of the grade)

Formation of the American Idea Quiz Question
in regards to the Constitution, compare and contrast the ideals of original intent with the concept of the constitution as a living document.

Revolutionary Origins Quiz Question
Why is George Washington widely regarded as the "father" of this country? What qualities of his were decisive in shaping this republic while he served as head of the Continental Army and, eventually, as the first president? If the patriots had won the war without any single military leader achieving much fame and stature, would this have made a difference in the process of determining a new political system?

The Constitution Quiz Question
Some have argued that dictatorships are more efficient and, in certain ways, more stable than republics and democracies because they streamline the process of setting policy and can inject a sense of unity and purpose into a society that might otherwise be fractured and adrift. As the old saying went about fascism in Italy under Benito Mussolini, it was the only way to make the trains run on time. Using the lecture material and any other impressions that you have of U.S. History and current affairs, evaluate this statement.

Federalism Quiz Question
The first paragraph provides your basic answer to the first question, explained in several sentences. Does it matter what level of government provides services?
Your second paragraph answers the second question: Are there some things that state and local governments are better suited to handle?
Your third paragraph answers the third question: Are there some things that the federal government is better suited for?

The Congress Quiz Question
One role of the President, though not listed in the Constitution, is to serve as his/her party leader to help campaign for like-minded candidates, encourage certain legislation from Congress, and generally set a competitive tone in dealing with political opponents. U.S. History has shown that some presidents take on these mission far more energetically than others. How strenuously would you like presidents to fulfill this role (whether this individual has your support or not)?

Geography (10% of the grade)

Name Geography Quiz Example: Stds 9-10-11-12-13
Description This quiz asks you to demonstrate your knowledge about five of the national geography standards (9, 10, 11, 12, 13) that relate to human geography.
Instructions
The field of human geography focuses on everything to do with landscapes made by people. Migration of people, the pattern of villages, the creation of suburbs, the geography of wars and peace, the movement of the food you are thinking about eating for dinner - all these things and more are a part of the geography of people. This essay asks you to demonstrate your understanding of the basic standards of human geography in the context of reviewing a movie or a book. This will be one of the strangest book or movie review that you have ever done. Certainly, you can't find a movie review on the internet that would fit! Your movie or book review will have 6 paragraphs. The first paragraph will explain a bit about the movie or book you are reviewing. Explain about the plot and the main characters. This one paragraph is really your summary of the movie or the book from a regular perspective. The other 5 paragraphs will be all about each of the standards. In each of these standards paragraphs, you will explain how that particular standard relates to your movie or book. For example, standard 13 deals with the geography of conflict (war or even conflicts between gangs in a neighborhood) and cooperation (peace). So think about your movie or book, and think about how the geography of conflict and cooperation plays out in your book or movie. Explain your thoughts. Then, you do this for standards 9, 10, 11, 12 and 13. Obviously, you would need to think about a book or a movie that has elements of each of these standards. It is not acceptable to say: "my movie/book does not cover standard X". You need to think about a book or a movie that has something related to all of these standards. Luckily, this is not hard. To complete the essay, first explain what these standards have in common, and please include several examples to make your answer more thorough. Then, explain differences in these standards, and please also include several examples to make your answer more thorough.

**Disciplinary Projects (30% of the grade)**

Guidelines and scoring rubrics for disciplinary projects will be provided online to students during the second week of each disciplinary section of the class.

- History (10% of grade) — U.S. – Mexico Borderlands History (due end week 4)
- Government (10% of grade) — Political Science Position paper (due end week 10)
- Geography (10% of grade) — Geography of the U.S. — Mexico Border (due end of week 14)

**Social Studies Final Integrative Project (30% of grade) — SB 1070 (due first day of finals)**. The guidelines for the integrative project will be provided online to students during the 7th week of the semester, along with scoring rubric guides.

**Course/Instructor Evaluation**: The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and
participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/emailsingup.

5. Course Policies

- **Professional Behavior**  Your instructor expects that students will exhibit professional behavior inside the classroom and in working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU’s campus. For students in the Mary Lou Fulton Teacher’s college, if the instructor determines that your behavior at any time is ‘unprofessional’, the instructor may refer the student to the Director of the Advising, Recruitment, and Retention Office (ARRO) for the development of a Professional Improvement Plan (PIP).

- **Attendance**  Attendance is required, unless a valid reason is provided to the instructor – such as a school function or a documented illness. An attendance sheet will be used to document student attendance.

- **Late and Missing Assignments; Incompletes**

 Late assignments will be graded on the same scale as assignments turned in on time, if the assignment is not more than 7 days late. However, late assignments pose a burden to the grading process. Someone turning in an assignment late should not expect that assignment to be graded in a timeline fashion. The instructor’s first grading and feedback priority is to provide a response first to those students who do not turn in late assignments; basically – a late assignment is always put at the bottom of the grading pile. *The instructor may lower the grade when a student turning in a late assignment if it is more than a week late.*

 Missing assignments will be treated as a “zero” in the grading process.

 Incompletes are only allowed for reasons presented in [this Arizona Board of Regents Policy](http://www.asu.edu/emailsingup).

- **Academic Integrity/Plagiarism**

 The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units.”
The rest of the code, which consists of several pages, is available at the following URL.

http://provost.asu.edu/academicintegrity

• **Disability Accommodations for Students**
  Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC.

• **Religious Accommodations for Students**
  Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

• **Military Personnel Statement**
  A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usi/usi201-18.html.

• **Harassment Prohibited**
  ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

  o **Classroom etiquette:** In order to enhance productivity and ensure that everyone is treated with respect, the following standards for classroom decorum are expected.
    o Cell phone ringers turned off.
    o No side conversations, text messaging, note passing, etc.
o Arriving on time and, if unavoidably late, making as inconspicuous an entry as possible.
o If you disagree with remarks made by the instructor or fellow students, do so politely (we will do our utmost to operate on a non-partisan basis).
o Keeping the instructor informed of reasons for absences or delays in submitting work.
o Using laptops in class only for taking notes and looking up course-related material.

• Grade Appeals
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at http://www.asu.edu/catalog

• Electronic Communication
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/usi104-01.html) and in the University’s Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

• Technological Services and Support
The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some PDS sites. The following support services are available to support student computing needs.

Student Purchases:
Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://gomobile.asu.edu/)
The John Babb Scholarship provides $500 financial reimbursement for qualified students. (http://gomobile.asu.edu/content/scholarship-info)

ASU Campus Classroom Connectivity:
In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (https://docs.google.com/a/asu.edu/#all)

Hardware and Software Support:
ASU 1:1 Technology Studios provide support to students on all four campuses for
hardware, software and operating systems, security, networking, etc. 
(http://help.asu.edu/ASU_1to1_Technology_Studio) Virus scan software downloads are available free for students. (https://webapp3.asu.edu/myapps/) MyApps provides free software tools, online applications, and information about discounted software for purchase. (https://webapp3.asu.edu/myapps/)