

SMC 1301 – SECTION F

FOUNDATIONS OF CIVILIZATION:
"BORDERLANDS: ENCOUNTER, EXCHANGE, NATION-BUILDING"

SECTION F – MON / WEDS 1:45-3:00 – CHARLES FRANCIS 18

FALL 2019

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COURSE DESCRIPTION

SMC 1301 emphasizes building historical consciousness among students through the exploration of civilizations. This course will investigate the development of North American borderlands from before Native peoples encountered European colonizers through contemporary times. In addition to studying the physical borders of North America, we will also delve into encounters along coastal boundaries as well as more abstract cultural borderlands. We will explore this content from the perspective of five categories of historical analysis: State-building, Expansion, and Conflict (Political), Interaction between Human Societies and their Environments (Cultural Geography), the Development and Interaction of Cultures (Cultural), the Creation, Expansion, and Interaction of Economic Systems (Economic), and Gender, Race, and Class (Social).

Historical study is more than an effort to collect information. It is a sophisticated quest for meaning about the past, requiring familiarity with a great deal of information, including names, chronology, facts, and events. Without the content of history, historical thinking is not possible. But historical analysis involves much more than the compilation and recall of data. It also requires distinctive historical thinking skills. Through lectures, textbook and secondary source readings, discussions, and various written assignments, students will become adept at four basic historical thinking skills: crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis.

STUDENT LEARNING OUTCOMES

By the completion of this course, students will learn to think historically about history and civilizations. They will comprehend the continuity and changes over time that is evident in the historical past, and they will be able to make connections between the historical and the contemporary, understand how to analyze primary and secondary sources, and understand the role of evidence, interpretation, and historical narrative. And they will develop critical perspectives on the nature of historical truth and the limits to finding historical truth.

COURSE REQUIREMENTS

This course participates in the StMU History Media project, which was created to give St. Mary's University students a real-world experience working in an organization. The organization's web-site gives students the experience of working in a real-world publishing environment. On this website, St. Mary's students publish a variety of narrative non-fiction articles based on the historical research. The project imitates a real-world publication organization, with writers, senior writers, and editors managing all aspects of the production of real content for our public website. Participants will take on real-world roles, starting with the role of Writer. Successful Writers advance to higher roles with greater skill-sets and responsibilities (to Senior Writer, and then to Editor). All participants begin by learning the skills necessary for researching, writing, and producing a professional article for publication on the website. Our publication organization, like any such organization, is a collaborative environment, where all contribute to its success.

The website's homepage is: <http://www.stmuhistorymedia.org/> Participants to the project have access to the login page here: <http://www.stmuhistorymedia.org/wp-login.php?>

ASSIGNMENTS AND GRADES

Students are expected to be working on at least one active research project at all times, and are expected to complete an average of one to three projects per semester. Published articles will be awarded points upon publication to the website according to the contributor's role. Some articles of exceptionally high quality will be selected to appear in our Showcase Edition (a print-magazine edition of the best of the best articles of the semester). Articles that are published in the Showcase Edition will receive bonus points (20 points for each selection). Articles that win a category award at our Semi-Annual Award Ceremony will receive Award points (20 points for each winning award).

LAC EMBEDDED TUTORS

Our course has been selected to participate in the *LAC Embedded Tutor* program. Our section of SMC 1301 has an assigned embedded tutor who is available to guide students through all phases of the article writing process. Students are encouraged to make 30-minute appointments with our tutors at any and all stages of their research and writing. Students will receive 10 points per tutoring session, and can have three tutoring sessions per writing project, for a total of 30 points per research project.

RESEARCH CONSULTATIONS

Students are encouraged to make 30-minute appointments with our Research Librarians at the early stages of their research for help finding quality sources for their research project, and for help developing their research skills. Students will receive 10 points per consultation session, and can have two consultation sessions per project, for a total of 20 points per project.

CAREER CENTER SERVICES CONSULTATIONS

When Writers apply for promotion to Senior Writer, and for promotion from Senior Writer to Editor, members must submit formal letters of application and professional resumes (and LinkedIn accounts for Editor). Students need to schedule appointments with the STRIVE Career Center for 30-minute sessions to assist them in developing professional-grade application materials. Students are encouraged to make two sessions per application for advancement for 10 points per session. Applications are worth 30 points, for a total of 50 possible points per application and two Career Center sessions.

PROFESSOR AND EXPERT CONSULTATIONS

Students are encouraged to take on research projects that are meaningful to them for their majors and for their career aspirations. These projects, when published, can serve to demonstrate a student's talents and abilities that can translate into a variety of professional opportunities for them. Therefore, the selection of a topic for research should be undertaken with great care and deliberation. Students are encouraged to consult advisers in their major or experts in their areas of interest. These consultations can lead to immensely important professional relationships, as students come to realize that research is a collaborative endeavor. Each consultation with a professor and/or expert in the field of interest is worth 10 points, with a limit of three consultations per research project.

CAREER PATH AT STMU HISTORY MEDIA

WRITER

Products

- Descriptive articles (50 points) (20 Showcase points) (20 award points)
- Long Descriptive article (100 points) (20 Showcase points) (20 award points)

Promotion to Senior Writer

- Successful completion of one Descriptive or Long Descriptive article achieving publication
- At least twenty-one (21) substantive comments on other authors' articles
- Completion of one 30-minute session with the STRIVE Career Center office
- Successful application for advancement (submission of a professional-level letter of application and resume)

SENIOR WRITER

Products

- Descriptive articles (75 points) (20 Showcase points) (20 award points)
- Long Descriptive articles (150 points) (20 Showcase points) (20 award points)
- Long Descriptive Micro-documentary (250 points) (20 Showcase points) (20 award points)
- Academic Explanatory articles (175 points) (20 Showcase points) (20 award points)
- Journalistic Explanatory articles (175 points) (20 Showcase points) (20 award points)
- Long Academic Explanatory articles (350 points) (20 Showcase points) (20 award points)
- Long Journalistic Explanatory articles (350 points) (20 Showcase points) (20 award points)

Promotion to Editor

- Successful completion of two products achieving publication
- Long Descriptive article selected for inclusion in the Showcase Edition
- At least forty-two (42) substantive comments on other authors' articles
- Active membership in an StMU History Media committee
- Completion of one 30-minute session with the STRIVE Career Center office
- Successful application for advancement (submission of a professional-level letter of application, resume, and creation of LinkedIn webpage)

EDITOR

Products

- Descriptive articles (100 points) (20 Showcase points) (20 award points)
- Long Descriptive articles (200 points) (20 Showcase points) (20 award points)
- Long Descriptive Micro-documentary (300 points) (20 Showcase points) (20 award points)
- Academic Explanatory articles (250 points) (20 Showcase points) (20 award points)
- Journalistic Explanatory articles (250 points) (20 Showcase points) (20 award points)
- Long Academic Explanatory articles (500 points) (20 Showcase points) (20 award points)
- Long Journalistic Explanatory articles (500 points) (20 Showcase points) (20 award points)
- Manage writing projects of Writers and Senior Writers to publication (approve/reject submissions with meaningful feedback; provide editorial comments and text editing) (25 points per publication)

PRODUCT DESCRIPTIONS

DESCRIPTIVE ARTICLES

- 500-1000 words, based on research drawing on at least three encyclopedia articles and at least one scholarly book
- Documentation using Chicago-style citations of sources for footnotes
- Documentation and use of media (one featured image and at least one additional image)

LONG DESCRIPTIVE ARTICLES

- 1500-2000 words, based on research drawing on at least four encyclopedia articles and at least two scholarly books
- Documentation using Chicago-style citations of sources for footnotes
- Documentation and use of media (one featured image and at least three additional images)

LONG DESCRIPTIVE MICRO-DOCUMENTARY

- 1500-2000 words, based on research drawing on at least four encyclopedia articles and two scholarly books
- Documentation using Chicago-style citations of sources for footnotes
- Production of a five-minute video using professional-grade Film Editing Software (OpenShot, Lightworks, Adobe Premiere Pro, Apple Final Cut Pro)

ACADEMIC EXPLANATORY ARTICLES

- 1500-2000 words, based on research drawing on at least two encyclopedia articles, two journal articles, and two scholarly books. The article must clearly state a disciplinary question or problem to be solved, survey the scholarly literature on that question or problem, state the author's thesis, and develop an argument to persuade readers of the validity of the thesis
- Documentation using Chicago-style citations of sources for footnotes
- Documentation and use of media (one featured image and at least three additional images)

JOURNALISTIC EXPLANATORY ARTICLES

- 1500-2000 words, based on research drawing on at least two encyclopedia articles, two journal articles, and two scholarly books. The article must focus on some kind of micro-level process going from some point A to some point B, and include two substantial explanatory digressions to macro-level contexts
- Documentation using Chicago-style citations of sources for footnotes
- Documentation and use of media (one featured image and at least three additional images)

LONG ACADEMIC EXPLANATORY ARTICLES

- 3000-4000 words, based on research drawing on at least three encyclopedia articles, three journal articles, and three scholarly books. The article must clearly state a disciplinary question or problem to be solved, survey the scholarly literature on that question or problem, state the author's thesis, and develop an argument to persuade readers of the validity of the thesis
- Documentation using Chicago-style citations of sources for footnotes
- Documentation and use of media (one featured image and at least five additional images)

LONG JOURNALISTIC EXPLANATORY ARTICLES

- 3000-4000 words, based on research drawing on at least three encyclopedia articles, three journal articles, and three scholarly books. The article must focus on some kind of micro-level process going from some point A to some point B, and include three to four substantial explanatory digressions to macro-level contexts
- Documentation using Chicago-style citations of sources for footnotes
- Documentation and use of media (one featured image and at least three additional images)

SKILLSETS

- **Research skills** - search/find sources in multiple ways (*Discover* search, library card catalog, library databases)
- **Note-taking skills** – develop skills to effectively read and take notes for comprehension and recall
- **Analytical skills** - process a large amount of data, separate the essential/important from the unessential/unimportant/irrelevant
- **Writing skills** –
 - using narrative non-fiction as the genre for descriptive articles, develop a story using a narrative arc structure (Exposition, Rising Action, Crisis, Climax, Falling Action) –
 - using academic thesis-driven argument as the genre for academic explanatory articles, develop an argument using an argument structure (question/problem, literature survey, thesis, argument)
 - using journalistic explanatory narrative structure as the genre for journalistic explanatory articles, examine a micro-level process that requires a number of macro-level digressions
- **Citation skills** - understand the professional importance and the techniques for citing sources
- **Media skills** - procure, document, and manage images for publication. Use blogging tools to create professional quality publications.
- **Editorial skills** – Editors: edit and proof work of colleagues; oversee legal aspects of publication (plagiarism, copyright)
- **Collaboration skills** – work in teams on committees, and work with various campus resources (faculty, library staff, career center staff, tutors) to develop research projects.
- **Managerial skills** – Editors: work with writers and project teams on moving projects to completion in a professional manner

BOOKS

There are no required books to purchase. All readings will be made available online on Canvas or through web links.

EARNING POINTS TOWARD A GRADE

- **Publications and Reports:** Points are awarded for products reaching publication, and for milestone Reports leading to publications (Project Proposal Reports, LAC Consultation Reports, Library Research Consultation Reports, STRIVE Career Center Consultation Reports, Professor and Expert Consultation Reports, Publication Reports, Editorial Review Reports, and Applications for Promotion) – Showcase points are awarded for having one's articles published in the Showcase Edition, as recommended by the Nominating Committee – Award points are awarded for winning a Category Award at the Semi-Annual Award Ceremony
- **Comment Points** can be earned by offering substantive Comments to published articles on our website, two points per substantive comment of 60-words or more. One can earn as much as 10 Comment points per week, for a total of 130 Comment points for the first 13 weeks, and 50 Comment points for the week before balloting (awarded for 25 comments on articles up for an award, even if commented on previously).
- **Committees:** Points can be earned by joining one or more of the organization's **committees** (see the Committee Descriptions below for details and qualifications for membership) – Committee points can be earned by becoming involved in the work of the committee, learning and applying various skills to organizational tasks and projects – Each committee offers a range of points over the four months of open committee work, ranging from 200-300 points
- **Service Opportunity:** In lieu of serving on a committee, you may volunteer with an organization for the semester. You may earn up to 10 points per hour of service with an organization up to a maximum of 300 points for the semester. You may include training with the office of Community Engagement and with the organization. For hours to be counted at 10 points/hour, short reflections must be submitted for every 2 hours worked.
- **Quote Notes:** This assignment helps you develop note-taking skills to better comprehend class readings, to help jog your memory in class discussions, to find quotable quotes to cite and reference in class and your writing, and to connect class readings to your own experiences and ideas. Each quote note assignment will be completed on a template provided by the instructor, and may also include in-class writing assignments completed on the back of the page. Quote note assignments must be submitted in class, and cannot be submitted if you missed class (except in the case of excused absences). Each assignment is worth 10 points.
- **Midterm:** You'll be able to bring a folder of your quote notes to class, along with other notes you've prepared, to use on a midterm exam that will consist of several short answer questions and an essay question.

COMMITTEES

Individuals may join any committee without prerequisites, but continued membership in any committee is dependent on active contribution to the projects of the committee as evidenced in the submission of weekly committee reports. Members are also expected to be consistent in their weekly quota of article comment posts (an average of 5 comments per week). And members must have their first Article Project Proposal approved by the end of the sixth week of the semester, and they must have their first article published by the end of the eighth week of the semester. Failure to maintain these requirements will result in a member's removal from membership in that committee. Readmittance to any committee is contingent on regaining the status for ongoing membership.

OUTREACH COMMITTEE –

The purpose of the Outreach Committee is to extend the products of our organization to interested parties who might benefit from our historical research, writing, and media productions. Committee members would be liaisons to interested parties, such as High School and Middle School teachers of history.

SOCIAL MEDIA COMMITTEE –

The purpose of the Social Media Committee is to make use of our Social Media accounts (Twitter and Facebook), and maximize our outreach potential through these media.

WEBSITE DESIGN COMMITTEE –

The purpose of the Website Design Committee is to design the look and feel of our website. This includes designing the Frontpage with its Heading and Footer, Archive Pages, and individual Posts pages. Additionally, this committee will publish the digital versions of our Showcase Editions, including its design and layout. This is our organization's web management committee.

NOMINATING COMMITTEE –

The purpose of the Nominating Committee is two-fold: nominate articles for inclusion into the Monthly Newsletter and the Showcase Editions; and to establish the categories for Awards for StMU History Media contributions this semester, and to nominate authors and articles qualifying for awards for those categories. This is our organization's *quality control* committee.

AWARD CEREMONY COMMITTEE –

The purpose of the Award Ceremony Committee is to prepare for the Semi-Annual Awards Ceremony to take place just before Final Exam week. This committee is responsible for securing the venue for the Award Ceremony, needed logistics for the venue, ceremony programs, ceremony sequencing, presenters for awards and presenter preparation, and any other aspects of the event that needs to be planned. This is our organization's *event-planning* committee.

PRODUCTION COMPANY –

The purpose of the Production Company is to make documentary films. The committee will propose a topic, research the topic, design the storyboard, write the script, acquire the media resources, shoot the footage, and edit the film to professional standards.

EDITORIAL BOARD –

The Editorial Board helps to write materials used to train new student editors. They meet to cooperatively edit student articles to learn the processes, find their editing strengths, and learn editing convention, and methods to strengthen research and to check sources. Few graduating seniors have a well-developed writing style, and even fewer have the opportunity to learn how to help other writers strengthen their craft. This committee requires a willingness to remain positive and to help others improve their writing through constructive and encouraging comments.

SERVICE

We will be working with the Office of Community Engagement this semester to offer service opportunities as an option for this course. Students may choose a service opportunity or to serve on a committee, but not both options. The goal of this opportunity, like committees, is to provide students with the opportunity to get valuable real-world experience while also contributing to society in a positive way. To receive credit, students must log their hours through GivePulse by December 3 and reflections must be submitted for every 2 hours of work on Canvas. Detailed instructions on getting involved will be located on Canvas.

GRADE (APPROXIMATE PERCENTAGE DISTRIBUTION):

Comments	18%
Quote Notes	21%
Committees / Service Opportunity	15% - 20%
Article Project 1	15% - 20%
Article Project 2	20% - 30%
Midterm	10%
	Total 100% - 120%

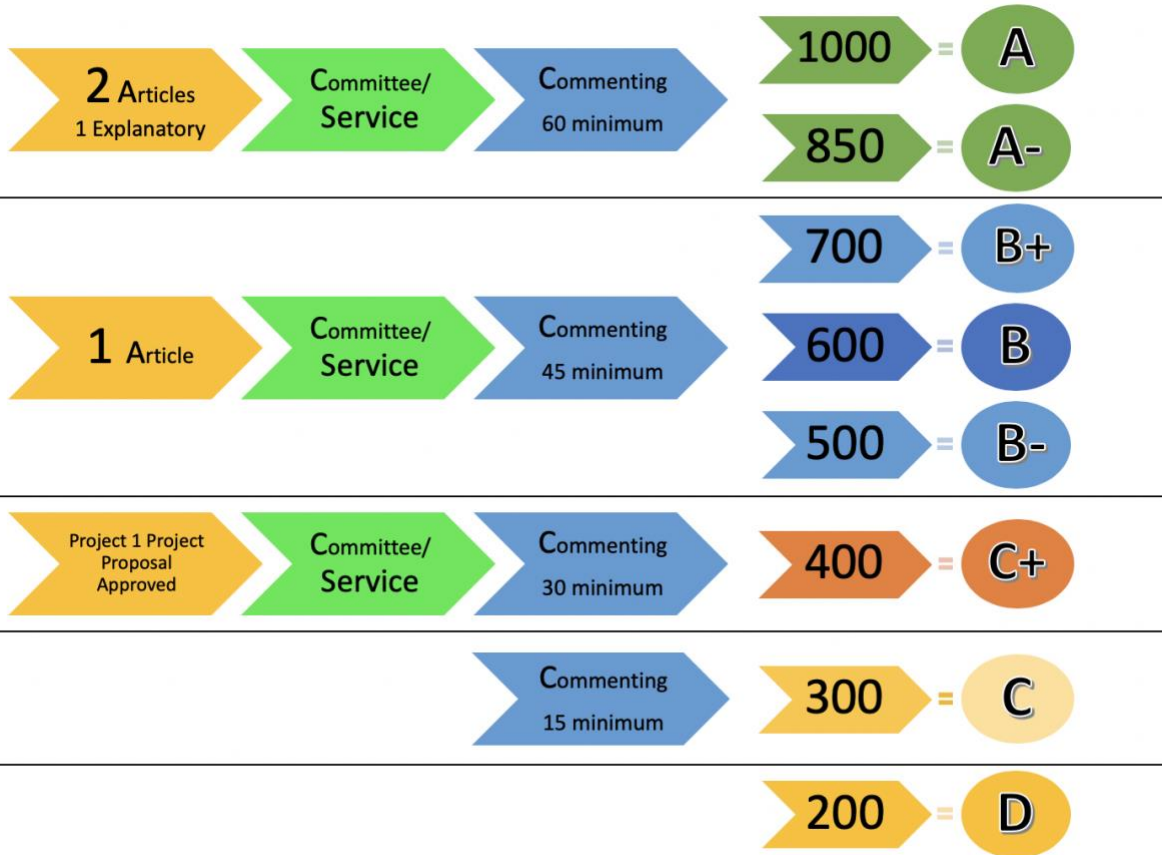
FINAL EXAM POLICY

The **Semi-Annual StMU History Media Award Ceremony** is the highlight event of the semester. In order to celebrate the excellent work accomplished during the semester, the entire *StMU History Media* community will gather on the evening before Final Exams are scheduled to begin. **All members are required to attend**, just as you would be required to attend your final exam during its scheduled time. We have received permission from the Dean of the School of Humanities and Social Sciences as well as the Provost of the University for this special exception to the usual Final Exams. Students who fail to attend the Award Ceremony are required to take a prepared Final Exam. Students who fail to attend the Award Ceremony AND fail to take the Final Exam will have their final grades lowered by 20% (200 points).

LETTER GRADE REQUIREMENTS:

Letter Grades are made up of a **combination of points and article publication requirements.**

- For an A or A-, students must accumulate at least 1000 points (A) or 850 points (A-) **AND** publish two articles (**one of which must be an Explanatory article**) **AND** be actively involved in a Committee or Service Opportunity, **AND** be regular in posting Comments (60 minimum Comments).
- For a B+, B, or B-, students must accumulate at least 700 points (B+) or 600 points (B) or 500 points (B-) **AND** publish one article **AND** be involved in a Committee or Service Opportunity **AND** be regular in posting Comments (45 minimum Comments).
- For a C+, students must accumulate at least 400 points **AND** publish one article **AND** be involved in a Committee or Service Opportunity **AND** be regular in posting Comments (30 minimum Comments).
- For a C, students must accumulate at least 300 points **AND** post at least 15 Comments.
- For a D, students must accumulate at least 200 points.



Grade Pacing Guide							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
A	38	80	125	174	227	286	350
A-	33	68	106	148	193	243	298
B+	27	56	88	122	159	200	245
B	23	48	75	104	136	171	210
B-	19	40	63	87	114	143	175
C+	15	32	50	70	91	114	140
C	12	24	38	52	68	86	105
D	8	16	25	35	45	57	70
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
A	421	500	588	688	800	929	1000
A-	358	425	500	584	680	789	850
B+	295	350	412	481	560	650	700
B	253	300	353	413	480	557	600
B-	211	250	294	344	400	464	500
C+	168	200	235	275	320	371	400
C	126	150	176	206	240	279	300
D	84	100	118	138	160	186	200

ATTENDANCE

Regular attendance at class sessions and lectures is essential for successful completion of this course. Attendance will be considered in the assignment of final grades. By [University policy](#), you are allowed six unexcused absences over the course of the semester. Each absence beyond those six will result in *either* your being dropped from the course *or* a lowering of your final grade by 1% for each unexcused absence beyond the first six. I take roll each class session. If your absence is an excused absence (illness, emergency, school functions), you must email me explaining the absence, preferably before class, but at least sometime during the day of the excused absence, or else I will count the absence as unexcused. Note also that the university policy regards three tardies as constituting one absence. **Missing even the allowed number of absences over the course of the semester is likely to substantially impact your grade as you'll also lose the opportunity to submit Quote Notes on those days.**

RESEARCH PROJECT POLICY

Research projects need to be conducted uniquely for the course participating in the *StMU History Media* project and under the active supervision of the professor of that course. Students may NOT conduct research and writing for another class and submit substantially the same product for credit and publication for this class. Students may NOT bypass the regular procedures for article submission (Project Proposal approval, article submission to the *Wordpress Workflow*, and editorial review leading to publication). Students MAY conduct a research project that spans

two different courses, as long as the student has the permission of both professors AND the research project is conducted under the active supervision of both professors AND the written products are substantially different products.

Project Proposal and Publication Report assignments have due dates, not for submission, but successful completion. These assignments take time to complete successfully and often require repeated submission, revision, and resubmission before they are accepted for points. **If these assignments are approved before the due date, they will receive full credit. If they are approved after the due date, they will receive a significant deduction for the assignment based on the late submission date.**

UNIVERSITY POLICY STATEMENTS AND LINKS

GRADING SCALE

This course will adhere to the [St. Mary's University grading scale](#).

Grade	Quality Points	Numerical Ranges
A	4.00 quality points	95 to 100
A-	3.67 quality points	90 to 94
B+	3.33 quality points	87 to 89
B	3.00 quality points	84 to 86
B-	2.67 quality points	80 to 83
C+	2.33 quality points	77 to 79
C	2.00 quality points	70 to 76
D	1.00 quality points	60 to 69
F	0.00 quality points	below 60

ATTENDANCE

This course adheres to St. Mary's University's [attendance policy](#).

ACADEMIC DISHONESTY

This course adheres to the policies for academic dishonesty and misconduct, as described in the [Student Code of Conduct](#) (see especially section V).

STUDY DAYS AND EXAM DAYS POLICY

Study Days and Exam Days:

*There will be two study days, **December 4 & 5**, during which students prepare for final exams. No classes should be scheduled on study days; optional review sessions can be held.*

Final exams will be held on **December 5 for Thursday night classes, December 6, 9-11**. The final exam schedule can be found [here](#) under *Related Links* (last item on the list).

UNIVERSITY POLICIES AND PROCEDURES

St. Mary's University is committed to providing a safe, equitable, and fair environment where students can pursue academic excellence. Policies and procedures have been developed to foster and sustain such an environment and apply to all courses offered at the university. Students need to be aware of these policies and procedures, which can be found in Gateway (<https://www.stmarytx.edu/policies/>) and within the "University Policies" tab of your course assigned Blackboard page (<https://bb.stmarytx.edu/>).

Please become familiar with these important policies and procedures, which include:

- [Nondiscrimination, Sexual and Other Forms of Harassment](#)
- [Students with Disability](#)

• [Human Subjects Research](#)

Week	Day	Date	Class Activity	Readings	Due Dates
Week 1	Wed	Aug 21	<p>Course Introduction</p> <p>Reading and Analyzing Primary Sources</p> <p>What is Borderlands History?</p> <p>Completing Quote Note Assignments</p> <p>Logging into StMU History Media</p>	Complete Interactive Syllabus Survey – Link Emailed	
	Fri	Aug 23		StMU History Media Video Tutorials: Logging in to StMU History Media and Making your First Comment	
	Sun	Aug 25			5 Comments Due
Week 2	Mon	Aug 26	<p>Library Resources, LAC Resources, Service Learning</p> <p>What is Borderlands History?</p>	<p>StMU History Media Video Tutorials: Descriptive Article Project Proposal Part 1: Topic Description</p> <p>Secondary Sources: Alice Beck Kehoe, “Cahokia: The Great City” (p. 17-21 – Canvas)</p> <p>Amanda Cantu, <i>The Woman That Weeps For Eternity</i> (StMU History Media Post)</p> <p>Kacey Diaz, <i>The Aztec Origins of Dia de Los Muertos</i> (StMU History Media Post)</p>	<p>Quote Notes</p> <p>Accepting Applications for all Committee Memberships</p>
	Tues	Aug 27	Service Learning Fair: 11AM-6PM in UC-B	SERVICE LEARNING FAIR: All students who want to take advantage of the service learning opportunity MUST DROP BY this fair and choose the organization you plan to volunteer with.	
	Wed	Aug 28	<p>Workshop – The Descriptive Article (Topics & Research)</p> <p>Narrative Non-</p>	<p>StMU History Media Video Tutorials: Descriptive Article Project Proposal Part 2: Deep Research</p> <p>Secondary Sources – On Writing: Jack Hart, <i>Storycraft</i>, Ch. 1: “Story” (p. 6-19 – Canvas)</p>	Quote Notes

			Fiction & the Narrative Arc	Jack Hart , <i>Storycraft</i> , Ch. 2: “Structure (p. 20-40 – Canvas)	
	Fri	Aug 30			
	Sun	Sep 01			5 Comments Due
Week 3	Mon	Sep 02	Labor Day Holiday – NO CLASS	StMU History Media Video Tutorials: Descriptive Article Project Proposal Part 3: Sources Descriptive Article Project Proposal Part 4: Images	Quote Notes (submit in class on Weds)
	Wed	Sep 04	Early Borderlands: The Southwest	StMU History Media Video Tutorials: Video Descriptive Article Project Proposal Part 5: Storyboard Chapter Intro: Early Borderlands (p. 41-43 – Canvas) Secondary Sources: Pekka Hämäläinen , “The Changing Histories of North America Before Europeans (p 5-7 – Canvas) Dan Flores , “Empires of the Sun: Big History and the Southern High Plains (p. 9-13 – Canvas) Mariana Sandoval , La Malinche: Traitor or Survivor? (StMU History Media Post) Alexander Manibusan , The Legend Behind Teotihuacan (StMU History Media Post)	Quote Notes
	Fri	Sep 06			
	Sun	Sep 08			5 Comments Due
Week 4	Mon	Sep 09	Early Borderlands: The Southwest	Primary Sources: Captain Pierre Marie Francois de Pages Reports on Texas, 1767 (p. 53-54 – Canvas) Secondary Sources: Juliana Barr , “Geographies of Power: Mapping Indian Borders in the ‘Borderlands’ of the Early Southwest (p. 5-46 – Canvas)	Quote Notes
	Wed	Sep 11	Middlegrounds, Borderlands, and Frontiers	Chapter Intro: Middlegrounds, Borderlands, and Frontiers (p. 83-86 -- Canvas) Primary Sources: Mary Jemison Looks Back on Her Capture by and Life Among Indians, 1824. (p. 91-93 – Canvas) Secondary Sources: Christina Snyder , “The Long History of American Slavery” (p. 23-27 – Canvas)	Quote Notes

				<p>Juliana Barr, “Beyond the Atlantic World’: Early American History as View from the West” (p. 13-18 – Canvas)</p> <p>Christopher Hodson and Brett Rushforth, “Bridging the Continental Divide: Colonial America’s ‘French Quarter’” (p. 19-24 – Canvas)</p>	
	Fri	Sep 13			Project Proposal 1 Due
	Sun	Sep 15			5 Comments Due
Week 5	Mon	Sep 16	<p>Workshop – The Descriptive Article (In class work on Descriptive articles)</p>	<p>StMU History Media Video Tutorials: Article Creation to Publication Part 1 - Article Creation Article Creation to Publication Part 2 - Images</p>	Quote Notes
	Wed	Sep 18	<p>Borderlands, Cultural Exchanges, and New Native Societies</p>	<p>StMU History Media Video Tutorials: Article Creation to Publication Part 3 - The Workflow</p> <p>Chapter Intro: Borderlands, Cultural Exchanges, and New Native Societies (p. 132-134 -- Canvas)</p> <p>Primary Sources: Maheo, All-Father Creator, Warns the Cheyennes about Life with Horses. (p. 134-135 – Canvas)</p> <p>Secondary Sources: Pekka Hämäläinen, “The Politics of Grass” (p. 173-208 – Canvas).</p>	Quote Notes
	Fri	Sep 20			Revised Proposal Due. Start Writing after approval.
	Sun	Sep 22			5 Comments Due
Week 6	Mon	Sep 23	<p>The Mexican North</p>	<p>Chapter Intro: The Mexican North (p. 231-234 -- Canvas)</p> <p>Primary Sources: Jose Maria Sanchez Criticizes Tejanos and Anglo-American Immigrants in Texas, 1828 (p. 234-236 – Canvas)</p> <p>Secondary Sources: Julian Lim, “A Promiscuous Crowd,” (p. 64-94)</p>	Quote Notes
	Wed	Sep 25	<p>Anglo-American Takeover of the Southwest Borderlands</p>	<p>Chapter Intro: Anglo-American Takeover of the Southwest Borderlands (p. 266-268-- Canvas)</p> <p>Primary Sources: Texan Rebels Declare Independence, 1836 (p. 268-270 – Canvas)</p>	Quote Notes

				<p>Secondary Sources: Fronteras, “‘A World Not to Come.’ Texas History Forgotten” (Audio: 22 min)</p> <p>Fronteras, “‘Jesus, Maria, y Jose’ – The Document That Spurred Texas Independence” (Audio: 4 min)</p>	
	Fri	Sep 27			
	Sun	Sep 29			<p>5 Comments Due</p> <p>Project 1 Publication Report Due</p>
Week 7	Mon	Sep 30	<p>Anglo-American Takeover of the Southwest Borderlands</p>	<p>Primary Sources: Abraham Lincoln Condemns the War with Mexico (p. 275-278 – Canvas)</p> <p>The Treaty of Guadalupe Hidalgo (p. 278-281 – Canvas)</p> <p>Secondary Sources: Fronteras, “The Making of the Mexican American Race” (Audio: 21 minutes)</p>	<p>Quote Notes</p>
	Wed	Oct 02	<p>Negotiating National Borders</p>	<p>Chapter Intro: Negotiating National Borders (p. 303-306 – Canvas)</p> <p>Primary Sources: Sitting Bull Crosses into Canada to Elude U.S. Authorities, 1877 (p. 312-314 – Canvas)</p> <p>Secondary Sources: Rachel St. John, “The Space Between: Policing the Border” (p. 90-118 -- Canvas)</p> <p>Audio: Fronteras, “It’s So Much More Than A Line On a Map”</p>	<p>Quote Notes</p>
	Fri	Oct 04			<p>Cut-off Date for Articles to consider for Showcase Edition Aug/Sep</p>
	Sun	Oct 06			<p>5 Comments Due</p>
Week 8	Mon	Oct 07	<p>Pacific Ties</p>	<p>Chapter Intro: Pacific Ties (p. 349-351 -- Canvas)</p> <p>Primary Sources: Sonora Legislative Bans Mexican Chinese Marriage, 1923 (p. 355 – Canvas)</p>	<p>Quote Notes</p>

				Clifford Perkins Describes Work as ‘Chinese Inspector’ in Arizona, 1978 (p. 359-361 – Canvas) Secondary Sources: Erika Lee , Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico (p. 54-86 – Canvas)	
	Wed	Oct 09	Workshop – The Academic & Journalistic Explanatory Articles (In class work on articles)	Secondary Sources – On Writing Jack Hart , <i>Storycraft</i> Ch. 12 “Explanatory Narrative” (p. 183-202) Jack Hart , <i>Storycraft</i> , ch. 7: “Action” (p. 107-126)	Quote Notes
	Fri	Oct 11			Proposal 2 – first draft due
	Sun	Oct 13			5 Comments Due Draft 1 of
Week 9	Mon	Oct 14	Mid-Semester Break		
	Wed	Oct 16	Workshop – Strive Career Center	Strive Career Center will be coming to class this day. Please bring a copy of your resume to class with you to workshop.	
	Fri	Oct 18			
	Sun	Oct 20			5 Comments Due Project Proposal 2 Due – Must be Approved By
Week 10	Mon	Oct 21	The Mexican Revolution	Chapter Intro: The Mexican Revolution (p. 382-385 -- Canvas) Primary Sources: South Texas Rebels Issue Manifesto, “The Plan of San Diego,” 1915 (p. 393-395 – Canvas) U.S. Congress Imposes Restrictions on Migration, 1917. (p. 401-402 – Canvas) Secondary Sources: Benjamin Johnson , “The Mexican Revolution and the Birth of Mexican-American Civil Rights Movement” (p. 415-426 – Canvas).	Quote Notes

				<p>Regina De La Parra, <i>The Unrecognized Soldier of the Mexican Revolution: Petra Herrera And The Adelitas</i> (StMU History Media Post)</p>	
	Wed	Oct 23	Life in the Borderlands: Race, Violence, Culture	<p>Audio: Fronteras, “Massacre in a West Texas Border Town” (21:32)</p> <p>Audio: Fronteras, “Anti-Mexican Violence in West Texas” (3:31)</p> <p>Audio: Fronteras, “Reading, Writing and Revolution” (21:31)</p> <p>Blogs: Yahaira Martinez, <i>Show Me Your Shoes!: The Origins of San Antonio’s Battle of the Flowers</i> (StMU History Media Post)</p> <p>Sara Ramirez, <i>San Antonio Royalty: The Reign of the Chili Queen</i> (StMU History Media Post)</p>	Quote Notes
	Fri	Oct 25			
	Sun	Oct 27			5 Comments Due
Week 11	Mon	Oct 28	Migration, Race, and Border Enforcement, Part 1	<p>Chapter Intro: Migration, Race, and Border Enforcement (p. 461-464 -- Canvas)</p> <p>Primary Sources: Border Patrol Agent Clifford Perkins Recalls Early Challenges of the Organization, 1978 (p. 465-468 – Canvas)</p> <p>Secondary Sources: Dirk Hoerder, “North American Migrations: An Integrative View” (p. 11-16 – Canvas)</p> <p>Kelly Lytle Hernandez, “Mexican Immigration to the United States” (p. 25-29 – Canvas)</p> <p>Bruno Ramirez, “Emigration from Canada to the United States in the 19th and 20th Centuries” (p. 31-34 – Canvas)</p>	Quote Notes
	Wed	Oct 30	Migration, Race, and Border Enforcement, Part 2	<p>Primary Sources: Bracero and Migrant Manuel Padilla Remembers Working Life in Borderlands, 1974 (p. 474-477 – Canvas)</p> <p>President Lyndon Johnson Signs New Immigration Law, 1965 (p. 477-479 – Canvas)</p> <p>Secondary Sources: Kelly Lytle Hernández “The Crimes and Consequences of Illegal Immigration: A Cross-Border Examination of Operation Wetback” (p. 421-444 -- Canvas).</p>	Quote Notes

	Fri	Nov 01			
	Sun	Nov 03			5 Comments Due
Week 12	Mon	Nov 04	Immigration	<p>Primary Sources: Leslie Maron Silko Condemns Border Enforcement from a Native American Perspective, 1994 (p. 479-483 – Canvas)</p> <p>Tribal Government Condemns Border Wall, 2008 (p. 521-523 – Canvas)</p> <p>Secondary Sources: Audio: Fronteras, “From ‘Northern Triangle’ to US-Mexico Border (21:31)</p>	Quote Notes
	Wed	Nov 06	No Class	Work on your Article	
	Fri	Nov 08			Project 2 Publication Report Due
	Sun	Nov 10			5 Comments Due Cut-off Date for Articles to be considered for an Award & for Oct/Nov Showcase Edition
Week 13	Mon	Nov 11	No Class	Work on your Article Organize your notes for the midterm exam	
	Wed	Nov 13		<p>Chapter Intro: Economic Integration and Mass Migration, 1994-present (p. 509-512 -- Canvas)</p> <p>Secondary Sources: Donald Drache, “A Stellar Decade for Borders: But Do They Matter Any Longer” (p. 11-20)</p> <p>Excerpts from Reece Jones, <i>Violent Borders</i> (pages TBA)</p>	Quote Notes
	Fri	Nov 15			
	Sun	Nov 17			5 Comments Due
Week 14	Mon	Nov 18	What’s going on Today?!?	<p>Secondary Sources: Carolina Valdivia, “Expanding Geographies of Deportability: How Immigration Enforcement at the Local Level Affects Undocumented and Mixed-Status Families” (p. 103-117 – Canvas)</p> <p>Excerpts from Reece Jones, <i>Violent Borders</i> (pages TBA)</p>	Quote Notes Nominees for Awards Posted

SMC 1301 H – FOUNDATIONS OF CIVILIZATION

Syllabus & Schedule of Assignments: Fall 2018

	Wed	Nov 20	Midterm		
	Fri	Nov 22			
	Sun	Nov 24			25 Comments Due
Week 15	Mon	Nov 25	Course Conclusion	Reading TBA	Polling Day (8:00 AM-5:00 PM)
	Wed	Nov 27	Thanksgiving Break		
	Fri	Nov 29	Thanksgiving Break		
	Sun	Dec 01			
Week 16	Mon	Dec 02	Award Ceremony Preparation		
	Wed	Dec 04	Award Ceremony Preparation		
	Fri	Dec 06			
	Sun	Dec 08			
Week 17	Mon	Dec 09			
	Wed	Dec 11			