



<b>Semester and Year</b> - Spring 2015
<b>CRN (Course Reference Number), Course Prefix, Number and Title</b> – CRN 20239 - HIST 1302-401 - United States History II
<b>Course Meeting Days, Times and Location (Campus, Building, and Room number)</b> – Monday, Wednesday, Friday, 9:00 am - 9:50 am, FBTC 202
<b>Instructor’s Name</b> - C.J. Bibus, Ed.D.
<b>Instructor’s Telephone number(s)</b> – 281.239.1577 (This phone is located in my office at Fort Bend Tech Center, <b>not</b> Sugarland) – <i>Checked once a day after my last class.</i> <b>Instructor’s email address</b> – <a href="mailto:bibusc@wcjc.edu">bibusc@wcjc.edu</a> - <i>Checked once a day after my last class.</i> <b>Instructor’s Blackboard Course</b> – <a href="https://wcjc.blackboard.com/">https://wcjc.blackboard.com/</a> <b>Instructor’s webpage for 1301</b> – <a href="http://facultyweb.wcjc.edu/cbibus/">http://facultyweb.wcjc.edu/cbibus/</a> and then click on US History II Resources (a link on the left) - Provides documents such as your Syllabus & Schedule.
<b>Instructor’s Office Hours and Office Location</b> – At FBTC 240G: 10:00-10:50 am (Monday, Wednesday, Friday); 1:00-2:00 pm (Monday, Wednesday); 8:10-8:40 am, 12:00-12:30 pm (Friday). At SUGUH 234: 12:15-1:30 pm (Tuesday); 12:15-1:15 pm (Thursday). Or by appointment.
<b>Course Catalog Description</b> – A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.
<b>Instructor’s Grading System</b> – The course is divided into three Units, or major time periods, that reveal shifts in our history. The student’s grade will be determined by daily work consisting of Check Your Knowledge quizzes on the content to help students determine what they need to read and 9 quizzes (sometimes as multiple choice and others as written answers). Students can earn 5 points extra credit on surprise, brief writing assignments during the Units. Students take an objective exam at the end of each Unit and the Departmental Final Exam at the end of the semester. Students write an Introductory Comparison, a Comparison at the end of Unit 1, and a Major Comparison on a topic covering Units 1 and 2. They do two anonymous peer reviews of other students’ Unit 1 Comparison. See the syllabus for course policies, exam dates, grading policies, points for each type of assignment, and points required for the final letter grade.
<b>Instructor’s Attendance Policy</b> – Attendance will be taken daily at the beginning of the class.
<b>Last day to “Drop” course with grade of “W”</b> – 4/24/2015

\* The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services at (979) 532-6384; located in the Pioneer Student Center, Room 313, at the Wharton campus. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Click [here](#) for WCJC’s Disability Services.

\*\* Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).

## American History 1302

Syllabus – Spring 2015

Instructor: C.J. Bibus, Ed.D.	U.S. History from 1877
Wharton County Junior College	Course Website: <a href="http://facultyweb.wcjc.edu/cbibus/">http://facultyweb.wcjc.edu/cbibus/</a> ; US History II Resources
Office: Fort Bend Tech Center (FBTC) 240-G	Office Phone: 281.239.1577 - <i>On TTR, checked once a day after my last class.</i>
Location at Sugar Land: SUGUH 234, faculty area	Email: <a href="mailto:bibusc@wcjc.edu">bibusc@wcjc.edu</a> - <i>Checked once a day after my last class.</i>
Office Hours: At FBTC 240G: 10:00-10:50 am (MWF); 1:00 -2:00 pm (MW); 8:10-8:40 am, 12:00-12:30 pm (F). At SUGUH 234: 12:15-1:30 pm (T); 12:15-1:15 pm (TR). Or by appointment.	

### Course Overview and Goals

**Prerequisite:** TSI satisfied in Reading and Writing, HIST 1301 recommended but not required.

**Course Description:** A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

**Course Objectives:** Upon successful completion of this course, students will:

- 1) Create an argument through the use of historical evidence.
- 2) Analyze and interpret primary and secondary sources.
- 3) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**Academic and Personal Integrity:** WCJC's Student Handbook explains student responsibilities and provides examples of misconduct. It states "plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help during a test; copying tests [or] assignments...." The Handbook provides details on college-level policies. In this course, copying any part of an assignment from the Internet or another source is a zero (**0**) on the assignment.

**Classroom Civility:** Disruptive behavior that is a consistent problem will result in the student's dismissal from this course. The term "classroom disruption" means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct, instruction, and education of a class. Examples include resorting to physical threats or personal insults, coming to class under the influence of alcohol or a controlled substance other than prescriptions, or abusing students or instructors with offensive remarks. They also include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized. (See WCJC's Student Handbook.)

**Attendance Policy:** WCJC's Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. Attendance will be taken daily at the beginning of the class. I will consider **active** attendance throughout the course favorably when computing final grades that are borderline. Active attendance means 1) using Check Your Knowledge quizzes to determine what you need to read, 2) reading carefully and determining what you need help on *before* class, and 3) using that preparation *before* class to participate positively in problem solving *in* class. Using a cell phone or a computer during class makes **active** attendance improbable. **Place cell phones, computers, or similar devices off your desk before** class starts. If you have a family emergency or equivalent event that requires your being able to respond to cell phone messages during class, then see me **before** class so we can make arrangements.

**Attendance Policy and Due Dates and Your Responsibilities:** It is your responsibility to talk to me if you do not know what to do or need help. The earlier we talk, the better your chances. With due dates for for any assignment, including high-point assignments such as Unit Objective Exams or Comparisons, there are no extensions unless it is appropriate to make an extension available to all of you. You have these responsibilities:

- 1) If your planning at the beginning of the term shows you cannot do your required Exam or Comparison on time, such as having previously scheduled a trip, tell me immediately and suggest an **earlier** date for you do the assignment.
- 2) If something happens that you cannot plan for, such as suddenly becoming very ill (doctor's note required) or having a death in the family, call and email me immediately and provide a valid, written excuse. With a **valid, written excuse**, these rules apply.
  - If you miss any objective exam, your make-up exam is all essay and is taken on the date of the Final Exam.
  - If you miss a Comparison, you receive an extension, set by me, with no penalty.

**Six Course Drop Limit:** Under section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as a first-time freshman in fall 2007 or later. See WCJC’s current catalog for details.

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### **Required Textbook – Required When You Write about History and Used When I Grade**

This textbook is required. You use it as your only source of facts when you write; I use it when I grade your evidence. Edward Ayers, Lewis Gould, David Oshinsky, and Jean Soderlund. *American Passages: A History of the United States*. 4<sup>th</sup> edition. The ISBN for the current 4th edition in paperback is ISBN: 9780547166469

**Caution:** You **cannot** use the **BRIEF**, 4<sup>th</sup> edition which has **2 fewer chapters** than the 32 chapters in the other 4<sup>th</sup> editions and all prior editions of this book.

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### **Method of Instruction**

History is not only a required course, but it also provides **useful** information that can help you in all of the roles you will have in your life—family member, student, worker who may have to retrain many times in a rapidly changing world, decision maker about your own life and your own vote, and perhaps parent. Learning history not only provides useful **information**, but also useful **skills**. It requires the types of skills in reading and analysis and writing that are necessary for all of those roles.

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### **Blackboard and Its Use in This Class**

In this course, you need to use Blackboard for four things:

- 1) Using resources including links, maps, and readings
- 2) Seeing your grades throughout the course
- 3) Use quizzes to check your own knowledge of the facts covered in each Unit. These quizzes let *you* determine what you already know (and do not need to read) and what you do not know (and must read).
- 4) Submitting Comparisons to Turnitin within Blackboard

**If you have limited Internet or computer access, see me** for ways to work with less time online or with alternatives for assignment instructions and for the essential resource that you cannot get from class. The schedule includes an overview of what is available to you in Blackboard. Orientation includes logging into Blackboard and using the first quiz to check your own knowledge and submitting a short, informal paper/form in Blackboard Turnitin. I am also willing to help you individually.

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### **Organization of the Course**

United States History I covers from the 1860s to the 21<sup>st</sup> Century. The course is split into three Units, or major time periods, that reveal shifts in our history. The three time periods are:

- Unit 1: Creating a New America - How America Changed from the 1860s to 1900
- Unit 2: Moving to the World Stage - America from 1900 to 1940
- Unit 3: Transformations – America from 1940 to the 21st Century

Each Unit is divided into 3 smaller time periods, or Parts. For example, Unit 1 is divided into Part A, Part B, and Part C. Each Part covers a major theme, has an interactive study guide as a Check Your Knowledge quiz, and additional resources (called Digging Deeper). Units 1 and 2 also include Comparisons. The Unit Roadmap at the top of the unit shows you what to do.

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### **Course Evaluation and the Grading Scale for the Final Letter Grade**

This is a 1000-point course, with points added as you earn them. Announcements let you determine your current letter grade at the end of each Unit. If the grade is lower than you want, ask for help. The Final Letter Grade is determined by this scale:

895 – 1000	A
795 – 894	B
695 – 794	C
595 – 694	D
Below 594	F

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## Course Evaluation, Points for Objective and Written Work, and the Rubric Used

The 1000-point course consists of 73% objective work, primarily multiple choice and Getting Started activities. It consists of 27% written work, primarily Comparisons. **Caution:** Given those percentages, doing written work is essential to pass. Please ask if you do not know why.

Rubrics are a tool to both determine grades and provide detailed feedback, especially with written work. There is a specific rubric for your Comparisons. The rubric focuses on the criteria of following the 5 Good Habits for Evidence.

- 1: Reliable Sources Only
- 2: Factual Accuracy That You Verify with the Reliable Source Before You Write
- 3: Factual Accuracy That Is Verifiable for Every Statement You Make
- 4: No “Half-Copy” Plagiarism or “Patchwriting”
- 5: Quotation Changes Revealed Clearly

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## Course Evaluation and Objective Work

The objective work consists of:

- Introductory tasks listed in the Course Schedule for Getting Started – two 5-point tasks and one 20-point task.
- 9 Quizzes as interactive study guides @ 10 points each
- 3 Unit Objective Exams @ 170 points each
- Departmental Final Exam @ 100 points – Departmental policy is an F for the **course** if you do not take the Final.

**9 Quizzes as Interactive Study Guides on Facts in the Units:** There is a Check Your Knowledge quiz for each of the three Parts within a Unit (such as Quiz A, Quiz B, and Quiz C). These quizzes<sup>1</sup> let you measure what you think is true **without** looking anything up. If *you* don't know something or *you* are absolutely wrong about it, *you need* to know—and fix the error in your brain by reading the textbook.

On the date in the Course Schedule, I bring in 4 versions of that quiz, 2 with 5 different multiple-choice questions and 2 with a short question from the quiz. Fate determines which version you get. These quizzes are worth 10 points<sup>2</sup>.

**3 Unit Objective Exams:** The 40 questions, at 4.25 points each, in the Unit Objective Exam are pulled from all of the questions in the 3 quizzes for the Unit. The exams are organized so you know all the possible questions but not which ones Blackboard will give you.

**Departmental Final Exam—F for the Course If Not Taken:** The 50 questions, at 2 points each, in the Departmental Final Exam were written by the History Department. Departmental policy is an F for the **course** if you do not take the Final. In other words, if you have an A average for all of the prior work in the course and if you do not take the Final Exam, I am required to enter an F for your final LETTER grade for the course. Also WCJC determines the date of the Final Exam, not the instructor. See the Course Schedule for the date.

**Departmental Final Exam—How the Final Exam Is Different from Quizzes and How Do You Use the Review?** The Final Exam was written by the History Department before I came to WCJC. We cover the facts from the Final Exam in the nine quizzes, but the language in the Final is very different from the language in our nine quizzes. To help you focus on meaning and not exact words, I created a review quiz by reformatting about 100 multiple-choice questions from the nine quizzes to create sets of matching questions, including with maps. You can see all of the questions as a link, write down your answers, and then grade yourself by using the link with the answers.<sup>3</sup> If you miss a question, you know you need to reread that section before the Final.

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<sup>1</sup> **Opportunity:** You earn a small extra credit for the facts you already know. You do not lose any points if you miss a question. Instead, you know your weaknesses so you can read efficiently before you take the higher point quiz and exam.

<sup>2</sup> **Opportunity:** If you took the Check Your Knowledge quiz in Blackboard by the date in the Course Schedule and if you make 8 points or higher on the 10-point quiz in class, you earn 2 extra credit points. For example, if you made 8 on Quiz A, I enter 2 extra points in the grade Quiz A Extra Credit.

<sup>3</sup> **Opportunity:** You may take a 10<sup>th</sup> quiz (Quiz J) on the back of the Scan-tron for the Final. You can earn up to 10 points extra credit.

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## Course Evaluation and Written Work

Written work consists primarily of comparisons. All Comparisons are brief (under 1.5 pages) and help students see how things changed from the beginning of a period to its end. To help students learn history accurately and focus on evidence, the grades for Comparisons are split in two parts:

- One part of the grade for the Comparison itself
- One part for following the 5 Good Habits for Evidence that are introduced in Getting Started – with those points increasing with each Comparison and with your earning the points only if you follow all 5 Good Habits for Evidence

The Comparisons and their points are:

- Introductory Comparison @ 20 points and 10 points for following all 5 Good Habits for Evidence<sup>4</sup>
- Unit 1 Comparison @ 60 points and 10 points<sup>5</sup> for following all 5 Good Habits for Evidence
- 2 Anonymous<sup>6</sup> Peer Reviews<sup>7</sup> @ 60 points and 20 points for following all 5 Good Habits for Evidence (You must submit Unit 1 Comparison to be able to do these Peer Reviews.)
- Major Comparison covering Unit 1 and Unit 2 @ 60 points and 30 points for following all 5 Good Habits for Evidence

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## Details about Comparisons

### What the Good Habits for Evidence Section of Blackboard's Getting Started Provides

The Good Habits for Evidence section of Getting Started provides:

- An introduction to each of the 5 Good Habits for Evidence and to the rubric used to grade Comparisons
- Examples of good student Comparisons that earned an C, a B, and an A and examples of papers that did not follow one or more of the 5 Good Habits for Evidence
- Instructions and examples of the basics of the citation instructions for the *Chicago Manual of Style* (required for history) and examples of a Comparison with a simple version of Chicago citation (and callouts to point things out)

### What Blackboard Provides about Each Comparison

The Blackboard course provides all you need to do each of the Comparison except the required textbook. You have:

- When you plan, instructions and possible choices for topics, exact page numbers of the textbook to read for each possible topic, background on content that frequently cause students problems, primaries (if documents written during the period are required for the specific Comparison), and a preformatted file with required headings
- After you write your draft, Turnitin, a tool that lets you submit your file, see your problems in word use and originality in language (such as plagiarism), fix and resubmit as needed, and submit your final version before the due date.

### Comparisons, the 5 Good Habits for Evidence, and What a Temporary Grade of 1.11 Means

It can be difficult to communicate to students about Good Habits for Evidence, including factual accuracy or “half-copy” plagiarism or “patchwriting.”<sup>8</sup> These errors can be dangerous to your future, but are preventable by choosing and developing habits that aid decision-making and are requirements of most jobs that pay well.

These steps have been the best method to solve the communication problem:

1. If you did **not** follow all of the 5 Good Habits for Evidence with a Comparison, I record a **temporary** grade of 1.11 for the Comparison itself.

The feedback tells you exactly what to do so I can enter the actual grade (a low grade but better than 1.11). The sooner you take care of this, the better things will be. If you don't understand, just ask. I'm glad to help you.

2. If, in the coming week, you have not acted and have not asked me for help if you don't understand), then I **also temporarily** replace your 20 points for the Good Habits for Evidence with 1.11.

That 1.11 automatically causes Blackboard to block all remaining Comparisons. You can still do what the feedback says, but you need to act quickly because you may not have time to act before the next written assignment expires.

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<sup>4</sup> **Opportunity:** You practice the 5 Good Habits for Evidence with a small comparison that helps you learn content that is part of the Unit 1 Comparison. If you successfully follow all 5 Good Habits for Evidence with this first assignment, you even earn 20 points extra credit.

<sup>5</sup> **Opportunity:** First, you do 2 Peer Reviews of other students' Unit 1 Comparisons. Second, if those peer reviews made you realize you made errors with the 5 Good Habits for Evidence on your own Unit 1 Comparison, you may do the optional Turnitin Assignment to peer review your own work. If you correctly identify your own error(s) with the 5 Good Habits for Evidence, you earn 10 points extra credit.

<sup>6</sup> The word *anonymous* means that students cannot tell who wrote the comparison or who did the peer review unless you tell them.

<sup>7</sup> This is a pilot project to see if this Turnitin feature can help students succeed. Adjustments may be necessary as we work.

<sup>8</sup> The quoted terms are explained on page 746 in the ninth edition of *The Bedford Handbook* by Diana Hacker and Nancy Sommers.

### **Dates for Planning and Submitting Comparisons**

The Course Schedule covers when you can see information

- On planning your comparison
- On beginning to submit your file to Turnitin for feedback
- On submitting your final version of the file

### **When You Must Return the Feedback for Your Comparison If You Check It Out**

You are welcome to check out the feedback and rubric for your comparison. I am also glad to talk with you about the feedback and to help you. You are also welcome to make a copy or a scan of the paper and I can try to help you with that.

When you checkout the feedback and rubric, you also sign that you will return it within 1 week.

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### **Overview of a Written Assignment That Earn Extra Credit (Small) for Each Unit**

#### **Surprise, Brief In-class Writing Assignments**

Each Unit includes between 1 and 3 surprise writing assignments at 5 points each. Typical assignments include::

- Explain an issue or concept that the instructor just covered
- List at least 5 major points covered in a Dallas TeleLearning video
- Explain the major points in a section of the textbook assigned the class before

## Course Schedule – Holidays this semester: 2/20 (TCCTA): 3/09-3/13 (Spring Break), 3/17 (UIL), 4/02-4/03 (Easter)

- 1) All work is due at the beginning of class. For example, if you arrive after I mark the seating chart, you cannot take a paper quiz in progress or hand in your paper copy of your Turnitin Assignment.
- 2) To get credit for a Comparison, you must both bring the printed Comparison on time and submit the file before Turnitin closes. (Savvyour digital receipt.) Both the printed Comparison and Turnitin's data about the file are used in determining your grade.
- 3) The + in a date column means we continue the work to the next day as needed, but the quiz will occur on the 1<sup>st</sup> day.

### Getting Started - Course Documents and Orientation Plus Content from Unit 1 Before Blackboard Is Open

1/21	Introduction to the Course. Your responsibility form and your plan.
1/23	Orientation task (5 points). Bring paper, a Scan-Tron, and a number 2 pencil. Sit where you plan to sit for this semester.
1/26	Bring a number 2 pencil for the Departmental Pre-test (I will return your Scan-tron so you can write the test on the front side.)
1/28	Begin background concepts for Part A: Reconstruction Abandoned; Beginning of the Gilded Age
2/02	Complete background concepts. Orientation to Blackboard, to Units, and to Check Your Knowledge quizzes (possible lab being worked out). Orientation task (5 points) with Quiz A in Blackboard due before class 2/04 on your own or with my help.
2/04	Take paper Quiz A. Orientation to 5 Good Habits for Evidence using materials in Blackboard. Orientation task (20 points) <b>DUE</b> in Blackboard before class 2/09 on your own or with my help. (Save your digital receipt and print your paper.)
2/09	<b>DUE</b> before the completion of the seating chart for attendance: your printed Good Habits for Evidence paper to class. Complete Part A. Begin Part B: Gilded Age Transformations Brief Orientation to the first Comparison and how Blackboard can help you. Once you complete the 5 Good Habits for Evidence and your instructor enters the 20 points, you can see in Unit 1 in Blackboard: <ul style="list-style-type: none"><li>- Comparison: Planning the Introductory Comparison (1860s-1877)</li><li>- Comparison: Beginning to Submit the Introductory Comparison – Turnitin opens 2/13 12:00 am and closes 2/19 11:55 pm</li></ul>

### Unit 1: Creating a New America - How America Changed from the 1860s to 1900 (Chapters 16, 17, 18, 19)

Last date to qualify for extra credit: Check Your Knowledge **Quiz A (see above) and B (2/08), C (2/22)** in Blackboard by **noon**.

2/11+	Take paper Quiz B. Complete Part B: Gilded Age Transformations
2/18	<b>DUE</b> before the completion of the seating chart for attendance: your printed Introductory Comparison. Introduce Part C: Part C: Turmoil and Expansion You see in Unit 1 in Blackboard: <ul style="list-style-type: none"><li>- Comparison: Planning Unit 1 Comparison (1860s-1900)</li><li>- Comparison: Beginning to Submit the Unit 1 Comparison – Turnitin opens 3/05 12:00 am and closes 3/19 11:55 pm</li></ul>
2/23+	Take paper Quiz C. Complete Part C.
3/04	Unit 1 Objective Exam - Bring a Scan-Tron and number 2 pencil.

### Unit 2: Moving to the World Stage - America from 1900 to 1940 (Chapters 20, 21, 22, 23, 24, 25)

Last date to qualify for extra credit: Check Your Knowledge **Quiz D (3/05), E (3/22), F (3/29)** in Blackboard any time before **noon**.

3/06+	Take paper Quiz D - Begin Part D: Progressivism: Roosevelt to Wilson.
3/16+	<b>DUE</b> before the completion of the seating chart for attendance: your printed Unit 1 Comparison. Continue Part D. You see in Unit 2 of Blackboard: <ul style="list-style-type: none"><li>- Comparison: Beginning to Peer Review 2 Other Students' Unit 1 Comparisons (Requires you analyze the students' work compared to requirements and to pages used as a source and then complete two online forms.)</li></ul>
3/23+	Take paper Quiz E – Begin Part E: World War I and Its Transformations Including Mass Culture.
3/25	<b>DUE</b> before the completion of the seating chart for attendance: your printed Peer Review forms. Continue Part E. You see in Unit 2 of Blackboard: <ul style="list-style-type: none"><li>- Comparison: Planning the Major Comparison (1860s-1940)</li><li>- Comparison: Beginning to Submit the Major Comparison – Turnitin opens 4/09 12:00 am and closes 4/17 11:55 pm</li></ul>
3/30+	Take paper Quiz F - Begin Part F: Great Depression, Seeds of the New Deal, and The New Deal and New Challenge
4/10	Unit 2 Objective Exam - Bring a Scan-Tron and number 2 pencil.

\* The Unit 2 Roadmap specifies where to stop in Chapter 10. You also read portions of the Declaration of Independence and the Constitution.

### Unit 3: Transformations – America from 1940 to the 21st Century (Chapters 26, 27, 28, 29, 30, 31, 32)

Last date to qualify for extra credit: Check Your Knowledge **Quiz G (4/15), H (4/19), I (4/26)** in Blackboard by **noon**.

4/15+	Take paper Quiz G - Begin Part G: World War II; the Post-War
4/17	<b>DUE</b> before the completion of the seating chart for attendance: your printed Major Comparison.
4/20	Take paper Quiz H - Begin Part H: 1950s Transformations; the Turbulent Years (The 1960s)
4/24	Last day to for <i>you</i> to "Drop" course with grade of "W."
4/27+	Take paper Quiz I - Begin Part I: The Crisis of Confidence (1969-1992 Era); Reagan to Clinton to Bush (1992-2000+)
5/08	Unit 3 Objective Exam - Bring a Scan-Tron and number 2 pencil.

\* The Unit 3 Roadmap specifies where to begin in Chapter 10. You also read portions of the Constitution.

### Review for the Final Exam: 16th Century to 1877 (Chapters 1 to 16) (Early open)

4/26	All Review material opens. Some of the review map quizzes may help you with preparing for Unit 3's objective.
5/13	Wednesday 10:15 am -12:15 pm - Final Exam – Departmental policy: F for the Course if not taken. Review all your grades. If you believe there is an error, contact me by email and phone before 2:00 PM on 5/13.

*I reserve the right to modify the syllabus during the semester.*

**WCJC Department:** History – Dr. Bibus  
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**Last Updated:** 2015  
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