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## SMC 1301 – SECTION H

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

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

**FALL 2018**

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**DR. LINDSEY PASSENGER WIECK**

### Contact Information

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**Office Hours: M 12-1:30 (Chaminade Tower 500)**  
**Weds 12-1:30 (Diamondback Café)**  
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**Course website login: <http://www.stmuhistorymedia.org/wp-login.php?>**

**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. The *StMU History Media* project is conceived to be an organization, created to give students at St. Mary's University a real-world experience working in an organization. The organization is built around a web-site that is designed to give students the experience of working in a real-world publishing environment. The products of the website are a variety of narrative non-fiction articles based on the historical research and writing of students at St. Mary's University. 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 the success of each and to the success of the organization. Below are the descriptions of the roles of the organization, the products expected for each role, the skills to be mastered for each role, and the requirements for advancement.

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



## 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
  - **ALL PUBLICATIONS MUST CONNECT TO COURSE THEMES INCLUDING BORDERLANDS, EXCHANGE, ENCOUNTER, MIGRATION.** Publications are not limited to topics in the North American borderlands, though publications that connect to course materials and topics are encouraged.
- **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 Committees 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
- **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, for a total of 210 points over 21 class periods.
- **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. Committee members would take control of our Twitter and Facebook pages. This is our organization's *social media* committee.

### PUBLICATION COMMITTEE –

The purpose of the Publication Committee is to design the Showcase Edition design and layout, work on the publication of the Showcase Editions (two per semester), and work on the publication of the Monthly Newsletter (includes the management of text and image assets of all articles under consideration) This is our organization's *magazine layout* 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.



**MEMBER SUPPORT COMMITTEE –**

The purpose of the Member Support Committee is to support members, past and present, in their continued membership in the organization. This Committee will work to identify opportunities for members to find scholarships, internships, further research, and additional funding that will help them capitalize on their current and former work by using databases to locate scholarships and other types of funding. Committee Members will work with the STRIVE Career Center to help members create Electronic Portfolios to share with future employers and graduate schools.

**GRADE (APPROXIMATE PERCENTAGE DISTRIBUTION):**

Comments	18%
Quote Notes	21%
Committees	15% - 20%
Article Project 1	15% - 20%
Article Project 2	20% - 30%
Midterm	10%

Total 100% - 120%

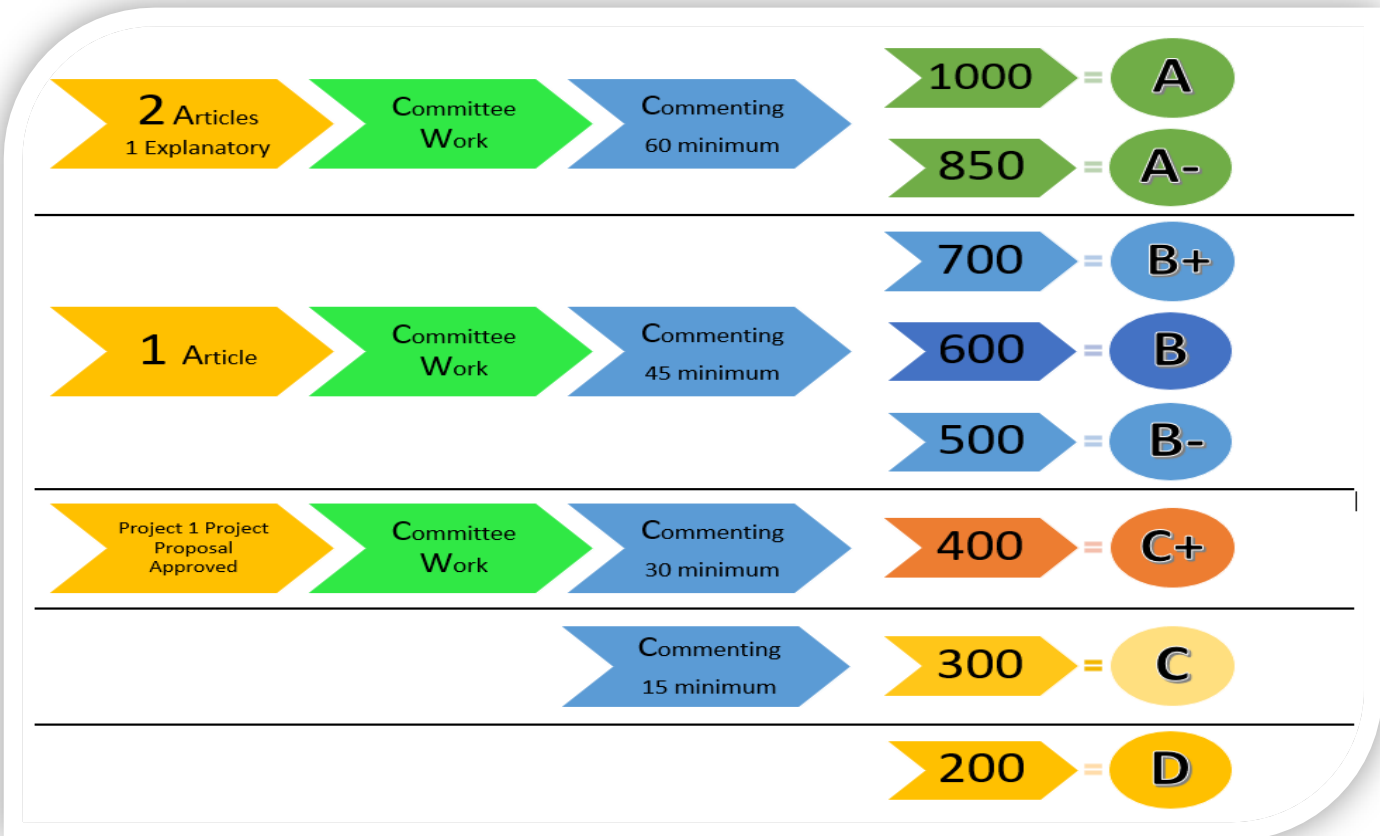
**FINAL EXAM POLICY**

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). The 5<sup>th</sup> Semi-Annual StMU History Media Award Ceremony will take place at St. Mary's Uni, UC-Room A, on Thursday, November 29, at 6:30 PM.

**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, **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 **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 **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
<b>A</b>	38	80	125	174	227	286	350
<b>A-</b>	33	68	106	148	193	243	298
<b>B+</b>	27	56	88	122	159	200	245
<b>B</b>	23	48	75	104	136	171	210
<b>B-</b>	19	40	63	87	114	143	175
<b>C+</b>	15	32	50	70	91	114	140
<b>C</b>	12	24	38	52	68	86	105
<b>D</b>	8	16	25	35	45	57	70
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<b>A</b>	421	500	588	688	800	929	1000
<b>A-</b>	358	425	500	584	680	789	850
<b>B+</b>	295	350	412	481	560	650	700
<b>B</b>	253	300	353	413	480	557	600
<b>B-</b>	211	250	294	344	400	464	500
<b>C+</b>	168	200	235	275	320	371	400
<b>C</b>	126	150	176	206	240	279	300
<b>D</b>	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 (<http://www.stmarytx.edu/registrar/index.php?site=classAttendance>), 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](#).

### ATTENDANCE

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

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

## 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, **Nov 28 & 29**, 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 **Friday, Nov 30, and Monday-Wednesday, Dec 3-5**. The final exam schedule can be found at <https://www.stmarytx.edu/academics/registrar/registration/> under *COURSE SCHEDULES*.

## UNIVERSITY POLICIES AND PROCEDURES

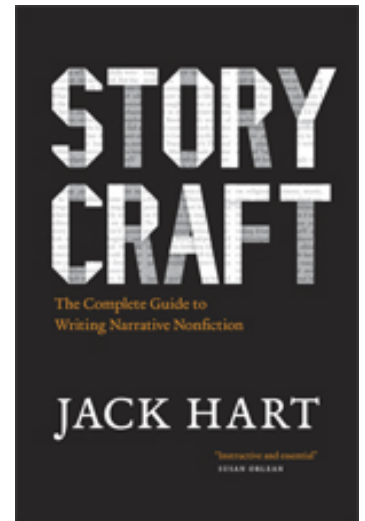
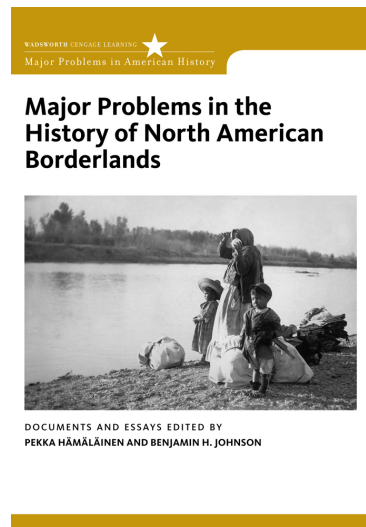
St. Mary's University is committed to providing a safe, equitable, and fair environment where students can pursue academic excellence. Policies and procedures have been developed to foster and sustain such an environment and apply to all courses offered at the university. Students need to be aware of 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](#)

## BOOKS

- Pekka Hämäläinen and Benjamin H. Johnson, *Major Problems in the History of North American Borderlands* (Wadsworth, Cengage Learning, 2012)
- Jack Hart, *Storycraft: The Complete Guide to Writing Narrative Nonfiction* (Chicago: University of Chicago Press, 2012)



**SMC 1301 G – FOUNDATIONS OF CIVILIZATION**

Syllabus & Schedule of Assignments: Fall 2018

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Week	Day	Date	Class Activity	Readings	Due Dates
				<b>Major Problems in the History of North American Borderlands (“Major Problems”)</b>	
<b>Week 1</b>	<b>Wed</b>	Aug 15	<p><b>Course Introduction</b></p> <p><b>Activity: Reading and Analyzing Primary Sources</b></p> <p><b>What is Borderlands History?</b></p> <p><b>Completing Quote Note Assignments</b></p> <p><b>Logging into StMU History Media</b></p>	<b>Complete Interactive Syllabus Survey – Link Emailed</b>	<b>Accepting Applications for all Committee Memberships</b>
	<b>Fri</b>	Aug 17		<a href="#">Video Tutorial: Logging in to StMU History Media and Making your First Comment</a>	
	<b>Sun</b>	Aug 19			<b>5 Comments Due</b>
<b>Week 2</b>	<b>Mon</b>	Aug 20	<p><b>Workshop – Library Resources, Media Resources, LAC Resources, Career Services</b></p>	<p><a href="#">Video Descriptive Article Project Proposal Part 1: Topic Description</a></p> <p><b>Blogs:</b>                      Amanda Cantu, <i>The Woman That Weeps For Eternity</i> <sup>1</sup></p> <p>Ezequiel De La Fuente, <i>What Really Happened to The Infamous Roanoke Colony?</i> <sup>1</sup></p>	<b>Quote Notes</b> <sup>2</sup>
	<b>Wed</b>	Aug 22	<p><b>St. Mary’s History Media Project</b></p> <p><b>Workshop – The Descriptive Article (Topics &amp; Research)</b></p> <p><b>(Narrative Non-Fiction &amp; the Narrative Arc)</b></p>	<p><a href="#">Video Descriptive Article Project Proposal Part 2: Deep Research</a></p> <p><b>Jack Hart, <i>Storycraft</i>, Ch. 1: “Story” (p. 6-19)</b> <sup>2</sup></p> <p><b>Jack Hart, <i>Storycraft</i>, Ch. 2: “Structure (p. 20-40)</b> <sup>2</sup></p>	<b>Quote Notes</b> <sup>4</sup>
	<b>Fri</b>	Aug 24			
	<b>Sun</b>	Aug 26			<b>5 Comments Due</b>

Week 3	Mon	Aug 27	Part 1: Early Borderlands: The Southwest	<p><a href="#">Video Descriptive Article</a> <a href="#">Project Proposal Part 3: Sources</a></p> <p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li>Chap. 2 Intro (p. 41-43)</li> <li><b>Primary sources:</b> #5 and #6 (p. 52-54) <sup>2</sup></li> </ul> <p><b>Blogs:</b> Yahaira Martinez, <a href="#">Show Me Your Shoes!: The Origins of San Antonio's Battle of the Flowers</a> <sup>1</sup></p> <p>Mariana Sandoval, <a href="#">La Malinche: Traitor or Survivor?</a> <sup>1</sup></p>	Quote Notes <sup>4</sup>
	Wed	Aug 29	Part 2: Early Borderlands: The Southwest	<p><a href="#">Video Descriptive Article</a> <a href="#">Project Proposal Part 4: Images</a></p> <p><a href="#">Video Descriptive Article</a> <a href="#">Project Proposal Part 5: Storyboard</a></p> <p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li>Juliana Barr, "Captivity, Gender, and Social Control in the Texas-Louisiana Borderlands" (p. 55, 68-81). <sup>2</sup></li> </ul>	Quote Notes <sup>2</sup>
	Fri	Aug 31			
	Sun	Sep 02			5 Comments Due
Week 4	Mon	Sep 03	Labor Day Holiday		
	Wed	Sep 05	Middlegrounds, Borderlands, and Frontiers	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li>Chap. 3 Intro (p. 83-86)</li> <li><b>Primary Sources:</b> #4 (p. 91-93) <sup>1</sup></li> <li>James H. Merrell, "Indian-English Frontiers of Cooperation and Conquest" (p. 101-118) <sup>2</sup></li> </ul> <p><b>Blogs:</b> Fumei Pinger, <a href="#">Meriwether Lewis, Revenant of the Western Odyssey</a> <sup>1</sup></p>	Quote Notes <sup>4</sup>
	Fri	Sep 07			



	Sun	Sep 09			5 Comments Due Project Proposal 1 Due
Week 5	Mon	Sep 10	Workshop – The Descriptive Article (In class work on Descriptive articles)	<a href="#">Article Creation to Publication Part 1 - Article Creation</a> <a href="#">Article Creation to Publication Part 2 - Images</a>	Quote Notes (list at least five takeaways from these two videos)
	Wed	Sep 12	Borderlands, Cultural Exchanges, and New Native Societies	<a href="#">Article Creation to Publication Part 3 - The Workflow</a>  <b>Major Problems:</b> <ul style="list-style-type: none"> <li>Chapter 4 Intro (p. 132-134).</li> <li><b>Primary Sources:</b> #1 OR #6 (p. 134-135, 143-146). <b>1</b></li> <li><b>Pekka Hämäläinen</b>, “Ecological Change and Indigenous Imperialism in the Southwest Borderlands” (p. 146-147, 153-165). <b>2</b></li> </ul>	Quote Notes <b>3</b>
	Fri	Sep 14			
	Sun	Sep 16			5 Comments Due
Week 6	Mon	Sep 17	The Mexican North	<b>Major Problems:</b> <ul style="list-style-type: none"> <li>Chapter 7 Intro (p. 231-234).</li> <li><b>Primary Sources:</b> #1 OR #2 (p. 234-238). <b>1</b></li> <li><b>Andrés Reséndez</b>, “Markets, Persuasion, and Identity in the Southwest Borderlands” (p. 245-256). <b>2</b></li> </ul>	Quote Notes <b>3</b>
	Wed	Sep 19	Anglo-American Takeover of the Southwest Borderlands	<b>Major Problems:</b> <ul style="list-style-type: none"> <li>Chapter 8 Intro (p. 266-268).</li> <li><b>Primary Sources:</b> #2 (everyone) and #1 OR #3 (p. 268-274). <b>2</b></li> <li><b>Gregg Cantrell</b>, “Stephen F. Austin, Empresario and Borderlander” (p. 283-291). <b>2</b></li> </ul>	Quote Notes <b>4</b>

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	<b>Fri</b>	Sep 21			
	<b>Sun</b>	Sep 23			<b>5 Comments Due</b>  <b>Project 1 Publication Report Due</b>
<b>Week 7</b>	<b>Mon</b>	Sep 24	<b>Anglo-American Takeover of the Southwest Borderlands, continued.</b>	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li><b>Primary Sources:</b> #5 and #6, (p. 275-281). 2</li> </ul> <p><b>Blogs:</b> Mariana Sandoval, <a href="#">Juan Nepomuceno Seguin</a> 1</p> <p>Miranda Alamilla, <a href="#">The Mexican Hat Dance</a> 1</p>	Quote Notes 4
	<b>Wed</b>	Sep 26	<p><b>Negotiating National Borders</b></p> <p><b>Workshop – The Academic &amp; Journalistic Explanatory Articles</b></p>	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li><b>Chapter 9 Intro</b> (p. 303-306).</li> <li><b>Primary Sources:</b> #5 (p. 312-314). 1</li> </ul> <p>Jack Hart, <i>Storycraft</i> Ch. 12 “Explanatory Narrative” (p. 183-202) 2</p>	Quote Notes 3
	<b>Fri</b>	Sep 28			<b>Cut-off Date for Articles to consider for Showcase Edition Aug/Sep</b>
	<b>Sun</b>	Sep 30			<b>5 Comments Due</b>
<b>Week 8</b>	<b>Mon</b>	Oct 01	<b>Pacific Ties</b>	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li><b>Chapter 10 Intro</b> (p. 349-351).</li> <li><b>Primary Sources:</b> #2, #3, #5, #6, and #7 (p. 355-356, 359-362). 3</li> <li><b>Erika Lee</b>, “The Impact of Exclusion on the Chinese in America” (p. 363, 373-380). 2</li> </ul>	Quote Notes 5
	<b>Wed</b>	Oct 03	<p><b>Workshop – (In class work on articles)</b></p> <p><b>Preview: The Mexican Revolution</b></p>	<p>Jack Hart, <i>Storycraft</i>, ch. 7: “Action” (p. 107-126) 2</p> <p>Gabriela Medrano, <a href="#">Diego Rivera The Muralist: A Different Working Mexican</a> 1</p>	Quote Notes 3

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	<b>Fri</b>	Oct 05			
	<b>Sun</b>	Oct 07			<b>5 Comments Due</b>
<b>Week 9</b>	<b>Mon</b>	Oct 08	<b>Mid-Semester Break</b>		
	<b>Wed</b>	Oct 10	<b>Workshop – The Editing Process</b>	<p><b>Jack Hart</b>, <i>Storycraft</i>, ch. 14: “Ethics” (p. 219-240) <sup>2</sup></p> <p><b>Regina De La Parra</b>, <i>The Unrecognized Soldier of the Mexican Revolution: Petra Herrera And The Adelitas</i> <sup>1</sup></p>	<b>Quote Notes</b> <sup>3</sup>
	<b>Fri</b>	Oct 12			<b>Project Proposal 2 Due</b>
	<b>Sun</b>	Oct 14			<b>5 Comments Due</b>
<b>Week 10</b>	<b>Mon</b>	Oct 15	<b>The Mexican Revolution, Part 1</b>	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 11 Intro</b> (p. 382-385)</li> <li>• <b>Primary Sources:</b> #2, #3 (p. 388-393). <sup>2</sup></li> <li>• <b>Friedrich Katz</b>, “Mexico’s Northern Border and the Coming of the Revolution” (p. 405-415). <sup>2</sup></li> <li>•</li> </ul>	<b>Quote Notes</b> <sup>4</sup>
	<b>Wed</b>	Oct 17	<b>The Mexican Revolution, Part 2</b> <b>Guest: Dr. Benjamin H. Johnson</b>	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li>• <b>Primary Sources:</b> #4 and #7 (p. 393-395, 401-402). <sup>2</sup></li> <li>• <b>Benjamin Johnson</b>, “The Mexican Revolution and the Birth of Mexican-American Civil Rights Movement” (p. 415-426). <sup>2</sup></li> </ul>	<b>Quote Notes</b> <sup>4</sup>
	<b>Fri</b>	Oct 19			
	<b>Sun</b>	Oct 21			<b>5 Comments Due</b>

Week 11	Mon	Oct 22	Vice	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 12 Intro</b> (p. 428-430)</li> <li>• <b>Primary Sources:</b> #4, #5, and #6, (p. 436-440). 3</li> </ul> <p>---CHOOSE ONE---</p> <ul style="list-style-type: none"> <li>• <b>Stephen T. Moore</b>, “Canadians, Americans, and the Multiple Meanings of Border during Prohibition” (p. 442-450). 2</li> <li>• OR <b>Gabriela Recio</b>, “U.S. Prohibition and the Drug Trade in Mexico” (p. 442-443,451-459). 2</li> </ul>	Quote Notes 5
	Wed	Oct 24	Workshop – (In class work on articles)	Destiny Leonard, <i>La Nueva Noche Triste, October 2, 1968</i>	
	Fri	Oct 26			
	Sun	Oct 28			5 Comments Due
Week 12	Mon	Oct 29	Workshop – (In class work on articles)	Julio Morales, <i>Mexican President: Enrique Peña Nieto and His Failed Presidency</i>	
	Wed	Oct 31	Migration, Race, and Border Enforcement, Part 1	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 13 Intro</b> (p. 461-464).</li> <li>• <b>Primary Sources:</b> #2, (p. 465-468). 1</li> <li>• <b>Mae Ngai</b>, “Deportation Policy and the Making and Unmaking of Illegal Aliens” (p. 482-497). 2</li> </ul>	Quote Notes 3
	Fri	Nov 02			Project 2 Publication Report Due
	Sun	Nov 04			5 Comments Due  Cut-off Date for Articles to be considered for an Award & for Oct/Nov Showcase Edition
Week 13	Mon	Nov 05	Migration, Race, and Border Enforcement, Part 2	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li>• <b>Primary Sources:</b> #5, #6 (p. 474-479). 2</li> <li>• <b>Kelly Lytle Hernández</b> “The Crimes and Consequences of Illegal Immigration: A Cross-</li> </ul>	Quote Notes 4

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				Border Examination of Operation Wetback” (p. 497-508). 2	
	Wed	Nov 07	Immigration	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li>• <b>Primary Sources:</b> #7 (p. 479-483). 1</li> </ul> <p><b>Blogs:</b>                      Jessica Rivera, <i>Ruben Salazar: A Martyr For His People</i> 1                       Valeria Hernandez, <i>Selena Quintanilla-Perez: A Star That Will Always Shine</i> 1</p>	Quote Notes 3
	Fri	Nov 09			
	Sun	Nov 11			5 Comments Due
Week 14	Mon	Nov 12	Economic Integration and Mass Migration, 1994-Present	<p><b>Major Problems:</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter 14 Intro</b> (pg. 509-512).</li> <li>• <b>Primary Sources:</b> #3, #4, #6, #7, #8 (pg. 516-518, 521-528). 3</li> <li>• <b>Daniel Drache</b>, “Canada-U.S. Relations and the Impermeable Border Post 9/11: The Co-Management of North America” (pg. 531-536) 1</li> </ul>	Quote Notes 4 Nominees for Awards Posted
	Wed	Nov 14	Midterm		
	Fri	Nov 16			
	Sun	Nov 18			25 Comments Due
Week 15	Mon	Nov 19	Course Conclusion		Polling Day (8:00 AM-5:00 PM)
	Wed	Nov 21	Thanksgiving Break		
	Fri	Nov 23	Thanksgiving Break		
	Sun	Nov 25			
Week 16	Mon	Nov 26	Award Ceremony Preparation		
	Wed	Nov 28	Award Ceremony Preparation		
	Fri	Nov 30			

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	<b>Sun</b>	Dec 02			
<b>Week 17</b>	<b>Mon</b>	Dec 03			
	<b>Wed</b>	Dec 05			

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